



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name: **STEPHEN DECATUR MIDDLE SCHOOL**

DBN (i.e. 01M001): **16K035**

Principal: **JACKLYN CHARLES-MARCUS**

Principal Email: **JCHARLE2@SCHOOLS.NYC.GOV**

Superintendent: **EVELYN SANTIAGO**

Network Leader: **KATHY PELLER**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Jacklyn Charles-Marcus	*Principal or Designee	
Jean St. Hill	*UFT Chapter Leader or Designee	
Monique Irick	*PA/PTA President or Designated Co-President	
Patrice Scott	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Camielle Gill	CBO Representative, if applicable	
Daniel Lindsay	Member/ UFT	
Latrice Curry	Member/ UFT	
Jeffrey Jacobs	Member/ UFT	
Zekima Armstrong	Member/ Parent	
Naisha Stephens	Member/ Parentt	
Syretta Samuels	Member/ Parent	
Latoya Wyche	Member/ Parent	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

To improve student performance in English Language Arts by engaging all students in full implementation of the Common Core Learning Standards that requires students to infuse opportunities to read and respond to a combination of literary and informational texts. All students will have the opportunity to engage in challenging assignments that increases their opportunities to utilize textual evidence in writing and discussion. In 2014-15 we will continue with the Scholastic Code X Curriculum for English Language Arts as recommended by the DOE. Literacy Strategies will be supported in both Science and Social Studies reading and writing assignments across all grade levels. All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the Scholastic Code X Curriculum and Teacher-designed Common Core Curriculum will be engaged in the full implementation of the Common Core Learning Standards which focus on students reading and responding to a combination of literary and informational texts to improve students' performance on the New York State Common Core Assessment in English Language Arts. Students will be assessed formally at least three times during the 2014-2015 school year on the Reading and Writing Common Core Standards to assess their mastery toward college and career readiness. Focusing specifically on argumentative essays and inferential skills.

Comprehensive Needs Assessment

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

Based on the 2014 English Language Arts assessments, the percentage of students scoring on the proficiency level was 13.5% up from 7.5% in 2013. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. Teachers identified student needs by using data from the 2014 ELA results and then differentiate instruction by content strand, with a special focus on Grade 6 students as they transition into the middle school grades. School trends have shown that grade 6 students have scored lower on the English Language Arts exam than students in grades 7 and 8. In addition, with a closer lens on the Common Core Learning Standards and after reviewing student work, educators have identified the following trends in student achievement.

- Use of new academic vocabulary
- Students require access to more complex non-fiction texts
- Strategies for close reading that will improve reading comprehension
- Knowledge of expanding good writing techniques utilizing the writing process
- Additional opportunities for reading across content areas, specifically in Science and Social Studies to build reading fluency and stamina Students will be exposed to Science Scholastic Newspapers and additional Informational Texts. In Grades 6 and 7 and Science novels such as "Feed" by M.T. Anderson in grade 8. Reduced class size interventions in Grade 8 as well as Triple A (Academic Advancement Academy) in Grades 6 and 7. Students in grades 6 and 7 receive 135 minutes a week on enrichment and/or acceleration in both ELA and Mathematics. Enrichment and/or Acceleration are provided by both general education and special education educators. All students including students with disabilities and English Language Learners are homogenously grouped based on their scale scores on both the 2014 ELA and Mathematics New York State assessments. Content area shifts occur at the beginning of each month.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

English Language Arts and Science educators have created Action Plans based on the students' needs as evidenced on the New York City Baseline MOSL Assessments. Students and educators will focus on the following traits: Argument, Command of Evidence, Introduction and Conclusion and the English Language Conventions. 100% of students in all four subgroups (Economically Disadvantage, African-American students, Students with Disabilities and All Students) will complete formative assessments that are mirrored to both the MOSL and New York State Assessments.

The progress of the below strategies will be monitored on a monthly basis. Two assessments will be administered during Saturday School (December 2014 and March 2015).

1. *During our weekly “Minds on Mondays” and Teambuilding Tuesdays” educators will share best practices across content areas and presentations will be made specifically in the content area of English Language Arts. ELA educators along with their colleagues are reading “Learning in the Fast Lane-8 Ways to Put All Students on the Road to Academic Success” by Suzy Pepper Rollins.*
2. *In addition to, all educators will create assessments midterm and end of year assessments in the format of the New York State Common Core Assessment. (September 2014-June 2015)*
3. *Under the ADVANCE Teacher Rating system, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well as instructional strategies. Our school-wide focus on Questioning and Discussion Techniques as well as New York Citywide Expectations will be the basis for Professional Development (September 2014-June 2015).*
4. *Conduct Looking at Student Work Sessions during Minds on Mondays and Teambuilding Tuesdays with teachers to analyze student work and align to Common Core Learning Standards to identify gaps in curriculum content and teaching practice, these sessions will take place during and after school. (September 2014-June 2015)*
5. *Principal will ensure that educators have time allotted to meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of best practices as well an implementation of suggested strategies outline in our Book Study. (September 2014-June 2015)*
5. *Teachers will evaluate the effectiveness of their formative assessments throughout the school year during Minds on Mondays, Teambuilding Tuesdays and other professional development days. Teachers will be included in the decision-making regarding the use of academic materials and assessments to evaluate the effectiveness of the strategies/activities. (September 2014-June 2015)*
6. *Teachers will share data and goals with parents during parent/teacher conferences at least four times a year as well as during Parent Engagement sessions every Tuesday from 2:21pm-3:00pm. (September 2014-May 2015)*
7. *September – June – Ongoing scaffolding and support of teachers in implementation of effective ELA instruction*
8. *September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to the implementation of CCLS and navigation towards college and career readiness.*
9. *Articles of the Week in ELA, Science and Social Studies, Assistant Principal Trivia, Principal’s Exit Student Support Slip (PESSS) and Principal’s Word of the Week during daily Morning Meetings.*
10. *September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to the implementation of CCLS and navigation towards college and career readiness.*
11. *Assistant Principal Trivia, Principal’s Exit Student Support Slip (PESSS) and September – June – Ongoing scaffolding and support of teachers in implementation of effective Math instruction.*
12. *September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to the implementation of CCLS.*

B. Key personnel and other resources used to implement each strategy/activity

1. All ELA, Science and Social Studies educators in grades 6-8
2. ELA Triple A Providers in grades 6 and 7
3. Saturday Scholars Program Educators (December 2014-April 2015), one educator per grade, per content with a class size ratio of 15:1 including our ELL students and Students with Disabilities.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Differentiated Instructional groups based on individual skills based on formative assessments conducted before, during and after units of study.
2. Exit Slips, Student Reflections and Conferencing on Goal Setting.

D. Timeline for implementation and completion including start and end dates

1. September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *Minds on Mondays and Teambuilding Tuesdays will focus on the school-wide Instructional Focus as well as the New York Citywide Instructional Expectations that focus on Knowledge of Students, Planning for Success, and Collaborative Planning.*
2. *Funding provided by the NYCDOE and Title I Funding will also facilitate Saturday School sessions activities as needed including three day during our Spring Recess Clinic in April 2015.*
3. *Educators will create New York State simulated assessments for midterm exams.*
4. *Saturday Scholars Program from December 2014 through April 2015.*

Strategies to Increase Parental Involvement

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

- *Beginning in December 2014, the EPIC (Encouraging Parental Involvement Committee) will sponsor workshops facilitated by Jean St. Hill, Peer Instructional Coach/Data Specialist which will inform parents of the new Common Core Learning Standards as well as provide them with strategies and resources to help their students at home. Workshops will take place on a monthly basis on Saturdays to improve parental involvement.*

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Middle School 35 will utilize our funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to fund educators, purchase instructional materials. In addition, the Citywide Expectations allocation will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2014-2015 school year. As a part of the Teacher Incentive Fund grant, we will also have a Peer Instructional Coach and 2 Demonstration teachers that are established Teacher Leader. The funding of the grant enables our educators to further enhance their professional development in English Language Arts. Educators will participate in the CFN #112 Labsite Inter-visitations that focus on Instruction and Questioning. During the Labsite educators are required to reflect on their teaching practices and incorporate and adapt strategies to their current pedagogy.

Goal and Action Plan #2

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

To improve student performance in both the Grade Level Mathematics program and the Common Core Algebra by engaging all students in the full implementation of the Common Core Learning Standards that requires fluency, application and also deepens their conceptual understanding. In 2014-15 we will utilize the CMP3 Mathematics curriculum as well as the engageny.org modules for mathematics across all grade levels (6-8). All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the CMP3 (Pearson-Connected Math Program) and EngageNY modules will receive instruction aligned to the Common Core Learning Standards that require fluency, application and also deepens their conceptual understanding. Students will be formally assessed at least three times during the 2014-15 school year on unit specific Mathematics Standards and Mathematical Practices.

Comprehensive Needs Assessment

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

Based on the 2014 Mathematics assessments, the percentage of students scoring on the proficiency level was 10.8% up from 6.5%. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance.

Student performance trends can be easily identified from the result of the New York State Math assessment. These results have allowed us to monitor student proficiency, track student progress, target instruction and to predict performance. School trends have shown that grade 6 students have scored lower on the Mathematics. In addition, with a closer lens on the Common Core Learning Standards and Mathematical Practices and after reviewing student work, educators have identified the following trends in student achievement.

- ✦ Use of new academic vocabulary
- ✦ Provide more hands-on instruction with manipulatives
- ✦ Knowledge of expanding critical thinking strategies to extend beyond the classroom environment

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A.

Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. Mathematics educators have created Action Plans based on the students' needs as evidenced on the New York City Pre-Assessment. Students and educators will focus on specific traits as identified on the Performance Series Assessment administered in September 2014.**
- 2. 100% of students in all four subgroups (Economically Disadvantage, African-American students, Students with Disabilities and All Students) will complete formative assessments that are mirrored to both the MOSL and New York State Assessment. The progress of the below strategies will be monitored on a daily and basis through daily instruction and Teambuilding Tuesdays.**
- 3. During our weekly "Minds on Mondays" and Teambuilding Tuesdays" educators will share best practices across content areas and presentations will be made specifically in the content area of Mathematics. Mathematic educators along with their colleagues are reading "Learning in the Fast Lane-8 Ways to Put All Students on the Road to Academic Success" by Suzy Pepper Rollins. In addition to all educators will create assessments midterm and end of year assessments in the format of the New York State Common Core Assessment. (September 2014-June 2015)**
- 4. Under the ADVANCE Teacher Rating system, teachers will utilize DOE web based programs and various professional books in an effort to deepen content knowledge as well as instructional strategies. Our school-wide focus on Questioning and Discussion Techniques as well as New York Citywide Expectations will be the basis for Professional Development (September 2014-June 2015).**
- 5. Conduct Looking at Student Work Sessions during Minds on Mondays and Teambuilding Tuesdays with teachers to analyze student work and align to Common Core Learning Standards to identify gaps in curriculum content and teaching practice, these sessions will take place during and after school. (September 2014-June 2015)**
- 6. Principal will ensure that educators have time allotted to meet with colleagues for teacher team meetings so that teachers can work collaboratively to evaluate the effectiveness of best practices as well an implementation of suggested strategies outline in our Book Study. (September 2014-June 2015)**

7. **Teachers will evaluate the effectiveness of their formative assessments throughout the school year during Minds on Mondays, Teambuilding Tuesdays and other professional development days. Teachers will be included in the decision-making regarding the use of academic materials and assessments to evaluate the effectiveness of the strategies/activities. (September 2014-June 2015)**
8. **Teachers will share data and goals with parents during parent/teacher conferences at least four times a year as well as during Parent Engagement sessions every Tuesday from 2:21pm-3:00pm. (September 2014-May 2015)**
9. **September – June – Ongoing scaffolding and support of teachers in implementation of effective ELA instruction**
10. **September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to the implementation of CCLS and navigation towards college and career readiness.**
11. **Assistant Principal Trivia, Principal’s Exit Student Support Slip (PESSS) and September – June – Ongoing scaffolding and support of teachers in implementation of effective Math instruction.**
12. **September – June – Teacher Team Meetings to discuss and explore actions/timeline/professional development sessions related to the implementation of CCLS.**

B. Key personnel and other resources used to implement each strategy/activity

1. All Math educators
 2. Math Triple A Providers
 3. Saturday School Math Educators (1 per grade)
 4. Teacher Incentive Fund grant, we will also have a Peer Instructional Coach and 2 Demonstration Teachers
- Saturday Scholars Program Educators (December 2014-April 2015), one educator per grade, per content with a class size ratio of 15:1 including our ELL students and Students with Disabilities.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Differentiated Instructional groups based on individual skills based on formative assessments conducted before, during and after units of study.
2. Exit Slips, Student Reflections and Conferencing on Student Goal Setting Targets

D. Timeline for implementation and completion including start and end dates

October 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. **Minds on Mondays and Teambuilding Tuesdays will focus on the school-wide Instructional Focus as well as the New York Citywide Instructional Expectations that focus on Knowledge of Students, Planning for Success, and Collaborative Planning.**
2. **Funding provided by the NYCDOE and Title I Funding will also facilitate Saturday School sessions activities as needed including three day during our Spring Recess Clinic in April 2015.**
3. **Educators will create New York State simulated assessments for midterm exams.**
4. **Saturday Scholars Program from December 2014 through April 2015.**

Strategies to Increase Parental Involvement

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

- *Beginning in December 2014, the EPIC Committee will sponsor workshops facilitated by Jean St. Hill, Peer Instructional Coach/Data Specialist which will inform parents of the new Common Core Learning Standards as well as provide them with strategies and resources to help their students at home. Workshops will take place on a monthly basis on Saturdays to improve parental involvement.*

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Middle School 35 will utilize our funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to fund educators, purchase instructional materials. As a part of the Teacher Incentive Fund grant, we will also have a Peer Instructional Coach and 2 Demonstration Teachers that enables our educators to further enhance their professional development in Mathematics. *The funding of the grant enables our educators to further enhance their professional development in Mathematics. Educators will participate in the CFN #112 Labsite Inter-visitations that focus on Instruction and Engagement. During the Labsite educators are required to reflect on their teaching practices and incorporate and adapt strategies to their current pedagogy.*

Goal and Action Plan #3

Annual Goal #3

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

To engage all educators in the Advance Teacher Effectiveness Program. Observations will foster a culture of collaboration with educators and school administration. Teachers will utilize the Danielson Framework to concentrate on our Instructional Focus of Questioning and Discussion Techniques. This focus will increase student engagement through high order thinking skills and external related experiences.

Comprehensive Needs Assessment

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

Based on the evaluation system and to ensure that best practices in teaching and learning occurs in all content areas across all grade levels. During the End of Year Conversations in June 2014 and Initial Planning Conferences in the Fall of 2014, educators created goals and focused domains for the 2014-2015 academic year. Collaboratively we formulated next steps and "Look Fors" during classroom observations.96

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. *Engage in short, frequent cycles of classroom observation utilizing Danielson's Framework and provide feedback to increase effectiveness of rigorous instruction across all grade levels and content areas.*
2. *Low inference Note taking by Peer Instructional Coach and Demonstration Teachers which provide effective and specific next steps toward mastery (i.e. student engagement, assessing during instruction and question and discussion techniques. Minds on Mondays and Teambuilding Tuesdays will provide the arena for demonstration of best practices and professional conversations.*

B. Key personnel and other resources used to implement each strategy/activity

1. Peer Instructional Coach
2. Principal
3. District assigned Talent Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

14 Teachers across all grade levels and content areas.

D. Timeline for implementation and completion including start and end dates

F. September 2014-June 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Observations conducted based on educator's choice of option 1, 2, and 4.
2. ADVANCE Web Application Reports identifying teacher trends on specific competencies to be addressed.

Strategies to Increase Parental Involvement

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

Not Applicable

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. Middle School 35 will utilize our funding from the Citywide Expectations
2. TIF grant to create additional leadership roles within our school community.

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>The Academic Intervention Services at Middle School 35 is provided 3 days a week during the school day through the Triple A Program (Academic, Advancement Academy) Students in Grades 6 and 7 will receive AIS services in specific content areas on a monthly basis. Each month the content areas of ELA and Mathematics will be shifted. As a result, students will received instruction in ELA and Mathematics.</p> <p>In September 2014 all Triple A educators reviewed the GAINS report and grouped students according to the scale scores established by the New York State Education Department.</p> <p>Based on the scale scores and item skills analysis of the 2014 New York State Assessment results students were grouped for ELA/Social Studies and Math/Science intervention and/or enrichment for additional academic support on specific skills, strategies, concepts and methods.</p> <p>Saturday Scholars Program from December 2014 through April 2015.</p>	Small Group, Reduced Class Size	Monday-Wednesday (9:45am-10:30am)
Mathematics	Same as above, including more hands on activities and inquiry based instruction	Small Group, Reduced Class Size	Monday-Wednesday (9:45am-10:30am)
Science	Same as above, including more hands on activities and inquiry based instruction	Differentiated Grouping and Reduced Class Size in Grade 8.	Monday-Wednesday (9:45am-10:30am)
Social Studies	Same as above, including Articles of the Week and additional informational text resources.	Differentiated Grouping and Reduced Class Size in Grade 8.	Monday-Wednesday (9:45am-10:30am)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	The Guidance Counselor, Social Worker and School Psychologist work collaboratively to provide	Small Group (3 times a week) Peer Mediation Sessions	Tuesday-Thursday 3:15pm-4:15pm Lunch Periods (10:30am-

Worker, etc.)	social development support to at-risk students through Peer Mediation, Guidance Class Sessions in Grade 8 and Town Hall Meetings. An additional team of educators have established the Student Support Services that provides peer-tutoring support, and homework student ambassadors.		11:15am and 12:00pm-12:45pm)
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Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All educators are Highly Qualified at Middle School 35 through the recruitment process of properly licensed educators in English Language Arts, Science Social Studies, Library Media Specialist, Physical Education, etc.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
1.Weekly 90 minute common planning periods 2.Afterschool Workshops, Voluntary Lunch and Learns 3.Attendance at Network Sponsored Labsites 4. School-based Teacher Mentorship Program

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH students are provided with all uniforms, school supplies, and all other necessary items.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not Applicable. School grades are 6--8

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

Not Applicable.

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)



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

1. The *Stephen Decatur Middle School 35* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - *Monthly Parent Meetings*
 - *Parent Surveys*
 - *Monthly workshops*
 - *Emails*
 - *Telephone calls*
 - *Jupitergrades.Com*
2. *Stephen Decatur Middle School 35* will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - *Monthly Meetings*
 - *Newsletters*
3. *Stephen Decatur Middle School 35* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - *Survey School/Teachers*
 - *Learning Environment Surveys*
4. *Stephen Decatur Middle School 35* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
5. The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

SUCH AS:

 - *Evaluations being done during monthly meetings, activities or events*
 - *The Parent Coordinator and Parent Association will be responsible for conducting evaluations and accessing the needs of the parent; AND*
 - *The parents will play the role of Facilitators and Change agents in developing strategies for improving M.S. 35*
 - *Sponsor College Tour and training Classes*

6. ***Stephen Decatur Middle School 35*** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. The State's academic content standards;
 - ii. The State's student academic achievement standards;
 - iii. The State and local academic assessments including alternate assessments;
 - iv. The requirements of Title I, Part A;
 - v. How to monitor their child's progress; and
 - vi.
- 7. *Beginning in December 2014, the EPIC Committee will sponsor workshops facilitated by Jean St. Hill, Peer Instructional Coach/Data Specialist which will inform parents of the new Common Core Learning Standards as well as provide them with strategies and resources to help their students at home. Workshops will take place on a monthly basis on Saturdays to improve parental involvement.*

SUCH AS:

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

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

Adoption

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

This policy will be adopted by *Stephen Decatur Middle School 35* on **12/17/14** and will be in effect for the period of **24 months (2014 – 2015 and 2015-2016)**. The school will distribute this policy to all parents of participating Title I Part A children on or before.

Principal's Signature: *Jacklyn Charles-Marcus*

Date 12/18/14



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



School Responsibilities

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

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
Academic Intervention Services, Supplemental Education Services, Saturday Academy and Math Enrichment
- ⇒ Hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
September 2014, November 2014, February 2015 and May 2015
- ⇒ Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
In-person advanced scheduled appointments, Phone conferences and written progress reports given out on an as needed basis
- ⇒ Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
During Prep times as well as during Parent Engagement sessions every Tuesday that school is in session.
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
Back to School Festival, Title I Meeting Middle School Family Night, Poetry Jam, Attendance Luncheons, Students with Special Needs Conference, Parent Teacher conferences and content focused hands-on workshops, parent book clubs and EPIC workshops.

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework and projects are completed;
 - monitoring the amount of television my children watch;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ participating in school activities on a regular basis;
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;

- ⇒ reading together with my child every day and making sure they are completing their reading responses every night;
- ⇒ providing my child with a library card; partnering with Macon Brach Library
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school's discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)
- ⇒ being actively involved with the School Leadership Team and Parent Association

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:

-Ensuring Equity and Access to All Parents regarding student performance and social development

-Keeping Parents abreast through online Jupitergrades updates every Friday.

-Parent Coordinator will work in collaboration with the Parent Teacher Association to ensure that all parents are provided information on all school activities, policy and procedures as well as family events that will benefit the entire school community.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$164,375.64	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan

Tax Levy (FSF)	Local	\$1,242,614.00	X	See action plan
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¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 16	Borough Brooklyn	School Number 035
School Name Stephen Decatur Middle School 35		

B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jacklyn Charles-Marcus	Assistant Principal Dr. Kevin Bond
Coach Jean St. Hill	Coach type here
ESL Teacher Jose Jean	Guidance Counselor Ms. Worme
Teacher/Subject Area Candice Mays/ELA	Parent Towanna Cheeks
Teacher/Subject Area Siobhan Scott/Science	Parent Coordinator Michele Perpignan
Related Service Provider Jose Jean	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	203	Total number of ELLs	4	ELLs as share of total student population (%)	1.97%
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Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	3	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 SWD. [?](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	4	0	2	0	0	0	0	0	0	4
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

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								4						4
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	4	0	0	0	0	0	4

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish															4				4	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								1						1
Intermediate(I)								2						2
Advanced (A)								1						1
Total	0	4	0	0	0	0	0	4						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Fountas and Pinnell/ MOSL Pre-Assessment (Writing)
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Writing Standards Mastered and Not Mastered

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAOTool](#))
Educators utilize the MOSL as well as other formative assessments to ascertain the needs of the ELL's. Item Skills Analysis are created as well as action plans for instructional navigation.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Middle School 35 has selected the MOSL ELA Pre-assessment as well as the Fountas and Pinnell Reading Assessment to analyze the students levels in Reading. Our school has successfully promoted to the next grade the ELLs that we have enrolled and the students have consistently obtained progress from one academic year to the next.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here:

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Upon entrance into Stephen Decatur Middle School 35, students are interviewed by the guidance counselor to ascertain the services that may be needed for the incoming students. The Home Language Identification Survey Form and other pertinent documentation are reviewed by the Pupil Accounting Secretary. The LAB-R exam is administered for students within the first 10 days of the school year who are new to New York City public schools. Students criteria for specific programs are determined within consultation of the Principal and CFN Specialist. Upon determination, parent letters are distributed. Presently, there is one student requiring ELL services that attend Middle School 35 in grade 7. The student receives services from the Humanities department in reading and writing. Secondly, there is a bilingual paraprofessional in the classroom that also provides additional academic support to the student. All content areas are departmentalization and students receive both remediation and enrichment programs are provided during our AIS periods (150 minutes per week) and our clubs and teams period (90 minutes a week). In addition, during the Back to School Festival held in September with translation services available, Parent notices distributed in English and Spanish, Content area workshops provided by the instructional coaches that focus on hands-on activities facilitated by the educators of their respective contents. question here:
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.
Paste response to question here:

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Paste response to question here:
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.
Paste response to question here:
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Paste response to question here:
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [🔗](#)
Paste response to question here:

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The organizational model utilized at Middle School 35 is departmentalization. Three of the Four ELL students are currently in a 7th Grade ICT class for Mathematics and ELA. Students receive a total of 10 periods a week in ELA (ES450 minutes) and 10 periods a week in Mathematics. In addition, a bilingual paraprofessional assists students in their ELA classes. The other student is also in the 7th grade but has been assigned to a 12:1:1 Special Class to further address his academic needs, he also receives ELL Services from a paraprofessional.
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)?

ESL Services are provided during the block scheduling for English Language Arts. In addition, students receive instruction
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Paste response to question here:
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Paste response to questions here:
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Paste response to question here:
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Paste response to question here:

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		
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

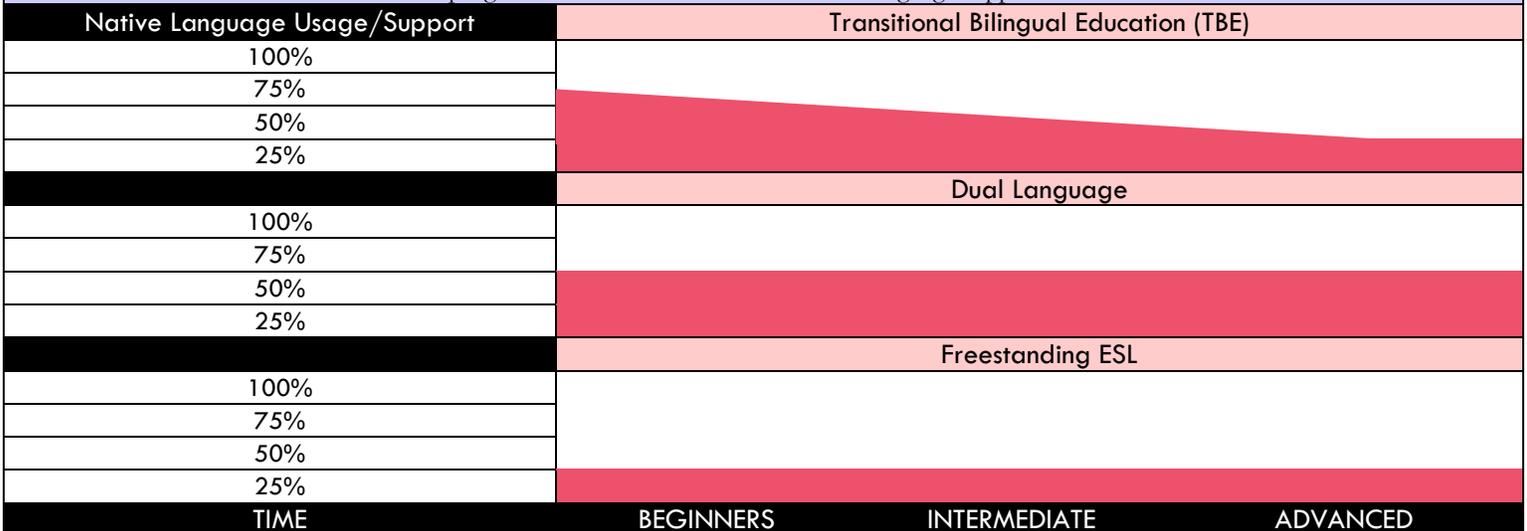
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language 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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

LANGUAGE ALLOCATION POLICY FOR ELLS - STEPHEN DECATUR MIDDLE SCHOOL 35

M.S 35 is a Middle School located in the Bedford Stuyvesant area of Brooklyn, New York. The Bedford Stuyvesant area is a community primarily comprised of African and Caribbean Americans. The school's population reflects that of the community with a student body that is largely minority in composition. Among MS 35 students 88% are black, 9% are Hispanic and 1% are Asian. There are 203 students attending in the 2013-2014 school year, there are four students that require ELL services.

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

The balanced literacy program is aligned with CCLS (Common Core Learning Standards for ELA and ESL. It is designed to teach Basic Interpersonal Communication skills (BICS) as well as to increase development of Cognitive Academic Language Proficiency (CALP) by integrating ESL methodologies throughout the curriculum areas. Scaffolding, multicultural libraries, listening centers, native language libraries, word walls, charts modeling correct language usage, a variety of reading strategies, the writing process charts, reading logs, writing journals, graphic organizers, workbooks, a variety of literature, vocabulary activities, and videos will be used to meet the linguistic needs of our students.

Several additional steps will be taken to ensure that ELL's meet or exceed standards. Students will receive daily structured Academic Intervention Services in reading and math, Saturday school for all students in reading and math, students will receive small group instruction, individualized conferencing, and additional assistance provided during our Journey to Success Saturday Program.

The Language Allocation Policy (LAP) Team Members are as follows: Jacklyn Charles-Marcus, Principal and Jose Jean

Laurette Telford, Library Media Specialist

Janet Worme, Guidance Counselor

Nancy Bonelli, Speech Educator

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

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

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

Paste response to question here:

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

All educators receive professional development on working with students in all sub-groups, including our ELL students. Educators at Middle School 35 will receive ELL training as provided by the CFN #112 In the 2013-2014 school year we have four ELL students. Educators are also provided the opportunity to attend citywide conferences that focus on working with English Language Learners

D. Parental Involvement

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

PARENTAL INVOLVEMENT

- Parent surveys distributed by the Parent Association, Parent Coordinator and the School Leadership Team will be utilized as a method of ascertaining the interests of the parents in order to conduct meaningful workshops.
- Parents will be involved in hands-on activities through monthly workshops in math, science and technology which are the critical areas that our students are experiencing difficulty in order to assist them at home.
- The parent coordinator and school leadership team will participate in ongoing professional development activities to ascertain and implement strategies that will meet the needs of our parents.
Parent/teacher conferences in the Winter and Spring as well as partners with the school for other special events.
- EPIC Workshops (Empowering Parental Involvement Committee) will conduct various workshops throughout the school year to ensure the comfortability and involvement of all families with ELL's attending Middle School 35.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 35

School DBN: 16K035

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jacklyn Charles-Marcus	Principal		1/1/01
Dr. Kevin Bond	Assistant Principal		1/1/01
Michelle Perpignan	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
Towanna Cheeks	Parent		1/1/01
Candice Mays	Teacher/Subject Area		1/1/01
Siobhan Scott	Teacher/Subject Area		1/1/01
Jean St. Hill	Coach		1/1/01
	Coach		1/1/01
Janet Worme	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **16K035** School Name: **Stephen Decatur Middle School 35**

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

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

Part A: Needs Assessment Findings

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.

The guidance counselor and school secretary upon students' entrance into the school will assess the home language of each family, and the parent coordinator will send all parent correspondence home in all languages that are applicable to our student population.

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.

There were no major findings on our schools translation plan. However, information is disseminating during our monthly parent association meetings, and monthly calendars distributed to the entire community.

Part B: Strategies and Activities

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

MS 35 plans to provide written translation during:

- Parent monthly meetings notification
- School Leadership Team meetings (if necessary)
- Back to School Festival/Curriculum Night

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.

1. Parent meetings and workshops
2. Parent Orientation for new students
3. Curriculum night
4. Family Fun Night
5. Health Fair and Beacon Events
6. Family Appreciation and Marking Period Honors Luncheon
7. End of Year Honor Assemblies

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>.

Middle School 35 will display all nine languages on the first floor in order to provide individuals of all ethnic backgrounds availability and comfort ability when they enter the building. Upon request, parents will receive the Bill of Rights and all other pertinent information.

CR Part 154 (A-6)
District 16-MS 35
Principal: Jacklyn Charles-Marcus