



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** MADIBA PREP MIDDLE SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K681

PRINCIPAL: SHARON STEPHENS

EMAIL: [SSTEPHENS2@SCHOOLS.NYC.GOV](mailto:SSTEPHENS2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: EVELYN SANTIAGO

06-18-2013

**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.

| <b>Name</b>       | <b>Position and Constituent Group Represented</b>  |
|-------------------|--|
| Sharon Stephens   | *Principal or Designee   |
| Curtis Buckner    | *UFT Chapter Leader or Designee  |
| Wanda Simon-Davis | *PA/PTA President or Designated Co-President   |
|                   | DC 37 Representative, if applicable  |
|                   | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |
|                   | CBO Representative, if applicable  |

|                       |               |
|-----------------------|---------------|
| Shantel Johnson       | Member/ Staff |
| Lopi Williams         | Member/ Staff |
| Jean Claude Dorelus   | Member/ Staff |
| Yolanda Flood-Hawkins | Member/Parent |
| Betty King            | Member/Parent |
| Joy Liverpool         | Member/Parent |
| Jacquel Macklin       | Member/Parent |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### **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**

Students experience at least two interdisciplinary, Common Core-aligned units across 4 academic subjects including Math, Science, English Language Arts and Social Studies during the 2012-2013 academic school year.

#### **Comprehensive needs assessment**

New York City has adopted the Common Core State Standards, thus it is essential that Madiba Prep is aligned with the demands and requirements of the city and state to improve instruction and deepen students' learning.

#### **Instructional strategies/activities**

- Teachers will participate in job-embedded professional learning as they implement teaching practices that focus on CCLS for Math and ELA, and teachers of Science and Social Studies will also receive professional development focused on CCLS.
- By June 2013, students will be expected to use fluency, application and conceptual understanding by experiencing two Common Core-aligned units of study in Math, which will be developed by the teaching team and supported by the Director of Technology and Instruction.
- By June 2013, students will be expected to use evidence from text for reading, writing, and discussions in eight aligned Common-core units in Humanities, Math and Science courses. These units will incorporate the following subjects ELA, Social Studies, Science and Math classes.
- By January 2013, teachers will develop a minimum of four Common Core aligned units of study (one for math, two for Humanities and one for Science). Each unit will provide points of access for all students and conclude with a performance task.
- Student work for each unit of study will be assessed based on a rubric, developed for that particular task;
- By April 2013, teachers will develop a minimum of four additional Common Core aligned units of study (one for Math, two for Humanities, and one for Science). Each unit will multiple provide points of access for all students and conclude with a performance task.

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

In conjunction with the school staff, the PTA will be hosting a "Get Common-Core State Test Ready" workshop, where parents are educated on the shifts, changes in curriculum, data of their children, and strategies to improve their student's academic progress.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP) **Targeted Assistance Program** (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

**Tax Levy**

Title I

Title IIA

Title III

**Grants**

Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

To ensure coordinated services we have allocated monies to ensure that there is an employee serving as a coach in both math and literacy areas. Monies have been allocated for professional development, lead teachers in ELA and Math have been identified, teachers attend working group sessions focused in ELA and Math that focus on Common Core alignment, and instructional support is provided by administration. Further teachers' schedules allow for interdisciplinary common planning time and inter-visitation, which support curriculum development and idea generation. In addition, monies were allocated for curriculum development prior to school opening during the summer pre-launch period.

## **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**

Writing is infused across the curriculum to ensure that at least 80% of our scholars are able to respond to literature and express themselves in writing efficiently by June 2013.

### **Comprehensive needs assessment**

As a baseline, each scholar was given a diagnostic exam upon entry into Madiba Prep Middle School. This baseline provided data regarding the strengths and weaknesses of our scholars. In addition, based on the 2011-2012 NYS ELA exam data, 2012 Fall Interim Acuity test, and Performance Series Language Arts Benchmark Assessment results, data indicated that students would benefit from a strong writing focus throughout the curriculum.

### **Instructional strategies/activities**

- Writing is infused across the curriculum.
- The Common Core aligned units of study that are implemented in math, science and humanities will have a strong focus in writing as a means of expression.
- Students will participate in small homogeneous populated classes where they are exposed to direct instruction to target their writing needs.
- Students respond to daily writing prompts during electives, including self-awareness training, advisory, foreign language and art.
- Students reflect through their writing, and construct short responses to questions asked in their core subject areas, including humanities, science and math.
- Students have an additional writing lab with a writing specialist weekly to further their development. In addition, writing is infused in academic intervention and before/after school activities.

The principal and teachers are responsible for implementing the strategies listed above.

As part of the formation of the school various assessment protocols were reviewed and discussed with the Office of Periodic Assessment. As a result of these discussions in this review, Performance Series was selected to provide a nationally normed baseline assessment of our scholars' performance at that time. In addition, Acuity was selected for our periodic assessments to provide Common Core aligned assessments, predictive data, detailed item analysis, and targeted online intervention. Over the summer's professional development, teachers met together to discuss various writing assessments that would be given to students throughout the year. All stakeholders were involved in the process until consensus was reached.

Implementation timeline: September 2012-June 2013.

**Strategies to increase parental involvement**

As a result of comprehensive and ongoing parent training, parents hone skills to push student writing at home. These activities include, but are not limited to: maintaining journals, writing about the day, reviewing student writing homework, and converting oral stories to written stories. As part of our New York State testing workshop for parents, parents are exposed to the types of writing required of our scholars. This exposure supports their ability to work independently with their child at home, and bolsters the home-school connection.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  **Targeted Assistance Program** (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
Title I
Title IIA
Title III
Grants
Other

If other is selected describe here:

**Service and program coordination**

- Professional development will be done in conjunction with the Common Core working group with turnkey performed Monthly;
- Parent training will be conducted; and
- Extra tutorial for students before, during and after school will occur.

Budget allocations to support parent involvement, as well as staff professional development and allocated per session funds will be used to finance these activities.

**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.

|   |
|---|
| <p><b>Annual Goal #3</b><br/>Infuse questioning into the curriculum in 90% of all classes to support and hone scholar critical thinking and speaking skills by June, 2013.</p>  |
| <p><b>Comprehensive needs assessment</b></p> <p>Baseline assessments</p>  |
| <p><b>Instructional strategies/activities</b></p> <p>The research-based instructional strategies and activities that will be used to achieve this goal are listed below:</p> <ul style="list-style-type: none"><li>➤ Students are homogeneously grouped in core academic to ensure that a range of skill levels are represented. Each class is staffed with two pedagogues to maintain a low student teacher ratio and allow for grouping within the class, guided practice, and closely monitored peer partner work;</li><li>➤ Special populations receive differentiated instruction from dual licensed pedagogues;</li><li>➤ Students in the bottom third of our population, as well as other students, receive extra support through our cerebral diversity classes;</li><li>➤ Additional programming such as advisory, robotics afterschool and weekend instruction, and enrichment classes further support questioning and advance scholar critical thinking skills;</li></ul> <p>Teachers and the principal are responsible for ensuring that this goal is implemented. This work is also supported through our partnerships. Since we are anew school assessments were selected before onboarding of all staff was completed. However, the review and discussion of assessment, strategies, efficacy and evaluation of our practices are constantly discussed and reviewed through an iterative weekly dialogue. Implementation is ongoing.</p> |
| <p><b>Strategies to increase parental involvement</b></p> <p>All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.</p> <p>Strategies to increase parent involvement to</p> <ul style="list-style-type: none"><li>➤ Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology; and</li></ul>   |

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  **Targeted Assistance Program** (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

|                        |         |           |           |                      |       |
|------------------------|---------|-----------|-----------|----------------------|-------|
| <u><b>Tax Levy</b></u> | Title I | Title IIA | Title III | <u><b>Grants</b></u> | Other |
|------------------------|---------|-----------|-----------|----------------------|-------|

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

To ensure coordinated services we have allocated monies to ensure that there is an employee serving as a coach in both math and literacy areas. Monies have been allocated for professional development, lead teachers in ELA and Math have been identified, teachers attend working group sessions focused in ELA and Math that focus on Common Core alignment, and instructional support is provided by administration. Further teachers' schedules allow for interdisciplinary common planning time and inter-visitation, which support curriculum development and idea generation focused specifically in the area of questioning and critical thinking.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS) | Description  |   |   |
|--|--|---|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.)  | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)  | When the service is provided (e.g., during the school day, before or after school, etc.).   |
| ELA  | <ul style="list-style-type: none"> <li>■ Cerebral Diversity               <ul style="list-style-type: none"> <li>•Targeted, needs-based instruction in reading and writing</li> </ul> </li> <li>■ Targeted tutoring pull-out</li> <li>■ Advisory program provides time for one on one and small group discussions and conferences</li> <li>■ Small group NYS test preparation</li> <li>■ Extended Day</li> </ul> | <ul style="list-style-type: none"> <li>•Small group</li> <br/> <li>•Small group and one-on-one</li> <br/> <li>•Small group</li> <br/> <li>•Small group/Flexible grouping, one on one</li> <li>•Small group</li> </ul> | <ul style="list-style-type: none"> <li>•1 period/4 days/week</li> <br/> <li>•Daily</li> <br/> <li>•1 period/4 days/week</li> <br/> <li>•Before, during, and after school</li> <br/> <li>•Two days/week</li> </ul> |
| Mathematics                                  | <ul style="list-style-type: none"> <li>■ Cerebral Diversity               <ul style="list-style-type: none"> <li>•Targeted, needs-based instruction in mathematics</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>•Small group</li> </ul>  | <ul style="list-style-type: none"> <li>•1 period/4 days/week</li> <br/> <li>•Daily</li> </ul>   |

|  |   |  |   |
|--|---|--|---|
|  | <ul style="list-style-type: none"> <li>■ Targeted tutoring pull-out</li> <li>■ Small group NYS test preparation</li> <li>■ Pull out services for students with IEPs and others determined “at risk”</li> <li>■ Extended Day</li> </ul>  | <ul style="list-style-type: none"> <li>•One on one, small group</li> <li>•Small group</li> <li>•Small group</li> </ul> | <ul style="list-style-type: none"> <li>•As needed</li> <li>•Before, during, and after-school</li> <li>•3 days/week</li> <li>•2 days/week</li> </ul> |
| Science  | <ul style="list-style-type: none"> <li>■ Cerebral Diversity</li> <li>■ Targeted tutoring pull-out during lunch</li> <li>■ Push-in services by Special Education teachers</li> </ul>   | <ul style="list-style-type: none"> <li>•Small group</li> <li>•Small group, one on one</li> <li>•Small group</li> </ul> | <ul style="list-style-type: none"> <li>•1 period/4 days/week</li> <li>•As needed</li> <li>•3 days/week</li> </ul>                                   |
| Social Studies   | <ul style="list-style-type: none"> <li>■ Cerebral Diversity <ul style="list-style-type: none"> <li>•Targeted, needs-based instruction in reading and writing</li> </ul> </li> <li>■ Targeted tutoring pull-out during lunch</li> <li>■ Advisory program provides time for one on one and small group discussions and conferences</li> </ul> | <ul style="list-style-type: none"> <li>•Small group</li> <li>•Small group, one on one</li> <li>•Small group</li> </ul> | <ul style="list-style-type: none"> <li>•1 period/4 days/week</li> <li>•As needed</li> <li>•1 period/4 days/week</li> </ul>                          |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <ul style="list-style-type: none"> <li>■ Small group and one on one counseling <ul style="list-style-type: none"> <li>•Mandated</li> <li>•At-risk</li> </ul> </li> <li>■ <i>Counseling In Schools</i> provides pull out</li> </ul>  | <ul style="list-style-type: none"> <li>•Small group, one on one</li> <li>•Small group, one on one</li> </ul>           | <ul style="list-style-type: none"> <li>•Weekly</li> <li>•As needed</li> </ul>   |

|  |   |  |  |
|--|---|--|--|
|  | counseling services<br>including behavior<br>supports |  |  |
|--|---|--|--|

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Teachers were recruited using a number of strategies to ensure that staff knew of employment opportunities on our team. Specifically, hiring fairs were attended that included Teach NY, Math for America, and Educators for Excellence to further publicize the NYCDOE posting. We partnered with universities such as Columbia University, Long Island University, and Hofstra University to advertise the opportunity as well. The position was posted on the open market portal, NYC's teach system, and in the truncated school.

To retain teachers a deep connection and investment is made in their professional growth and development, as well as their participation in the development of this learning community.



## MADIBA PREP MIDDLE SCHOOL

1010 Lafayette Avenue | Brooklyn | New York | 11221

Sharon Stephens, Principal, I. A.

P: 718-574-2804 F: 718-574-2804 www.madibaprep.org

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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;
- establishing a Parent Resource Center; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;



## MADIBA PREP MIDDLE SCHOOL

1010 Lafayette Avenue | Brooklyn | New York | 11221

Sharon Stephens, Principal, I. A.

P: 718-574-2804 F: 718-574-2804 www.madibaprep.org

### ***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**

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

- encourage scholars to develop self-awareness and encourage independent thinking;
- 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:*

- pick up scholars' report cards when they are issued by the school.

- 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;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

- constantly remind students of the purpose of education and to continuously pursue higher education;
- 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);
- ensure that my child reads independently each day (for a minimum of 45 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### III **Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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 <b>Marina Cofield</b> | District <b>16</b> | Borough <b>Brooklyn</b> | School Number <b>681</b> |
| School Name <b>Madiba Prep</b>                      |                    |                         |                          |

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

|   |   |
|---|---|
| Principal <b>Sharon Stephens</b>                            | Assistant Principal <b>type here</b>          |
| Coach <b>Shantel Johnson</b>                                | Coach <b>type here</b>                        |
| ESL Teacher <b>type here</b>                                | Guidance Counselor <b>type here</b>           |
| Teacher/Subject Area <b>Curtis Buckner/Humanities</b>       | Parent <b>type here</b>                       |
| Teacher/Subject Area <b>Jerib Carson/Science</b>            | Parent Coordinator <b>Shaquana Montgomery</b> |
| Related Service Provider <b>Jean Claude Dorelus/Writing</b> | Other <b>type here</b>                        |
| Network Leader <b>Marina Cofield</b>                        | Other <b>type here</b>                        |

### 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>7</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>91</b> | Total Number of ELLs | <b>2</b> | ELLs as share of total student population (%) | <b>2.20%</b> |
|------------------------------------|-----------|----------------------|----------|---|--------------|

## Part II: ELL Identification Process

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

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

1. Shantel Johnson, licensed as a school building leader, birth-sixth grade literacy teacher and birth-sixth grade general education teacher, is responsible for conducting the first steps for the initial identification of students who may possibly be ELLs. These steps include administering the initial screening, Home Language Identification Survey, the LAB-R (when necessary), and the formal initial assessment.

Our school offers our students a selection of programs based on their entry criteria, assessment results, and parental choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested. Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with a designated staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services. We obtain the LAB-R, NYSESLAT Exam History Report (RLAT) and identify each student's proficiency level. All ELLs are administered the NYSESLAT in the Spring. Each student's continued entitlement is determined by his or her performance on the NYSESLAT. The scores are reviewed to plan and differentiate our instructional program for our ELLs.

Our school plans to hold an orientation meeting. In the Parent Orientations, they view the DOE ELL Parent Orientation DVD in their home language. The DVD informs them of the NYC DOE ELL programs. Brochures, available in various languages, are also distributed to further explain the programs. The Parent Survey and Program Selection forms are then given to the parents to complete. Parents complete the survey and program selection forms, Appendices C and D, also available in their home languages. Assistance to complete the survey is provided by a designated staff member and the surveys are collected. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students who speak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options to a school within the district that offers their program of choice.

Entitlement letters will be sent to the parent once ELL eligibility is determined. The letter informs them of ELL eligibility and invites them to the parent orientation meeting. Those who do not attend receive written notices and phone calls to attend a future meeting.

Parents unable to attend any of our schoolwide meetings are invited to meet one-on-one with a designated staff member. In addition, parents of ELLs who are entitled based on NYSESLAT results receive letters of their child's continued entitlement to mandated E.S.L. services

## 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 type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program                    | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |

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

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

### B. ELL Years of Service and Programs

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

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

|     | 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                 | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |

| 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 |       |
| Dual Language     | 0                | 0    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 0     |
| ESL               | 2                | 1    | 0                 |                  | 0    | 0                 | 0                                  | 0    | 0                 | 2     |
| Total             | 2                | 1    | 0                 | 0                | 0    | 0                 | 0                                  | 0    | 0                 | 2     |

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

### C. Home Language Breakdown and ELL Programs

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

**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: \_\_\_\_

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        |          |          |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          | 1        |          |          |          |          |          |          | 1        |
| Haitian      |          |          |          |          |          |          | 1        |          |          |          |          |          |          | 1        |
| French       |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          | 0        |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>2</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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?

Madiba Prep is a new school that opened its doors in the fall of 2012. The school will eventually house grades 6-8, however at this time only houses grade six. Each year the school will add a grade until it contains a 6th grade, a seventh grade and an eighth grade. The students are in heterogeneous classes.

Madiba Prep uses a collaborative team-teaching model, where ICT, SETSS, self-contained and general education courses are provided. Within almost every core content area class, such as humanities, mathematics and science, there are two teachers. Most often, one of the two teachers is dually certified in both their content area and special education. Each core class is a double-block class. All students also have access to one block of writing, foreign language, and art class per week.

Free-standing ESL is provided during periods of time in which the students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT. Language objectives are then developed and taught through content area material in small groups for the mandated segments of time (360/180). Students are given activities to build prior knowledge on the specific subject being addressed. Content vocabulary is previewed in English and skills are pre-taught based on the instructional outcomes outlined in the content unit. Sentence structures as well as graphic organizers are used to help outline the information and to teach organizational techniques that support comprehension.

SIFE students are immersed in the basics of the English Language during small group time in class, and during the Cerebral Diversity class. They also receive academic intervention services to support their learning and to facilitate a safe learning environment.

Newcomers receive language support from a literacy specialist, special educator and classroom teacher as well. The classroom teachers are using differentiation to scaffold lessons and address the needs of the students.

Long-Term ELLs are receiving their mandated sessions with the designated teacher.

### 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><br>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><br>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.



|  |                  |                     |                 |
|--|------------------|---------------------|-----------------|
| 100%   |                  |                     |                 |
| 75%  |                  |                     |                 |
| 50%  |                  |                     |                 |
| 25%  |                  |                     |                 |
| <b>TIME</b>  | <b>BEGINNERS</b> | <b>INTERMEDIATE</b> | <b>ADVANCED</b> |
| TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports. |                  |                     |                 |

**B. Programming and Scheduling Information--Continued**

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?

In our freestanding ESL Programs, students receive all instruction in English. The number of ESL instructional units received is based on Part 154 regulations and students' level of language proficiency as determined by the LAB-R or NYSESLAT. The Balanced Literacy approach is used during the ESL and ELA instructional time in order to develop literacy skills through a number of activities. Standards based instructional materials are provided to all of our ELLs to ensure literacy development. Instructional materials are provided on different reading levels.

Academic language is formally taught and continuously practiced in the instruction of all content areas during the literacy block for the understanding of grammar, syntax, and language mechanics as well as exemplified in research and textbooks. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences as stated in ESL Standard 5. Scaffolding support is contingent, collaborative and interactive. ELLs teachers incorporate cooperative collaborative grouping in their lessons which allows linguistic shared leadership by the learner, as well as social skills development. Another language empowering activity is Think/Pair/Share. In both activities, students with less English proficiency are interacting with more proficient students. The implementation of the Point of Entry Model (POEM) guarantees that students are taught heterogeneously, affording different modalities of learning, scaffolding techniques, and data driven instruction. These teaching strategies provide students with the opportunities to complete performance tasks and demonstrate task orientated knowledge attained within and outside the classroom.

The use of technology continues to strengthen the academic rigor already present in the classroom. Audio enhancement is employed by teachers in classrooms. Professional periods allow us to discuss and ensure that appropriate technology components are incorporated in teachers' planning and used in the classroom.

Ongoing assessment is designed and implemented to collect evidence of students' learning and/or needs. Results drive instruction. The first formal ELLs assessment is the Periodic Assessment based on preset criteria, and is a measure of English language proficiency. The New York City ELA, Performance Series and Acuity tests are administered during the school year to all students, including ELLs, in grade 6.

The NYSESLAT, also a language proficiency test, determines progress, and functions as the ultimate form of exit criteria from ESL entitlement. These assessments are unique to our ELLs population and are given in addition to any other grade wide standardized test. Performance Assessments and Standards based Assessments are implemented and required by the City and/or State. These tests, such as the New York State English Language Arts Test and the New York State Mathematics Test, measure educational achievement and are content area specific. In reviewing math results, reliance on word problems and reading comprehension was evident. Beginner ELLs generally score lower than Intermediate ELLs, and Intermediate ELLs score lower than Advanced ELLs. Thus mathematics must highlight language usage and language instruction must include mathematical vocabulary.

The disparity in levels of proficiency between listening- speaking and reading -writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instruction opportunities to meet academic standards. Lastly, in order to develop the whole child, self-awareness training, advisory, art, writing lab and Spanish as a foreign language are offered during the

school day. In addition, Robotics and Afterschool Sports Clubs are offered as well.

### 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)?

### 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.

To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ESL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities. During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. The parent coordinator and secretaries receive training and continued assistance on ELLs policies.

### 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?

All parents will be invited to our Caregiver Workshop which will be held in the evening, to support them in helping their children at home. Our administration and teachers serve as liaisons to our students' parents to elicit information regarding parent needs and provide the appropriate support. In addition, much correspondence directed towards parents/guardians generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups.

## 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 | 1 | 0 | 0 | 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                 |   |   |   |   |   | 1 |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/ WRITING    | B                 |   |   |   |   |   | 1 |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYS ELA**

| Grade                  | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3                      |         |         |         |         | 0     |
| 4                      |         |         |         |         | 0     |
| 5                      | 1       |         |         |         | 1     |
| 6                      |         |         |         |         | 0     |
| 7                      |         |         |         |         | 0     |
| 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                      |         |    |         |    | 1       |    |         |    | 1     |
| 6                      |         |    |         |    |         |    |         |    | 0     |
| 7                      |         |    |         |    |         |    |         |    | 0     |
| 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                            | 1       |    |         |    |         |    |         |    | 1     |
| 8                            |         |    |         |    |         |    |         |    | 0     |
| NYSAA<br>Bilingual<br>Spe Ed |         |    |         |    |         |    |         |    | 0     |

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

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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.

ELLs are tested using Fountas and Pinnel as well as TCRWP for early literacy skills. Additionally, ELLs are assessed using the Periodic Assessment for ELLs, Acuity and various other teacher-made assessments throughout the year. Using Inform, Aris and Performance Series to document student's performance, data shows the learning trends year to year for each ELL. Being a new school, with one newcomer receiving ELL services for his first year, and another newcomer receiving three years of ESL services, there is very little data to analyze. However, the data that is present helps drive instruction in literacy and math. One of the two students show an immense jump in math, scoring a level one, and moving to a level three. We intend to continue pushing this student, however supporting him in EIA, where he continuously scores very below grade level. For our other newcomer, data shows the student has acquired very little English, therefore this student receives direct one-to-one support in the classroom by a literacy specialist and peers.

The success of our program is measured by how our ELLs progress through each benchmark. Overall, each year we will revisit the instructional program's effects and determine what is working and what needs improvement. Through staff discussion, data analysis and peer review, we will evaluate the success of the program.

### 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.

As stated previously, Madiba Prep is a new school which opened in September 2012. Currently, there is a population of 91 students, including two ELLs, within grade six.

## Part VI: LAP Assurances

**School Name:** Masdiba Prep

**School DBN:** 16K681

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

| Name (PRINT)    | Title               | Signature | Date (mm/dd/yy) |
|-----------------|---------------------|-----------|-----------------|
| Sharon Stephens | Principal           |           | 1/18/13         |
|                 | Assistant Principal |           | 1/1/01          |

**School Name: Masdiba Prep****School DBN: 16K681****Signatures of LAP team members certify that the information provided is accurate.**

| Name (PRINT)                | Title                | Signature | Date (mm/dd/yy) |
|-----------------------------|----------------------|-----------|-----------------|
| Shaquana Montgomery         | Parent Coordinator   |           | 1/18/13         |
|                             | ESL Teacher          |           | 1/1/01          |
|                             | Parent               |           | 1/1/01          |
| Curtis Buckner/Humanities   | Teacher/Subject Area |           | 1/18/13         |
| Jerib Carson/Science        | Teacher/Subject Area |           | 1/18/13         |
| Shantel Johnson             | Coach                |           | 1/18/13         |
|                             | Coach                |           | 1/1/01          |
|                             | Guidance Counselor   |           | 1/1/01          |
| Marina Coefield             | Network Leader       |           | 1/1/01          |
| Jean Claude Dorelus/Writing | Other <u>Teacher</u> |           | 1/18/13         |
|                             | Other                |           | 1/1/01          |
|                             | Other                |           | 1/1/01          |
|                             | Other                |           | 1/1/01          |

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 16K681 School Name: Madiba Prep Middle School

Cluster: 1 Network: 101

**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.

Home language surveys are reviewed to ensure that data transmitted home is available in an accessible language to ensure a strong home-school connection. In addition program candidate list data is reviewed to conduct an initial needs assessment.

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.

We have three other languages than English. They are Spanish, Creole and Bengali. This information has been shared with staff during staff meetings and we have staffers capable of communicating with these three families. Communication is facilitated through these staffers. In addition written communication is translated.

### **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Translation services are provided by staffers and the office of translation services. Written communication will be translated and staff facilitate further verbal discussions when necessary.

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.

Translation services are provided by staffers and other family members.

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>.

In all cases notification of the guidelines for a translator are printed on home school communications in accordance with Chancellor regulations and are consistent with formats provided by the NYC DOE.