



STEPHEN DECATUR MIDDLE SCHOOL 35

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 16K035

ADDRESS: 272 MACDONOUGH STREET, BROOKLYN, NEW YORK 11233

TELEPHONE: 718 574-2345

FAX: 718 452-1273

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 35 **SCHOOL NAME:** Stephen Decatur Middle School

SCHOOL ADDRESS: 272 MacDonough Street Brooklyn, New York 11233

SCHOOL TELEPHONE: 718-574-2345 **FAX:** 718-452-1273

SCHOOL CONTACT PERSON: Jacklyn Charles-Marcus **EMAIL ADDRESS:** JCharle2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jeannette Macmillan-Franklin

PRINCIPAL: Jacklyn Charles-Marcus

UFT CHAPTER LEADER: Jean St. Hill

PARENTS' ASSOCIATION PRESIDENT: Gamie Ollievierre

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 308

NETWORK LEADER: Kathy Pelles

SUPERINTENDENT: Evelyn Santiago

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: **Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.* * Core (mandatory) SLT members.**

Name	Position and Constituent Group Represented	Signature
Jacklyn Charles-Marcus	*Principal or Designee	
Kevin Bond	Assistant Principal	
Jeannette Franklin	Chairperson	
Jean St. Hill	*UFT Chapter Chairperson or Designee	
Gamie Ollivierre	*PA/PTA President or Designated Co-President	
Tisha Brown	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Tawana Harris	DC 37 Representative, if applicable	
Camielle Gill	CBO Representative, if applicable	
Barrington Duncan	Member/Parent	
Lois Walcott	Member/Parent	
Yolanda Frazier	Member/Parent	
Sherleke Ford	<i>Member/Parent</i>	
Laurette Telford	Member/Teacher	
Karen Redmon	Member/Teacher	

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

School Vision and Mission

Vision: *Our school motto is "Creating a Community of Lifelong Learners" it will be the driving force in all decision-making ventures. Students will focus on "The 3 A's for Success":*

Attitude - Positive at All Times!!!!...A Good Attitude Goes A Long Way!

Attendance - 90% is the Goal!!!

Academics - Improvement of performance levels across the grades by providing a standards based environment with the Principles of Learning as a guide and the Understanding by Design curriculum mapping format.

Mission: *The mission of Middle School 35 is to ensure that our students receive a strong educational foundation that will foster their growth emotionally, socially, and morally. We will provide a positive learning environment through rigorous instruction, parental and community involvement, and an atmosphere which will encourage student participation.*

Contextual Information About the School's Community and its Unique/Important Characteristics

Stephen Decatur Middle School 35 is named for US Naval Officer Stephen Decatur. Stephen Decatur served in the United States Navy from 1798- 1820. He was appointed Midshipmen for the US Navy in 1798 on the USS United States. In 1799, he appointed lieutenant, and in 1804 he became Captain. From 1816- 1820, he was Navy Commissioner. He received thanks of congress and a sword for his service before Tripoli and a gold medal for distinguished service in the War of 1812.

M.S. 35 is a Title I, School Wide Projects School, funded by reimbursable funds, situated in the heart of the historical Bedford Stuyvesant community, which is composed of a mixture of beautiful brownstone homes, low-income housing, and an array of entrepreneurial establishments. The school has been the home of prominent politicians, performing artists, government officials, authors, and philanthropic endeavors. The stability of the school is evidenced by the recurring presence of third generation students.

In our effort to "Create a Community of Lifelong Learners," The Family Dynamics Program Beacon Center, which is a member of the SCO family of services is housed in the building and provides after school activities for our students.

Summary of School Performance Trends (Include notable strengths as well as critical areas in need of improvement)

Middle School 35 continues to strengthen our students' skills across all content areas. We have decreased the number of students who performed Level 1 on the English Language Arts exam. During the 2008-2009 school year 61.7% of our students gained one year progress on the New York State English Language Arts assessment. In our Special Needs population 37.2% of our students gained yearly progress and 25.3% of our students gained yearly progress in the subgroup of Black students in the lowest third of our school population. In Mathematics, 59.4% of our students gained yearly progress and 38.1% of our special education students made yearly progress. Subsequently, we made tremendous strides with our students who were placed in the lowest 1/3 of our school's population. In the content area of English Language Arts, 85.1% of our students in the lowest 1/3 achieved progress and in Mathematics 67.6% of our students in the lowest 1/3 achieved progress. During the 2009-2010 school year, although the number of students receiving Levels 3 and 4 declined due to the new scoring procedures implemented in July 2010, Middle School 35 still continued to make great strides in improving student progress. Specifically, our student progress increased from 36.7% to 42.2 %, which represented an increase of 5.5%.

School-wide Priorities for Improvement for 2010-2011

- ✦ We will continue to build a strong school-wide discipline plan that will create an environment conducive to the learning process. An environment where teachers will be able to provide students with quality instruction and students will be able to explore their knowledge and expand their minds in all content areas, creating an improvement in student achievement on both citywide and statewide assessments.
- ✦ Keeping our mission statement in mind, all decision-making will be conducted in a collaborative manner and students will develop a sense of belongingness and connectedness to our school. School morale and spirit will continue to improve for all stakeholders in order to provide students with life skills that will remain with them beyond the boundaries of Middle School 35.
- ✦ Strengthen the level of parental involvement through parent- teacher communication, shared decision making, and a continuous effort to build a bond between the home and class as been created to participate school. For the 2010-2011 school year we were awarded the Century 21 grant for the second year which will provide us with additional resources to enhance our parental involvement initiatives through workshops sponsored by the Leadership Program.
- ✦ It is our hope to continue implementing the AVID (Advancement Via Individual Determination) a college-bound program that commences in middle school. This very rigorous program focuses on students that have a middle average and are the first generation in their family to attend college. This program is contingent upon a reliable funding source.

Overview of Instructional Programs and Special Initiatives

Currently, the school has an enrollment of one hundred seventy four students and fifty-one special education students. There are four sixth grade classes, four seventh grade classes and three eighth grade classes. In our special education program, there are three MIS I classes, sixth, seventh and eighth grades. There is one S.E.T.T.S. room. All school wide initiatives incorporate both general and special education students. All special needs students departmentalize with a general education class in Science and Social Studies and Physical Education.

Impact Math is utilized in grades 6 - 8. This program is aligned with the standards and integrates the use of manipulatives and problem solving as a major component of the programs.

For the 2010-2011 school year, one seventh grade class will have an additional math program that focuses on Integrated Algebra. The students are working toward taking the Integrated Algebra Regents in June 2012. Students in Grade 8 will also take the Integrated Algebra in June 2011; students in grade 6 will transition from the Everyday Mathematics curriculum to the Impact Mathematics curriculum.

The Humanities component at M.S. 35 will conduct 45 and 90 minutes instructional time periods. Instructional Materials such as classroom libraries, grammar text and writing instructional guides will be utilized to further enhance the Reading and Writing workshop models. All ELA educators also have 45 minutes instructional period that is utilized to reinforce what is taught during the 90 minute block and to introduce a new topic when applicable.

The Humanities and Science programs are included as content-based literacy programs. The Humanities program is structured and guided by the units of study provided to us by the New York City Department of Education. In addition the following resources are also utilized; The American Nation in Grade 8; the new Holt Rinehart series in Grade 7 and Grade 8, Grade 6 students utilize the History Alive. The Science program is structured by using the Prentice Hall Science Explorer Series. Project-based learning in Humanities and Science prepares students for the state assessments. Students are required to complete exit projects in all grades in the content area of Science. Classroom instruction in the content areas focuses on providing students with content specific grade curricula and provides expository literacy strategies to make reading of content area material more meaningful and powerful.

All students in grades 6 through 8 including special education students received a daily structured academic intervention program (AIS) to address the specific needs of students as identified by previous scores on standardized tests, district and school wide practice tests, and evidence of student work within the classroom. Students who have been identified as “at-risk” and/or who have scored at the “cutting edge” of Level 1 or Level 2 will receive AIS services. Acuity, Performance Series and teacher created and/or school-wide created benchmark assessments in Reading and Mathematics practice tests that mirror the standardized tests are also given to students on a quarterly basis. The Family Dynamics Extended Day program supports the school’s Literacy and Mathematics program by enriching and extending the curricula. It provides daily homework assistance, one-to-one tutoring, and specialized test preparation and skill development. The program has an open enrollment policy for all students.

The enhancement of professional skills for all staff members is a primary goal of our professional development plan. The professional development model of our school is designed to provide the pedagogical staff with the necessary tools, methodologies, and content to ensure effective instruction in all content areas. The Humanities Instructional Coach along with the Math/Science Instructional Coach are key members of the Professional Development Team. The Principal and Assistant Principal are also on the Team. The Team develops, coordinates, and focuses all professional development initiatives to meet the needs of staff, students, school programs and parents. The Instructional Coaches model and demonstrate lessons; conducts collaborative planning with teachers, visits classrooms, provides resources and conducts topic-centered workshops for teachers during their preparatory periods or after school. Instructional coaches also facilitate the weekly 90 minute department meetings that focus on content related concerns and instructional delivery.

Our licensed Library Media Specialist assists students and staff to develop and complete research papers and projects. In addition, she also provides staff with lesson plan ideas, Internet resources and print information that can be used in their instruction. Additional support in working with technology in the classroom is also provided. The school's instructional program is aligned with the learning standards throughout our content-area blocks. The ELA standards are used as the common writing thread throughout all content areas. Teachers plan lessons, form teaching points, pace and develop specific instructional activities based on the NYC and NYS performance standards. All of the instructional materials are correlated to the standards. Students evaluate their progress using rubrics established in each content area.. The content-area blocks in all grades are composed of direct teaching, guided reading, independent reading, and a writing connection. The Mathematics programs are based on learning basic facts, and active student involvement in solving problems through whole class instruction, small group activities, and individual work. Students will use manipulatives to solve real-life problems.

In the 2010-2011 school year, we are "Implementing the Year of C.H.A.N.G.E."

Challenging and meeting our students needs on a daily basis

Having and believing in clear and high expectations

Analyzing and strategizing the data to inform instruction

No Excuses

Gaining knowledge to increase student outcomes and professional growth

Empowering students to understand their own learning

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Stephen Decatur Middle School 35				
District:	16	DBN #:	16K035	School BEDS Code:	331600010035

DEMOGRAPHICS									
Grades Served in 2010-11:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	X 6	X 7
	X 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					87.1	87.8	88.0		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					87	89	90		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	61	64	87	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	80	73	72		79%	79%	79%		
Grade 8	67	85	71						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					3	7	5		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	242	222	230		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	33	32	36	Principal Suspensions	15	4	4		
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	24	8	3		
Number all others	0	0	0						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	3	3	1	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	1	0	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	21	24	21
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	2	2	2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	4	4	4
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	3	2	0	Percent more than two years teaching in this school	70.0	90.0	90.0
Black or African American	207	193	196	Percent more than five years teaching anywhere	65.0	90.0	95.0
Hispanic or Latino	31	29	20				
Asian or Native Hawaiian/Other Pacific Isl.	0	1	1	Percent Masters Degree or higher	85.0	85.0	88.0
White	1	2	3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	78.3	78.2	90.0
Multi-racial	0		0				
Male	52.4	55.6					
Female	47.6	44.4					

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): In Good Standing	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	✓				
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	X	✓	✓				
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject	X						

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Not Applicable
Overall Score	76.8	Quality Statement Scores:	Proficient
Category Scores:		Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)	11.3	Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)	25	Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)	36.7	Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	Well-Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

According to our school's NCLB/ SED status, New York State has recognized Stephen Decatur Middle School 35 as a school in good standing for ELA and Mathematics. In the area of ELA, the percentage of all students scoring a Level 3 and 4 over the past four years has significantly increased by 47.2% from 2006 to 2009. The number of students scoring Level 1 has also significantly decreased over the past four years by 23.8%, and the number of students scoring Level 2 over the past four years has decreased from 2006- 2009 by 23.6%. However, during the 2009-2010 school year, as New York State adjust the bars on proficiency levels. As a result, the number of students scoring Level 3 or higher in ELA was 58 students, down from 138.

In the area of mathematics, the percentage of students scoring a Level 3 and 4 from 2006-2007 increased by 8.2% and from 2007-2008 increased by 15%. The number of students scoring Level 2 over the past four years has fluctuated from with a 4.8% decrease from 2006-2007 and a 4.6% increase from 2007-2008. Overall, from 2006- 2009, students scoring Level 1 have decreased by 28%, students scoring Level 2 have decreased by 25.6%, and students scoring Levels 3 and 4 has significantly increased by 53.5%. Consequently, as in ELA the number of student scoring Level 3 or higher in Math were 70 students, down from 155.

As outlined in the 2007-2008 school progress report, the percentage of students making at least one year of progress in English Language Arts was 69.5% and in 2008-2009 69.5%. In the content area of mathematics in the 2006-2007 school year was 40.6% and 2007-2008 67.3%. However, in the 2009-2010 school year, the percentage of students making

As we analyze and strategize the data of the three weighted categories of our annual school progress report.

The most significant aids to the continuous improvement at Middle School 35 are as follows:

- + Curriculum to enhance the organizational skills and reinforce the 7 Habits of Highly Effective Teens.*
- + AVID College Readiness Program*
- + Continuous implementation of AIS with focused small group instruction conducted during the middle of the day to maximize on student attention span and comprehension level. Administrators also included on AIS grouping.*

- ✚ Utilization of monthly assessments, for example, Acuity, Scantron, Learning Directions data to drive instruction, Benchmark, conferencing, Kaplan materials, Academic Workout, EMC, AGS, Curriculum Associates, leveled libraries and studyisland.com for ELA and Mathematics. Assessments are discussed and utilized to inform in ELA and Mathematics instruction.
- ✚ Intensive Saturday School Program for test preparation.
- ✚ Flexible groupings based on the teaching points and units of study
- ✚ TCI- History Alive Curriculum
- ✚ Century 21 Program Afterschool Program, Family Dynamics Beacon Center.
- ✚ Accelerated Math Program focusing on Integrated Algebra (Regents preparation)
- ✚ Continuous professional development sessions, weekly 90 minute common planning meetings, monthly grade level meetings, study groups on professional literature and departmentalization of special needs students in all content areas.
- ✚ Emphasis on literacy strategies across all content areas. Before, during, and after reading strategies
- ✚ Science Fair, Poetry Jam, MST Night, Multicultural Festival
- ✚ Publishing Party Celebration
- ✚ NFTE Entrepreneurship Program
- ✚ Springboard- English Textual Power
- ✚ Spelling BEE
- ✚ Differentiated instruction based on performance levels, learning styles, interests and skill mastery in all content areas.
- ✚ Afterschool Program for Level 1 and Level 2 students

The most significant barriers to the continuous improvement at Middle School 35 are as follows:

- ✚ Students must take ownership for their own learning, and track their progress. For example, lack of homework completion.
- ✚ Student's inability to strive for high expectations. For example, being complacent with a Level 2. We are working on strategies with the current Parent Association to improve the student's mindset of setting high expectations.
- ✚ Applications of skills taught are not utilized across content areas. For example, the connection between reading and writing across the curriculum must be consistent.
- ✚ Lack of continuous parental involvement across all grade levels.
- ✚ Students who are not placed in their appropriate academic setting.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Goal Number 1	
Goal: To advance student performance in English Language Arts and increase the average change in student proficiency for students on performance levels 2, 3 and 4.	<i>Describe your goal.</i> 1) <i>To improve student performance in English Language Arts.</i>
Measurable Objective	Set the measurable target that will define whether you have met your goal. <i>Increase the number of students that score a Level 3 or Level 4 on the New York State ELA assessment compared to last year percentage of 26.2% by 5%.</i>
Action Plan	Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Goal Number 2

Goal: To advance student performance in Mathematics and increase the average change in student proficiency for students on all performance levels.

Describe your goal.

1) To improve student performance in Mathematics.

Measurable Objective

Set the measurable target that will define whether you have met your goal. Increase the number of students that are scoring Levels 3 and 4 on the New York State Math assessment compared to last year, which was 31.5% by 5%.

Action Plan

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

To improve student performance in Mathematics by focusing on the Common Core Standards to enhance instructional strategies and goal-setting. In the 2010-11 school year, we will continue the integration of Math, Science and Technology, strengthening the collaboration between educators to provide meaningful instruction to our students. In the 6th grade special needs class students will receive Math instruction from a team of two educators (1 General and 1 Special) along with an educational assistant, which will facilitate individualized instruction. Educators will continue to meet for ninety minutes weekly to engage in inquiry work, share effective instructional strategies, set goals with students, monitor and revise goals and strategies based on students' needs and progress.

- ❖ Using data to identify target students and identify each student's learning needs. This data will be used to set instructional strategies that address the needs of the students.
- ❖ The following will be utilized for analysis:

- ❖ -Acuity and performance series assessments in mathematics, studyisland.com, After school clinics, Saturday School, formative and summative assessments, and small group instruction conducted by math educators for their professional development periods, and analyzing the Gains report and item analysis link for mathematics on the DOE website.
- ❖ -Kaplan Keys in Mathematics that focus on understanding, analyzing information, solving and looking back on the various content strands such as Numbers and Operations, Algebra, Geometry and Measurement and Statistics and Probability.
- ❖ -SETTS educator that will work closely with the general education resource room students to increase their ability to think critically.
- ❖ -Differentiated instruction that are skill specific and address the needs of the targeted students will be exemplified in all classrooms.
- ❖ In addition to monthly assessments, classroom and school wide formative assessments will be utilized to monitor student progress.
- ❖ Weekly common planning periods that focus on hands-on learning resources, instructional strategies and multiple intelligences will improve the quality of instruction school wide for students.
- ❖ Looking at student work and creating an instructional plan based on the findings of the student work.
- ❖ Through weekly 90 minute Math department meetings, the instructional coach will ensure that educators are utilizing their curriculum map to create their individual lesson that promote learning activities that improve student outcomes.
- ❖ The continuity of the Math/Science instructional coach, who facilitates the weekly common planning periods that provide team teaching and communicates with educators on their instructional strategies.
- ❖ Continuation of the expansion of the Middle School 35 Academy of Excellence which is an accelerated math program for students in Grades 7 and 8. Students in Grade 7 receive 10-11 periods of mathematics per week, which consists of the Grade 7 curriculum and the Integrated algebra curriculum. The students will take the Integrated Algebra Regents and June 2011.
- ❖ Department readings on the professional literature “How to Give Effective Feedback To Your Students” by Susan M. Brookhart, *as a framework for effective instruction to ensure that educators are utilizing providing students with meaningful feedback that will empower them to understand their own learning.*

<p>Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ❖ Pertinent student data at the start of the school year both summative and formative assessments. ❖ Weekly analysis of curriculum maps and lesson plans to ascertain that the pacing calendar is moving in the right direction. ❖ Student work samples and student reflections in journal writing. ❖ Agendas and minutes of weekly 90 minute common planning meetings. ❖ Department feedback by instructional coaches during principal's cabinet meeting. ❖ Benchmark, formative and summative assessments. ❖ Lunch and Learns and Afterschool Math Clinics to provide AIS providers with additional support in the area of mathematics. ❖ Composite observations by the principal and assistant principal that focus on student achievement and effective strategies to promote an acceleration in the understanding of mathematical concepts ❖ Analyzing student work from acuity and benchmark assessments in order to formulate and implement an instructional plan based on the findings. ❖ Weekly common planning periods that focus on hands-on driven instructional strategies and multiple intelligences that will improve the quality of instruction school wide for students learning outcomes. ❖ The continuation of the AVID program (Advancement Via Individual Determination) which is a college-bound program that prepares middle school students for the college experience via a rigorous curriculum in all four content areas, field trips, guest speakers, etc.
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Goal Number 3

<p>Goal: To improve the school wide student attendance percentage.</p>	<p>Describe your goal.</p> <p><i>To improve the student attendance percentage from the 2009-2010 school year.</i></p>
<p>Measurable Objective</p>	<p>Set the measurable target that will define whether you have met your goal.</p> <p>Increase student attendance to 90% from last year's attendance of 88%.</p>
<p>Action Plan</p>	<p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> ❖ The establishment of a strong parent association executive board that will conduct workshops and interest meetings to increase the level of parental involvement in our school. ❖ Increase the number of parents that are attending our monthly parent association meetings by 3-5%. ❖ Learning Environment Survey and attendance monitoring. ❖ The Attendance committee which is comprised of the guidance counselor, attendance teacher, school aides and the assistant principal will meet on a weekly basis to review the attendance and lateness of all students. The purpose of the meetings will be to share information regarding individual students and interventions that were implemented ❖ We will continue to address the attendance concerns through the monthly meetings, ilogs, home visits and parent meetings. ❖ Parent surveys distributed by the Parent Association, Parent Coordinator and the School Leadership Team will be utilized as a method of ascertaining the interests of the parents in order to conduct meaningful workshops. ❖ Students that arrive late will report to the auditorium during period one. Students are provided with 15 minute grace period, which is the duration of homeroom. This policy will eliminate the disruption of the first instructional period.

	<ul style="list-style-type: none"> ❖ Workshops will be conducted in major content areas to provide parents with strategies and techniques for working with their children at home. ❖ Parents will be involved in hands-on activities through monthly workshops in math, science and technology which are the critical areas that our students are experiencing difficulty in order to assist them at home. ❖ The parent coordinator and school leadership team will participate in ongoing professional development activities to ascertain and implement strategies that will meet the needs of our parents. We will institute a sign-in log for all parents that visit the parent coordinator in order to ascertain the number of parents that are visiting our school on a daily basis. ❖ The implementation of the Leadership Institute through the 21st Century Grant will focus on workshops based on parents interest to increase the parental involvement at our school. ❖ Providing parents with an open-door policy that elicits and promotes communication between families and school administration will create a culture that's conducive to the success of our students and parents.
<p style="text-align: center;">Evidence</p>	<p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> ❖ Attendance sheets, agendas, phone call logs, home visit contact forms. ❖ Luncheons and Honor Roll celebrations. ❖ Attendance at parental involvement activities such as Back to School Festival, Parent Association meetings, content-based workshops, parent book clubs, school leadership teams, etc. ❖ Assemblies with students regarding the importance of attending school on a daily basis and insuring that their parents receive all notices that are sent home on a daily and/or monthly basis.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **English Language Arts**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1) To improve student performance in English Language Arts by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines</p>	<p>Using the data from the 2010 ELA New York State assessment to identify target students (Level 1 and 2 students), educators will create graphic organizers and pacing calendars to meet the needs of the students based on the item skills analysis. The continuity of the departmentalization of our special needs students. One educator will continue to teach ELA to all 3 special needs classes. -Utilizing the Contract for Excellence component of Principal/Teacher Quality, the continuity of the Literacy/Social Studies instructional coach to work collaboratively with the educators through team teaching, facilitating weekly 90 minute common planning that encompasses curriculum planning, reviewing professional literature and looking at student work. - SETTS educator that will work collaboratively with the general education educators to ensure continuity in reading comprehension, literary devices and other reading strategies. In addition, she will also teach social studies to the special need class; assessments will be created by the unit of study taught. The essential questions and established goals of the unit will be clearly outlined in the Understanding by Design format. The ELA and Social Studies curriculum will combine and educators will unfold humanities units. The Humanities coach will be responsible for ensuring that educators are completing curriculum maps and creating lessons accordingly.</p>

<p>Action Plan (continued) <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>In addition to monthly assessments, classroom and school wide formative study assessments will be utilized to monitor student progress. Assessments will be conducted every 4-5 weeks on specific skills. Comparisons will be made between the formative and summative assessments and revisions made for AIS pacing calendars based on the student results of assessments on specific skills. Assessments will be conducted on a school-wide level every four months and on a class level at the end of every lesson. All lessons will be provided by the utilization of the Kaplan Advantage, Focus on Reading, SEEPS writing strategies (adopted from the 4 Square Method of Writing) which provides before, during and after reading and writing strategies. In addition educators will utilize specific reading skills books for individual students based on what the data revealed from formative and summative assessments.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Contract for Excellence Funding for instructional coach and Title I ARRA for professional literature, sessions and materials. Middle School 35 will utilize the funding to maintain an instructional coach in ELA/Social Studies. Title I ARRA funding will be utilized to purchase professional literature that can be shared during common planning periods and student materials for small group instruction and Saturday School. The instructional coach will provide instructional support to the content area educators and the materials will enhance and support the success of achievement in English Language Arts.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Performance Series Assessments and Acuity Assessments conducted in September, January and March 2011 will be reviewed in order to monitor and revise the instructional focus of individual students. In addition, Study Island; web-based software that focuses on standards-based skills including the common core will be ongoing from September-June. All instructional tools provide ongoing assessments throughout the units of study as well as individual skill-based assessments. Educators will examine and analyze trends of student's strengths and weaknesses in order to provide focused based lessons to meet the needs of the students. We anticipate a gain of at least 5% overall on students percentage of answers scored correctly as well as an increase in their writing skills, including grammar, punctuation, etc. that is measured on study island and performance series assessment. The acuity assessments selected for the 2010-2011 school year includes multiple choice and constructed response questions, educators will analyze student work on constructed responses during their weekly common planning periods following the administration of the assessment. Weekly AIS feedback sessions between AIS educators and content area educators will begin in January 2011 in order to further strengthen the connection between the classroom and AIS instruction for individual students. Educators will create graphic organizers outlining the skills that will be taught based on the data from the 2010 ELA state assessment item skills analysis.</p>

Indicators of Interim Progress and/or Accomplishment (continued)

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

The pacing calendars are designed to teach 5 lessons followed by an assessment to ascertain student's comprehension of specific skills. (2-3 weeks completion for the 5 lessons). AIS periods are conducted Monday-Wednesday for 50 minutes per session, which provides students an additional 150 minutes of small group instruction.

Beginning January 2011 students will also receive an additional 90 minutes of small group instruction every Friday. Friday sessions will also focus on drills and skills and the writing process for constructed response questions and essay writing.

Subject/Area (where relevant):

Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve student performance in Mathematics by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Using data to identify targeted students (Levels 1 and 2) from the 2011 Periodic assessments, specifically acuity and performance series as well as studyisland.com and additional resources to be determined by educators based on students needs, After school clinics and Saturday School, formative and summative assessments and small group instruction when applicable by selected math educators. -Instructional materials that focus on understanding, analyzing information, solving and looking back on the various content strands such as Numbers and Operations, Algebra, Geometry and Measurement and Statistics and Probability. -The continuity of the departmentalization of our special needs students. One educator will continue to teach Math to all 3 special needs classes. However, the Math/Science instructional coach will focus on the students with disabilities in order to improve their understanding of specific content strands and hands on knowledge. -SETTS educator that will work closely with the general education students to increase their ability to think critically. -Differentiated instruction that are skill specific and address the Formative assessments based on unit of study and needs of the targeted students assessment. The monthly assessments will be created by the unit of study taught.</p> <p>The essential questions and established goals of the unit will be clearly Weekly common planning periods and outlined in the Understanding by Design format that focus on hands-on learning resources, instructional strategies and multiple intelligences that will improve the quality of instruction school wide for students. Looking at student work and creating an instructional plan based on the findings of the student work. The MST Coach will be responsible for ensuring that educators are completing curriculum maps and creating lessons accordingly.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>10% Setaside for Professional Development to fund the Math/Science Instructional Coach Title I ARRA for professional development literature and educator workshops. Title I ARRA funding will be utilized to purchase professional literature that can be shared during common planning periods and student materials for small group instruction and during Saturday School. The instructional coach will provide instructional support to the content area educators and the materials will enhance and support the success of achievement in Mathematics.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>AIS periods are conducted Monday-Wednesday for 50 minutes per session, which provides students an additional 150 minutes of small group instruction. Beginning January 2011 students will also receive an additional 90 minutes of small group instruction every Friday. Friday sessions will also focus on drills and skills and specific math strands based on the data from the 2010 New York State math assessment.</p>

Subject/Area (where relevant): Increase Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of parents attending parent activities within our school community from October 2010 to June 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parent surveys distributed by the Parent Association, Parent Coordinator and the School Leadership Team will be utilized as a method of ascertaining the interests of the parents in order to conduct meaningful workshops for parents. The analysis of the Learning Environment Survey will also be utilized to assess parents ideas. Parents will be involved in hands-on activities through monthly workshops in math, science and technology which are the critical areas that our students are experiencing The parent coordinator and school difficulty in order to assist them at home. The SLT will participate in ongoing professional development activities to ascertain and implement strategies that will meet the needs of our parents. The implementation of the Leadership Institute through the 21st Century Grant will focus on workshops based on parents' interest to increase the parental involvement at our school. The Leadership Program will attend Parent/teacher conferences in the Winter and Spring as well as partner with the school for other special events such as Bullying, Cyber-Safety, inc. Parents will be provided an opportunity to receive desktop computers upon completion of a 3 hour class on technology; we anticipate that this will also create a linkage between home and school to strengthen the bond of student and parent involvement.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Title I Funding, Middle School Initiative and School-wide Project funding will be utilized for annual parent and staff retreat as well as parent workshop presenters and celebratory events. In addition, the funding of the Parent Coordinator and the allocation for supplies.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Workshops from the Leadership Program for Parents on Bullying, Cybersafety, ARIS, Snapgrades, etc. Attendance sheets will be utilized to measure the frequency of parents attending the various events.</p>



REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	43	37	37	43	13	0	0	0
7	40	64	64	40	6	1	0	0
8	66	26	26	66	12	0	0	0
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Our daily intervention services in ELA will be addressed with the Academic Workout Intervention Program that will take place in each ELA class on every grade level. Monthly assessments of running records as well as quick assessments on multiple choice, listening, short –extended responses and essay writing. The Extended Day intervention program will focus specifically on reading comprehension and critical thinking skills as well as writing mechanics. Reduced class size will also assist in providing students an additional opportunity for small group instruction. The Saturday program will focus on the reading skills, listening and note taking strategies, editing and essay writing in a small group setting. Comprehension strategies will be reinforced in all content areas.</p>
<p>Mathematics:</p>	<p>Our daily intervention services in Mathematics will be addressed by the Problem of the Day, monthly assessments based on the units of study standards based curriculum. The Extended Day intervention program will focus on specific strands and basic fundamentals in mathematics such as multiplication, division, subtraction and addition. Students will also work on the composition of the open-ended responses through journal writing. The Saturday program will also focus on the short-extended responses and math computations on specific strands in a small group setting.</p>
<p>Science:</p>	<p>Monthly assessments on the units of study. Collaboration with the Math department. Math, Science and Technology Fair on all grade levels. All grades will incorporate lab periods during their 90 minute blocks. Students will engage in critical thinking activities through the utilization of the scientific method. All science classes are equipped with the A+ mobile labs.</p>
<p>Social Studies:</p>	<p>Monthly assessments on the units of study-Collaboration with the ELA department to focus on Document-Based Questions, Reading Comprehension and Essay writing.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>On an as needed basis if not specified on IEP.</p>

At-risk Services Provided by the School Psychologist:	ERRS Counseling shall take place on an as needed basis.
At-risk Services Provided by the Social Worker:	As needed and referrals to onsite Beacon program. (ERSS Counseling)
At-risk Health-related Services:	As needed with nurse referrals and onsite Beacon program.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$215,715	\$36,313	\$252,028
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,157	\$363	\$2,520
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	10,785	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,751	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 18

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	Yes			\$181,201	✓	15 - 25
Title I, Part A (ARRA)	Federal	Yes			\$35,950	✓	24
Title II, Part A	Federal			N/A			
Title III, Part A	Federal			N/A			
Title IV	Federal			N/A			
IDEA	Federal	Yes			\$20,006	✓	30 - 31
Tax Levy	Local	Yes			\$1,090,606	✓	15 – 25, 30 - 31

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
To date, there are 4 students in temporary housing @ Middle School 35.
2. Please describe the services you are planning to provide to the STH population. STH students will have monies available to them for carfare, school supplies and uniforms.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 035 Stephen Decatur					
District:	16	DBN:	16K035	School		331600010035

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded		
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.8	89.8	88.0
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		91.9	93.3	92.2
Grade 4	0	0	0				
Grade 5	0	1	0	Poverty Rate - % of Enrollment:			
Grade 6	66	88	73	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	74	67	80		79.3	83.7	83.5
Grade 8	86	73	76				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	14	15
Grade 12	0	0	0				
Ungraded	1	2	0	Recent Immigrants - Total Number:			
Total	227	231	229	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	29	35	28	Principal Suspensions	15	4	4
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	24	8	5
Number all others	20	21	24				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	24	22	20
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	9	8	4
# receiving ESL services only	2	1	TBD				
# ELLs with IEPs	1	0	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	1	3

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	19	% fully licensed & permanently assigned to this school	100.0	100.0	94.4
				% more than 2 years teaching in this school	54.2	54.5	80.0
				% more than 5 years teaching anywhere	58.3	50.0	60.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	82.0	85.0
American Indian or Alaska Native	0.9	0.4	1.3	% core classes taught by "highly qualified" teachers	87.2	100.0	67.8
Black or African American	85.0	87.4	88.2				
Hispanic or Latino	12.8	11.3	9.2				
Asian or Native Hawaiian/Other Pacific	0.4	0.4	0.0				
White	0.9	0.4	1.3				
Male	51.5	50.6	47.6				
Female	48.5	49.4	52.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	68.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	8.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	42.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

1. **School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.**



Stephen Decatur Middle School 35
272 MacDonough Street
Brooklyn, NY 11233
Phone 718-574-2345
Jacklyn Charles-Marcus, Principal
Dr. Kevin Bond, Assistant Principal
Phone: 718-574-2345
Fax: 718-452-1273

1. The *Stephen Decatur Middle School 35* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- *Monthly Parent Meetings*
- *Parent Surveys*
- *Monthly workshops*
- *Emails*
- *Telephone calls*
- *Snapgrades*

2. *Stephen Decatur Middle School 35* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- *Monthly Meetings*
- *Newsletters*

3. *Stephen Decatur Middle School 35* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

- *Learn It*
- *Acuity Assessments*
- *Survey School/Teachers*
- *Scantron*
- *Learning Environment Surveys*

4 *Stephen Decatur Middle School 35* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

SUCH AS:

- *Evaluations being done during monthly meetings, activities or events*
- *The Parent Coordinator and Parent Association will be responsible for conducting evaluations and accessing the needs of the parent; AND*

- *The parents will play the role of Facilitators and Change agents in developing strategies for improving M.S. 35*
 - *Sponsor College Tour and training Classes*
5. *Stephen Decatur Middle School 35* will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi. How to work with educators.

SUCH AS:

- *Instate And Out Of State Workshops, Conferences And/Or Classes;*
 - *Any Equipment And Other Materials That May Be Necessary To Ensure Success*
- b. *Stephen Decatur Middle School 35* will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
 - *Working with CBO's such as but not limited to, Family Dynamics and CRADLE of Bedford-Stuyvesant: A Systems of Care Initiative*
 - c. *Stephen Decatur Middle School 35* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - *School Leadership Team meetings*
 - *Parent Coordinator Workshops*
 - *Guidance Counselor*
 - *Community Meetings*
 - *Family Dynamics – Beacon Center*

- d. *Stephen Decatur Middle School 35* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with
 - *Family Dynamics Beacon Center*
- e. *Stephen Decatur Middle School 35* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - *Monthly School Calendars*
 - *Quarterly Newsletters*
 - *E-mails (Snapgrades)*
 - *Mailings, Phone Calls, Back Packing and School Outside Billboard*

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **Parent Meeting**.

This policy will be adopted by *Stephen Decatur Middle School 35* on **11/8/10** and will be in effect for the period of **24 months (2009 – 2010 and 2010-2011)**. The school will distribute this policy to all parents of participating Title I Part A children on or before.

Principal's Signature: *Jacklyn Charles-Marcus*

Date 11/8/10



Stephen Decatur Middle School 35
272 MacDonough Street
Brooklyn, NY 11233
Jacklyn Charles-Marcus, Principal
Dr. Kevin Bond, Assistant Principal
Phone: 718-574-2345
Fax: 718-452-1273



School Responsibilities

School **Stephen Decatur Middle School 35** will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Academic Intervention Services, Supplemental Education Services, Saturday Academy and Math Enrichment

- ⇒ Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

November 16, 2010 (Fall) and February 17, 2011 (Spring)

- ⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

In-person advanced scheduled appointments, Phone conferences and written progress reports given out on an as needed basis

- ⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

During Prep times (in person or on phone) and advanced scheduled appointments

- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Back to School Festival, MST Family Night, Poetry Jam, Attendance Luncheons, Students with Special Needs Conference, Parent Teacher conferences and content focused hands-on workshops, parent book clubs

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ⇒ supporting my child's learning by making education a priority in our home by:
- making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework and projects are completed;
 - monitoring the amount of television my children watch;
- ⇒ participating, as appropriate, in decisions relating to my children's education;

- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day and making sure they are completing their reading responses every night;
- ⇒ providing my child with a library card; partnering with Macon Brach Library
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)
- ⇒ being actively involved with the School Leadership Team and Parent Association

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District 16	School Number 035	School Name Stephen Decatur
Principal Jacklyn Charles-Marcus		Assistant Principal Kevin Bond	
Coach Jean St. Hill		Coach Hilma Whaley	
Teacher/Subject Area		Guidance Counselor Dorothy Pierrot	
Teacher/Subject Area Jose Jean		Parent	
Teacher/Subject Area Olga Gaon		Parent Coordinator Michelle Malcolm-Perpignan	
Related Service Provider Jose Jean		Other type here	
Network Leader Kathy Pelles		Other type here	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	229	Total Number of ELLs	1	ELLs as Share of Total Student Population (%)	0.44%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

Upon entrance into Stephen Decatur Middle School 35, students are interviewed by the guidance counselor to ascertain the services that may be needed for the incoming students. The Home Language Identification Survey Form and other pertinent documentation are reviewed by the Pupil Accounting Secretary. The LAB-R exam is administered for students within the first 10 days of the school year. Students criteria for specific programs are determined within consultation of the Principal and CFN Specialist. Upon determination, parent letters are distributed. Presently, there is one student requiring ELL services that attend Middle School 35 in grade 8. The student receives services from a licensed ESL teacher. All content areas are departmentalized and students receive both remediation and enrichment programs are provided during our AIS periods (150 minutes per week) and our clubs and teams period (90 minutes a week). In addition, during the Back to School Festival held in September with translation services available, Parent notices distributed in English and Spanish, Content area workshops provided by the instructional coaches that focus on hands-on activities facilitated by the educators of their respective contents.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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																		
Spanish																	1		1	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	1	0	1	0															

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

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

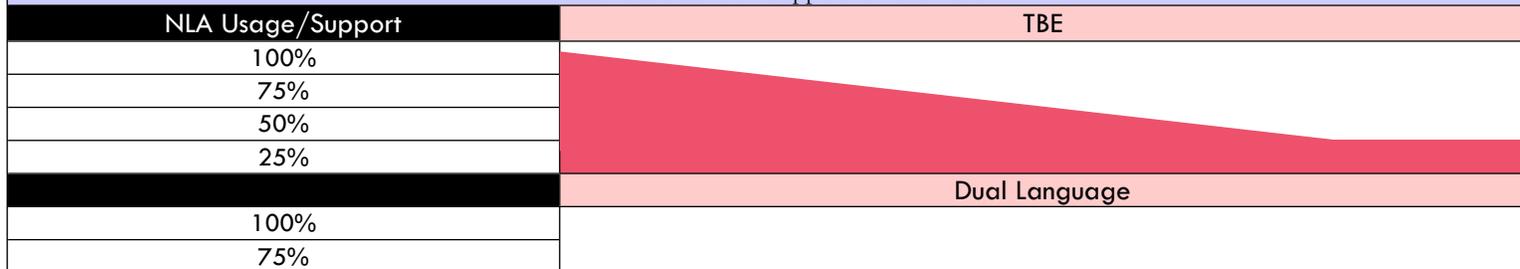
The organizational model that is utilized for Middle School 35 are Push-In and Pull-Out. The student is pulled out for 150 minutes per week and the ESL teacher pushes in for 210 minutes per week.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

LANGUAGE ALLOCATION POLICY FOR ELLS - STEPHEN DECATUR MIDDLE SCHOOL 35

M.S 35 is a Middle School located in the Bedford Stuyvesant area of Brooklyn, New York. The Bedford Stuyvesant area is a community primarily comprised of African and Caribbean Americans. The school's population reflects that of the community with a student body that is largely minority in composition. Among MS 35 students 88% are black, 9% are Hispanic and 1% are Asian. There are 229 students attending in the 2010- 2011 school year, there is one student that requires ELL services.

Our program when in effect encourages and respects the diversity of students, staff; and community. We desire to create A Community of Lifelong Learners; therefore, when in effect, we strive to meet the linguistic, social, academic, physical and emotional needs of our ELLS. And since all students are motivated to focus in "The 3 A'S for Success" Attitude, Attendance, and Academics, our ELLS are provided with the same high quality instruction that monolingual students receive.

The balanced literacy program is aligned with state learning standards and New York City performance standards for ELA and ESL. It is designed to teach Basic Interpersonal Communication skills (BICS) as well as to increase development of Cognitive Academic Language Proficiency (CALP) by integrating ESL methodologies throughout the curriculum areas. Scaffolding, multicultural libraries, listening centers, native language libraries, word walls, charts modeling correct language usage, a variety of reading strategies, the writing process

charts, reading logs, writing journals, graphic organizers, workbooks, a variety of literature, vocabulary activities, and videos will be used to meet the linguistic needs of our students.

Several additional steps will be taken to ensure that ELL's meet or exceed standards. Students will receive daily structured Academic Intervention Services in reading and math, Saturday school for all students in reading and math, students will receive small group instruction, individualized conferencing, and additional assistance provided during our Journey to Success Saturday Program. The ELL teacher when applicable will attend all professional development meetings at the school and attends all professional development meetings offered by the Brooklyn Integrated Service Center.

The Language Allocation Policy (LAP) Team Members are as follows: Jacklyn Charles-Marcus, Principal and Olga Gaon, ESL Teacher
Laurette Telford, Library Media Specialist
Dorothy Pierrot, Guidance Counselor
Nancy Bonelli, Speech Educator

Upon entrance into Middle School 35 parents are required to complete the Home Language Identification Survey (HLIS) and depending on their native language (Spanish or French) an oral interview is conducted in their native language and the Language assessment Battery Revised (LAB-R) administered within the first 10 days of enrollment. Due to the demographics of our school population we do not have a high population of students that are identified as English Language Learners. However, the guidance counselor in collaboration with the speech educator when the need arises will explain all three program choices to parents such as the transitional bilingual, dual language and free standing ESL. Entitlement letter are distributed upon completion of the assessment of the student needs. The guidance counselor is responsible for the distribution of the entitlement letters and program selection determinations.

C. Schools with Dual Language Programs

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

NOT APPLICABLE

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

All educators receive professional development on working with students in all sub-groups, including our ELL students. Educators at Middle School 35 will receive ELL training as provided by the CFN #308. In the 2010-2011 school year we only have one ELL student. Educators are also provided the opportunity to attend citywide conferences as well as workshops that are conducted by the Brooklyn.

E. Parental Involvement

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

Paste response to questions 1-4 here

PARENTAL INVOLVEMENT

- V Parent surveys distributed by the Parent Association, Parent Coordinator and the School Leadership Team will be utilized as a method of ascertaining the interests of the parents in order to conduct meaningful workshops.
- V Parents will be involved in hands-on activities through monthly workshops in math, science and technology which are the critical areas that our students are experiencing difficulty in order to assist them at home.
- V The parent coordinator and school leadership team will participate in ongoing professional development activities to ascertain and implement strategies that will meet the needs of our parents.
- V The implementation of the Leadership Institute through the 21st Century Grant will focus on workshops based on parents interest to increase the parental involvement at our school. The Leadership Program will attend Parent/teacher conferences in the Winter and Spring as well as partner with the school for other special events.
- V Title I Funding, Middle School Initiative and School-wide Project funding will be utilized for annual parent and staff retreat.
- V The establishment of the Mentorship Program will enable parents to become more involved in their child's educational journey.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8		0							0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	N/A			
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here We will be using the Fountas and Pinnell assessment program to assess the early literacy skills of the student. Ms. Whaley, ELA Instructional Coach will oversee the implementation of the reading program with the ESL teacher.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		