



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** STEPHEN DECATUR MIDDLE SCHOOL 35

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K035

PRINCIPAL: JACKLYN CHARLES-MARCUS      EMAIL: [JCHARLE2@SCHOOLS.NYC.GOV](mailto:JCHARLE2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: EVELYN SANTIAGO

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Jacklyn Charles-Marcus Dr. Kevin Bond, AP	*Principal or Designee	
Jean St. Hill	*UFT Chapter Leader or Designee	
Gamie Ollivierre	*PA/PTA President or Designated Co-President	
Patrice Scott	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Camielle Gill	CBO Representative, if applicable	
Barrington Duncan	Member/Parent	
Aquilavashti Jordan	Member/Parent	
Towanna Cheeks	Member/Parent	
Vacancy	Member/Teacher	
Vacancy	Member/Teacher	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

**ANNUAL GOAL #1 AND ACTION PLAN**

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

**Annual Goal #1**

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

*To improve student performance in English Language Arts by engaging all students in at least one literacy task aligned to the Common Core Standard that requires students to write arguments to support claim with clear reasons and relevant evidence and write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and well-structured event sequences. By June 2012 our goal is to improve our student's percentages of Level 3 and 4 students on the New York State ELA assessment from 29.8% to 35%.*

**Comprehensive needs assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. Student Progress for English Language Arts indicates the following:

*The overall score for student progress was 41.0 out of 60. The percent of students at Proficiency Levels 3 and 4 was 29.8% compared to our Peer Horizons which was 39.7% and the City Horizon Schools which was 30.5%. The data indicates that we are slightly below the city average and 10% below our peer horizon school averages.*

*Student performance trends can be easily identified from the result of the New York State ELA assessment. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State ELA results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using data from the ELA results and then differentiate instruction by content strand, with a special focus on Grade 6 students as they transition into the middle school grades. School trends have shown that grade 6 students have scored lower on the English Language Arts exam than students in grades 7 and 8 with the exception of 2011.*

*During the 2010-2011 school year, our students ranked in the following percentages, district, borough and citywide in Performance Levels 3 and 4 on the English Language Arts State Assessment.*

<p><i>Grade 6 –English Language Arts 24%</i>  <i>Grade 7-English Language Arts 19%</i>  <i>Grade 8-English Language Arts 50%</i></p>	<p><i>District-27% 9<sup>th</sup> in District 16</i>  <i>District-40% 7<sup>th</sup> in District 16</i>  <i>District-100% 1<sup>st</sup> in District 16</i></p>	<p><i>Borough-24% 137 in Brooklyn</i>  <i>Borough-32% 116 in Brooklyn</i>  <i>Borough-82% 31 in Brooklyn</i></p>	<p><i>City-25% 426 Rank</i>  <i>City-32% 355 Rank</i>  <i>City-77% 115 Rank</i></p>
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### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) *Humanities educators along with Science educators will study the sample literacy bundle produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task, student work and scoring benchmarks. 100% of students in all four subgroups (Economically Disadvantage, African-American students, Students with Disabilities and All Students) will submit a performance task in literacy. Each of these tasks will be scored on a performance level of 1-4 with meaningful feedback as well as next steps for improvement.*
  - b) *Through the additional per session funding provided by Central, educators will be provided an opportunity to meet and analysis student work as well as planning time to create the performance tasks for each respective grade.*
  - c) *During weekly common planning periods, educators will analyze student work through the utilization of the gap analysis spreadsheet created by the network in order to ascertain the individual student achievement goals toward progression to mastering the common core standards.*
  - d) *In January and February the literacy bundle will be examined. In March, each student will engage in a unit of study that culminates in a literacy performance task. The unit will occur in Humanities (ELA/SS) and Science classes 100% of student work will be submitted to CFN #112 with scores and annotations by April 1. All students will perform the literacy writing task by December 2011. In addition, the NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.*
    - *Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2011-2012 school year.*
    - *Grade level teacher teams and department common planning teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.*
    - *Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2011-2012.*
    - *Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice, these sessions will take place during and after school.*
  - e) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
    - *Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of activities.*
    - *Teachers will evaluate the effectiveness of their formative assessment during grade level meetings common planning periods and AIS afterschool educators clinics.*
    - *Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.*
    - *Students will create SMART goal worksheets that incorporate short and long term goals to keep abreast of the progress of mastery.*
  - f) *timeline for implementation*
    - *September – June – Ongoing scaffolding and support of teachers in implementation of effective ELA instruction*

- *September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor’s Instructional Expectations for the 2011-2012 school year.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP. *Parents will be provided materials and resources to utilize at home with their children that will enable them to reinforce the strategies that are presented during classroom instruction. The utilization of Jupitergrades.com, our online communication system that alerts parents every Friday of their child’s progress will also provide families with documents and information on testing as well as additional tutoring sessions for our students.*

**Strategies for attracting Highly Qualified Teachers (HQT)**

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

*The professional development implemented by the staff and the consultants will be tailored to teachers’ needs and will aim to specifically build each teachers’ ability to effectively teach the components of the literacy programs within CCLS aligned units of work.*

*This professional learning plan will also focus on specific “Looking at Student Work” sessions with teacher teams in the Fall (for Gap analysis with CCLS, as per Chancellor’s Instructional Expectations) as well as in the Spring when analyzing the students work with the performance task implemented as part of the unit of study in the Winter (aligned to CCLS and as per the Chancellor’s Instructional Expectations). Other teacher team meetings will also focus on Looking at Student Work sessions to collaboratively analyze students’ work with performance tasks, building consistency of judgments among all staff with regards the CCLS Literacy Practices and Content domains, and aligning data to classroom instruction, in order to differentiate instruction.*

*This inquiry work will provide a common forum for building consistent understandings of the CCLs expectations in curriculum and teaching as well as provide a basis for understanding the needs of the MS 35 students’ current gaps in understandings with the CCLs and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.*

*Lastly the professional development plan will build teachers’ understandings, knowledge and skills to be able to develop, implement and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by Winter as per the Chancellor’s Instructional Mandate 2011/2012.*

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
*Century 21 Grant-Saturday Scholars Program as well as the additional funding provided from Central for educators to work analyzing student work, creating performance tasks, etc. as it relates to the 2011-2012 instructional expectations.*

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF,

Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
*The Title I Professional Development allocation will be utilized to sustain and maintain our instructional coach. Our weekly common planning periods will be utilized to discuss and analyze the common core standards with the focus in the citywide instructional expectations.*

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
*To improve student performance in Mathematics by engaging all students on at least one mathematics aligned to the Common Core Standard that asks them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. By June 2012, our goal is to improve our percentages of Level 3 and 4 students on the New York State Mathematics assessment from 49.3% to 54%.*

**Comprehensive needs assessment**

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

*New York City Instructional Expectations require students to complete one mathematics task which incorporates the Common Core Standards in all grade levels.*

*The overall score for student progress was 41.0 out of 60. The percent of students at Proficiency Levels 3 and 4 was 49.3% slightly below our Peer Horizons which was 49.6% and above the City Horizon Schools which was 42.5%. The data indicates that we are above the City Horizons and slightly below our peer horizons in mathematics.*

*Student performance trends can be easily identified from the result of the New York State Math assessment. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. New York State Math results assist in identifying areas of strengths and weaknesses which allows us to improve instruction. Teachers identify student needs by using data from the Math results and then differentiate instruction by content strand, with a special focus on Grade 6 students as they transition into the middle school grades. School trends have shown that grade 6 students have scored lower on the English Language Arts exam than students in grades 7 and 8.*

*During the 2010-2011 school year, our students ranked in the following percentages, district, borough and citywide in Performance Levels 3 and 4 on the Mathematics State Assessment.*

<i>Grade 6 –Mathematics 30%</i>	<i>District-24% 9<sup>th</sup> in District 16</i>	<i>Borough-25% 135 in Brooklyn</i>	<i>City-22% 444 Rank in City</i>
<i>Grade 7-Mathematics 51%</i>	<i>District-44% 5<sup>th</sup> in District 16</i>	<i>Borough-44% 292 in</i>	<i>City-44% 292 Rank in City</i>
<i>Grade 8-Mathematics 65%</i>	<i>District-62% 4<sup>th</sup> in District 16</i>		<i>City-58% 211 Rank in City</i>

		<p><b>Brooklyn Borough-62% 64 in Brooklyn</b></p>	
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**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) *Mathematics educators will study the sample mathematics bundle produced by Central and examine the core components of the unit, as well as become familiar with the demands of the task and student work, scoring benchmarks. 100% of students in all four subgroups (Economically Disadvantage, African-American students, Students with Disabilities and All Students) will submit a performance task in mathematics. Each of these tasks will be scored on a performance level of 1-4 with an annotated comment as to why.*
  - b) *Through the additional per session funding provided by Central, educators will be provided an opportunity to meet and analysis student work as well as planning time to create the performance tasks for each respective grade.*
  - c) *During weekly common planning periods, math educators will examine each piece of student work and scored against benchmark student work samples from Central. Each pies of student work will be given a score of 1-2-3 or 4 and a comment explaining the score will be provided. d )In January and February the bundle will be examined. In March, each student will engage in a unit of study that culminates in a mathematics performance task. The unit will occur in Mathematics classes. All students will performance one mathematics performance task in September; the results will be charted and analyzed by the mathematics department to analyze the students progression toward mastering the common core performance task in mathematics.*

*The NYCDOE has identified Charlotte Danielson’s work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.*

- *Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2011-2012 school year.*
- *Grade level teacher teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.*
- *Implement Common Core State Standards, Unit of Study and performance tasks during the winter 2011-2012.*
- *Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2011-2012.*
- *Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice.*

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be provided materials and resources to utilize at home with their children that will enable them to reinforce the strategies that are presented*

*during classroom instruction. The utilization of Jupitergrades.com, our online communication system that alerts parents every Friday of their child's progress will also provide families with documents and information on testing as well as additional tutoring sessions for our students.*

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

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

*The professional development by implemented by the staff and the consultants will be tailored to teachers' needs and will aim to specifically build each teachers' ability to effectively teach the components of the mathematics programs within CCLS aligned units of work.*

*This professional learning plan will also focus on specific "Looking at Student Work" sessions with teacher teams in the Fall (for Gap analysis with CCLS, as per Chancellor's Instructional Expectations) as well as in the Spring when analyzing the students work with the performance task implemented as part of the unit of study in the Winter (aligned to CCLS and as per the Chancellor's Instructional Expectations). Other teacher team meetings will also focus on Looking at Student Work sessions to collaboratively analyze students' work with performance tasks, building consistency of judgments among all staff with regards the CCLS Mathematics Practices and Content domains, and aligning data to classroom instruction, in order to differentiate instruction.*

*This inquiry work will provide a common forum for building consistent understandings of the CCLs expectations in curriculum and teaching as well as provide a basis for understanding the needs of the MS 35 students' current gaps in understandings with the CCLs and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.*

*Lastly the professional development plan will build teachers' understandings, knowledge and skills to be able to develop, implement and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by Winter as per the Chancellor's Instructional Mandate 2011/2012.*

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Century 21 Grant-Saturday Scholars Program as well as the additional funding provided from Central for educators to work analyzing student work, creating performance tasks, etc. as it relates to the 2011-2012 instructional expectations.*

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- *The Title I Professional Development allocation will be utilized to sustain and maintain our instructional coach. Our weekly common planning periods will be utilized to discuss and analyze the common core standards with the focus in the citywide instructional expectations.*

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals. *Engage in short, frequent cycles of classroom observation utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction.*

#### **Comprehensive needs assessment**

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

*Based on the need to implement a framework for teaching that has proven to be effective in improving teaching and learning.*

*The NYCDOE has identified Charlotte Danielson's work related to professional teaching practice as an approved research based resource. During the 2011-2012 school-year teachers, support staff personnel and administrators will study and utilize various books written by Charlotte Danielson to deepen knowledge related to effective teaching practice. Additionally, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well.*

- *Under a model of classroom-embedded professional development, teachers, lead teachers, data specialist, core inquiry team members, consultants, and school administrators will work with teachers in classrooms to assist with the Instructional Expectations the NYC DOE initiated for the 2011-2012 school year.*
- *Grade level teacher teams and department common planning teams will examine and analyze formative and summative assessment data to develop implications for practice within daily balanced literacy instruction for all students.*
- *Implement Common Core Learning Standards, Unit of Study and performance tasks during the winter 2011-2012.*
- *Conduct Looking at Student Work Sessions with teachers to analyze student work and align to Common Core Learning Standards and identify gaps in curriculum content and teaching practice, these sessions will take place during and after school.*
- g) *steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,*
  - *Principal will schedule meetings for teachers to regularly meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of activities.*
  - *Teachers will evaluate the effectiveness of their formative assessment during grade level meetings common planning periods and AIS afterschool educators clinics.*
  - *Teachers will share data and goals with parents during parent/teacher conferences at least twice a year.*
  - *Students will create SMART goal worksheets that incorporate short and long term goals to keep abreast of the progress of mastery.*
- h) *timeline for implementation*
  - *September – June – Ongoing scaffolding and support of teachers in implementation of effective ELA instruction*
  - *September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to Chancellor's Instructional Expectations for the 2011-2012 school year.*

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### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups,
  - a) staff and other resources used to implement these strategies/activities
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.

*In September, the Danielson Framework was introduced to all staff members. Educators completed a self-assessment of the six priority components of 3b, 2d, 2b, 3c, 1e, 3d. The focused domains will be rolled out on a monthly basis beginning in September with 2b (Creating a Culture for Learning). Feedback will be provided to individual teachers in conversation and in written form within one week of observation.*

*Professional development aligned to indicators as observations indicate the need. Analysis of observations, patterns and trends completed in April.*

*The resources of CFN #112 will support the teacher effectiveness implementation of the Danielson framework. We will be provided with 4 coach sessions (2 in the Fall and 2 in the Spring). The sessions will focus on classroom observations and immediate debriefing sessions with the educators observed. Adjustments to the master schedule will be made to accommodate all collaborative efforts.*

*Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.*

- ❖ *Logs of observations.*
- ❖ *Data in Teachscape*
- ❖ *Written analysis of observations, patterns and trends.*

### **Strategies to increase parental involvement**

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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal. *The professional development by implemented by the staff and the consultants will be tailored to teachers' needs and will aim to specifically build each teachers' ability to effectively teach the components of the mathematics programs within CCLS aligned units of work.*

*This professional learning plan will also focus on specific "Looking at Student Work" sessions with teacher teams in the Fall (for Gap analysis with CCLS, as per Chancellor's Instructional Expectations) as well as in the Spring when analyzing the students work with the performance task implemented as part of the unit of study in the Winter (aligned to CCLS and as per the Chancellor's Instructional Expectations). Other teacher team meetings will also focus on Looking at Student Work sessions to collaboratively analyze students' work with performance tasks, building consistency of judgments among all staff with regards the CCLS Mathematics Practices and Content domains, and aligning data to classroom instruction, in order to differentiate instruction.*

*This inquiry work will provide a common forum for building consistent understandings of the CCLs expectations in curriculum and teaching as well as provide a basis for understanding the needs of the MS 35 students' current gaps in understandings with the CCLs and thus the consequent adaptations and revisions needed in curriculum (the tasks) and the teaching.*

*Lastly the professional development plan will build teachers' understandings, knowledge and skills to be able to develop, implement and evaluate a specific rigorous CCLS aligned unit of work within which is embedded a rich performance task by Winter as per the Chancellor's Instructional Mandate 2011/2012.*

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#### **Service and program coordination**

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

*Financial support for this goal will be provided by CFN#112. The network has provided all principals and assistant principals with monthly professional development by the Danielson's group. Each meeting will focus on specific components of the NYCDOE 8 competency domains. The training consists of classroom walkthroughs, videotapes of teacher observations and administrator effective feedback conversations.*

#### **Budget and resources alignment**

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

*Funding is provided by the CFN and allocation funding for Network support funded by the New York City Department of Education.*

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	45	26	26	45	23	8	30	15
<b>7</b>	55	52	55	52	27	6	30	18
<b>8</b>	68	44	44	68	40	5	3	12
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<p><i>The Extended Day intervention program will focus specifically on reading comprehension, critical thinking skills as well as writing mechanics. Reduced class size will also assist in providing students an additional opportunity for small group instruction. Students will work in small groups Monday-Wednesday (50 minutes per day) as well as during our weekly 90 minute advisory period. Students are grouped according to their content area needs. Students will be grouped into three categories: ELA, ELA and Math or ELA Enrichment. In addition, 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. The materials utilized for general and special education students will be differentiated based on the needs of the students. It is our goal to use Curriculum Associates for Reading as well as Wilson for our special education students. All materials will be supplemented with additional resources for added drill and skill.</i></p>
<p><b>Mathematics</b></p>	<p><i>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. Students will work in small groups Monday-Wednesday (50 minutes per day) as well as during our weekly 90 minute advisory periods. In addition, the Saturday program will also focus on the short-extended responses and math computations on specific strands in a small group setting. The materials utilized for general and special education students will be differentiated based on the needs of the students. It is our goal to use Curriculum Associates and additional resources to meet the needs of our students.</i></p>
<p><b>Science</b></p>	<p><i>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. All students will participate in writing argumentative texts to reinforce the implementation of the Common Core Standards.</i></p>

<b>Social Studies</b>	<i>Monthly assessments on the units of study-Collaboration with the ELA department to focus on Document-Based Questions, Reading Comprehension and Essay writing.</i>
<b>At-risk Services provided by the Guidance Counselor</b>	<i>On an as needed basis if not specified on IEP.</i>
<b>At-risk Services provided by the School Psychologist</b>	<i>On an as needed basis if not specified on IEP.</i>
<b>At-risk Services provided by the Social Worker</b>	<i>On an as needed basis if not specified on IEP.</i>
<b>At-risk Health-related Services</b>	<i>On an as needed basis if not specified on IEP.</i>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

*Parents will be provided with materials during parent workshops. Workshops will focus on helpful strategies and ideas that will enable them to successfully work with their children at home in both ELA and Mathematics. In addition parents are given the opportunity to attend weekly technology classes.*

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of

this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (Mrs. Michelle Perpignan) to serve as a liaison between the school and families. Mrs. Perpignan will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. Mrs. Perpignan will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training through the Family Dynamics/Beacon program to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Stephen Decatur Middle School 35 hosted the required Annual Title I Parent Meeting on September 28, 2011 to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings and workshops, e.g., Aris, High School/College Search, Coping with Change Workshops, Bullying, Special Education, quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the

school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events, eg. Students bring your Parent to school week, Fathers bring you child to School Day are events Stephen Decatur Middle School 35 host during the day.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a monthly school calendar and updating Jupiter grades are ways Stephen Decatur M.S.35 is designed to keep parents informed about school activities and student progress;
- providing school Agendas for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- Mailings, Telephone calls, back packing and School outside Billboard.

#### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

*Stephen Decatur Middle School 35 Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

*Having staff available for consultation with parents during Prep time (in person or on the telephone) and advanced scheduled appointments.*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

- always try my best to learn.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader	District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>035</b>
School Name <b>type here</b>			

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

Principal <b>Jacklyn Charles-Marcus</b>	Assistant Principal <b>Kevin Bond</b>
Coach <b>Hilma Whaley</b>	Coach
ESL Teacher	Guidance Counselor <b>Dorothy Pierrot</b>
Teacher/Subject Area <b>Hilma Whaley-Special Education</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Michele Perpignan</b>
Related Service Provider	Other
Network Leader <b>Kathy Pelles</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>229</b>	Total Number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.44%</b>
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## Part II: ELL Identification Process

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

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

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 who are new to New York City public schools. 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 7. The student receives services from the Humanities department in reading and writing. Secondly, there is a bilingual paraprofessional in the classroom that also provides additional academic support to the student. 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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)		Special Education
SIFE		ELLs receiving service 4-6 years	111	Long-Term (completed 6 years)

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

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

Number of ELLs in a TBE program who are in alternate placement: 1

### 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

**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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>						

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish															1				1	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

The organizational model utilized at Middle School 35 is departmentalization. The class travels as a group to writing and humanities classes. The student is part of a 12:1:1 class. The student receives 315 hours of reading and writing within the Social Studies content and an additional 180 hours of writing skills focusing on writing mechanics, grammar, spelling, sentence structure, etc. The student receives instruction in English and the bilingual/classroom paraprofessional accompanies the class to all of their classes. This instructional plan ensures that the student receives appropriate instruction in English Language Arts. Although, the student is in her fifth year of service, this is her second year at Middle School 35. As an SWD and ELL she receives the same content of material with extended time and differentiated strategies to address her individual needs. She completed our periodic assessment (performance series) in both English and

## A. Programming and Scheduling Information

Mathematics. She took the mathematics assessment in Spanish. The results of her assessment taken in September 2011 are as follows: Language Arts (Grade Equivalent 2.0, Reading (Grade Equivalent 3.4 and Mathematics-Grade Equivalent 6. This assessment information is utilized to inform instruction.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 27
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

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

### 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 226 students attending in the 2011-2012 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 letters 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 the program evaluated for student achievement (include data to be collected)?

### 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.

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 #112 In the 2011-2012 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?

#### PARENTAL INVOLVEMENT

- 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.
- 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.
- 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.
- Title I Funding, Middle School Initiative and School-wide Project funding will be utilized for annual parent and staff retreat.
- 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)														0
Intermediate(I)								1						1
Advanced (A)														0
Total	0	0	0	0	0	0	0	1	0	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													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Middle School 35 has selected the periodic assessment of Performance Series. Performance Series assesses the student and utilizes the English Reading Test, English Language Proficiency Test, and the Mathematics Proficiency Test. The Science will

## 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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **16K035** School Name: **Stephen Decatur Middle School**

Cluster: **1** Network: **112**

**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**

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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

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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>.