

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: MADIBA PREP MIDDLE SCHOOL
DBN (i.e. 01M001): 16K681
Principal: SHARON STEPHENS
Principal Email: SSTEPHENS2@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: CRISTINA SOLIS

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
Sharon Stephens	*Principal or Designee	
Curtis Buckner	*UFT Chapter Leader or Designee	
Betty King	*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	
Jerrick Rutherford	Member/ Staff	
Ebony McLean	Member/ Staff	
Jean Claude Dorelus	Member/ Staff	
Doris Twine	Member/ Parent	
Yolanda Flood-Hawkins	Member/ Parent	
Laland Douglas Henry	Member/ Parent	
Joy Liverpool	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Each month students experience interdisciplinary, Common Core-aligned curriculum and rigorous instruction across all content areas including the core academic subjects of Math, Science, English Language Arts and Social Studies during the 2014-2015 academic school year to increase the combined percentage of students who are performing at levels three and four in Math and ELA by an additional 5% by June, 2015.

Comprehensive Needs Assessment

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

New York City 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. Additionally, new curricula and resources are available that is aligned to the standards and support implementation of the instructional shifts and the 2014-2015 citywide instructional expectations. Our students articulating to middle school have experienced minimal opportunities, in many cases, to engage with complex texts, think critically and deeply, apply their learning as evidence of mastery, and receive high leverage, high quality actionable feedback that will accelerate their growth.

Implementation of core curriculum is relatively new. As we work to ensure that students have exposure to Common Core aligned curriculum it is important we ensure that the curricula is interdisciplinary in nature to ensure that students have multiple opportunities to work with complex information so that they develop college readiness skills including the ability to engage with complex texts

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. Teachers of Humanities, Math will attend both internal and external professional development sessions aimed at understanding how to effectively utilize new CCLS aligned instructional materials (for teachers hired later in the school year they will be buddied with a mentor teacher who will turn key their learning);
2. By June 2015, all students will have applied their learning in every content area by completing performance tasks after receiving exposure to CCLS aligned instruction;
3. Students will be use evidence from texts for reading, writing, and discussions in each academic discipline;
4. At least 90% of student work for each unit of study will be assessed based on a rubric, developed for that particular performance task and include actionable feedback;
5. Students will be able to reflect on their academic work and progress.

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

1. Key personnel include pedagogical staff, principal, coaches, network coaches, consultants, and grade team leads to provide hands on coaching, training, modeling and feedback. In addition, learning opportunities will be collaboratively viewed, discussed and normed as part of our professional development work.
2. Administrators and staff will attend conferences and workshops to hone their skills in the areas of lesson development, implementation of core curriculum, and strategies to engage higher order thinking.

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

1. Authentic student work products resulting from performance tasks will be reviewed in the academic disciplines as evidence of goal attainment;

2. Classroom observations;
3. Lesson plans that integrate interdisciplinary study will be reviewed; and
4. Attendance sheets and/or training materials.

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

1. This work will begin pre-service during the month of August, 2014 and continue throughout the school year.

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

1. Embedded into our school structure is weekly professional development for 50 minutes;
2. Teachers also have both common planning time on the grade and in the content areas on a weekly basis where interdisciplinary planning is encouraged, scholar talk focusing on the data, and collaboration on strategically addressing the CCLS.

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).

In conjunction with the school staff, the PTA will be hosting a "Parent Academy" featuring workshops, where parents are educated on the shifts, changes in curriculum, data of their children, and strategies to improve their student's academic progress from home as they work in partnership alongside us.

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

As cited in the School Quality Report 2014, the school's belief in how students learn is rooted in the Danielson Framework and based on teacher observation data the effectiveness of classroom instruction can be improved. Therefore, 100% of teacher teams, grade level and content, will focus on strengthening classroom practices consistently through weekly reflection, inter-visitation, gallery walks, participation in coaching experiences, and data reviews that will strengthen practices resulting in improved student performance on school wide, benchmark and state assessments by June 2015.

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.

As a relatively new school our data is still emerging. However, review of our data disclosed that the areas where we placed the greatest emphasis and resources experienced the greatest gains. Many of our scholars come to us as struggling learners who lag behind their peers. Our population is currently almost evenly split among the genders at 51%boys to 49% girls and while the learning styles vary this gender split creates a significant challenge in engagement given the variances between how boys learn versus girls.

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.

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

1. All teachers will participate in weekly job-embedded professional learning and development, coaching and feedback sessions as they implement teaching practices that focus on CCLS in all content areas which will include a variety of approaches including gallery walks, sharing best practices, and norming others practices;
2. Videotape technology will be used as a tool to assist teachers in looking at their practice;
3. A data specialist focuses on data and shares data trends weekly with staff during common planning as they work collaboratively to unpack meaning and strategize on next steps;
4. Teacher teams work collaboratively to revise and evaluate efficacy of practices; and
5. Teachers engage in goal setting for their learning targets.

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

1. Pedagogical staff, administration, data specialist

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

1. Classroom rigor will be increased as evidenced by student achievement, student work product, classroom environment, improved teacher observations, and students' attitudes about their learning (engagement).

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

1. Work towards this goal began last year and will continue throughout the school year until June 2015.

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

1. Based on a weekly observation cycle teachers are evaluated and receive feedback with 24 hours;
2. All teachers with less than two years teaching experience have a mentor and other teachers are buddied up with a colleague;
3. An outside math and literacy coach works with teachers of science, math and humanities;
4. Professional development is pedagogically focused to address trends seen across our learning community with an eye towards the highest leverage feedback and

training that can be given to move our entire learning community;

5. Teachers are encouraged to share their videotaped practice as a tool to address their problems of practice as well as serve as a reflective aid;
6. Teachers are encouraged to turnkey training and share professional insights;
7. A data specialist focuses on data to disclose trends and provide insights;
8. Teacher teams work collaboratively during planning to revise lessons and evaluate efficacy based on their assessment data;
9. Teachers establish their own professional learning targets and monitor their growth and progress along with the principal and their mentors, where applicable.

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).

Pedagogical staff communicate frequently with families to get feedback that will increase their efficacy in the classroom. In addition, we collect initial baseline survey data that discloses the learning environment, experiences, attitudes, behaviors and self concept. This information helps inform how our learning community about entry points for learning.

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		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

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

As cited in the 2013-2014 School Quality report, although tasks across grades and content areas emphasize higher order thinking skills that prepare students to be college and career ready there are some inconsistencies. Therefore, 100% of our scholars will develop and refine the skill of using evidence to support arguments in discussion and writing, which will transfer into stronger writing in literacy and math, and develop the higher order communication skills that support college and career readiness by June, 2015.

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.

Review of student work, as well as college readiness skills necessitate that students be able to ground their arguments in evidence, defend their position using evidence and think critically based upon available evidence.

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.

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

A. Lesson structure will include evidence based writing and discussion components as part of our school wide focus;

B. Students will be required to ground their answers and ideas in text based evidence; and

C. Other school based activities will support these efforts such as school wide newsletter, restorative justice, and debate activities.

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

A. Pedagogical staff, administration, JAIA and Good Shepherds Services partnerships will be used to both implement and provide training support to achieve this goal.

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

A. 80% of students' work will show improvement over time in their ability to make an effective argument grounded in the evidence.

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

A. This work began in September 2014 and will continue throughout the school year. By January, 2015 100% students will have used evidence based writing. By June, 2015 100% of students will use evidence based discussion.

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

A. As part of the curriculum scholars will be required to respond to text in a variety of ways including explaining how they know, citing source evidence, and presenting their work both orally and in writing in all classes;

B. Students will be required to apply learning to real world problems as a demonstration of mastery of the information.

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).

Parents will be invited to open houses, show cases of student work and presentations. These will be opportunities for parents to engage in experiencing the work that our scholars are required and capable of doing.

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	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

Although according to the New York State Education Department our scholars achieved growth gains in each category of proficiency resulting in an increase in the number of scholars performing at levels 2, 3, and 4, and a decrease in the number of students who were performing below proficiency (level 1), less than 90% of our scholars are exceeding standards in ELA and Math. Through targeted intervention strategies, overall our scholar achievement will have 10% gains in NYS ELA and Math scores by June 2015.

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.

Several of our scholars are approaching or below proficiency in ELA and Math. To ensure career and college readiness skills acquisition ELA and Math achievement gains are necessary.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - D. Reading and Math intervention, targeted groupings based on data, tracking skills mastery, skills alignment and coherence across the grade to reinforce learning and mastery, school wide goal setting, teaming, analyzing student work, extra help, day time tutoring, Saturday Academy, after school help, and helping students engage in cognitively complex tasks are among the instructional strategies and activities that will be used to achieve the goal.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Administrative, coaching, and pedagogical staff will be used to achieve the goal..
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Reading and Math intervention - delivered weekly by AIS specialist and monitored via observations
 2. Targeted groupings based on data – student groupings identified by grade teams, which include special populations such as students with IEPs. ELLs
 3. Tracking skills mastery – Coaches, Grade team leads and teachers work to track skills mastery, revise curricula and analyze data to identify and respond to trends
 4. Skills alignment and coherence across the grade to reinforce learning and mastery – Grade teams work together with coaches to ensure coherence across the grade’s academic content areas
 5. Extra Help, Day time tutoring and Saturday Academy – All pedagogical staff will be involved in executing various activities in this menu of services
 6. After School- Good Shepherds Services provides academic enrichment as part of their program offerings
 7. School wide goal setting, teaming, analyzing student work, and helping students engage in cognitively complex tasks –Pedagogical staff work both collaboratively and in teams to analyze work, plan, and set goals
- 4. Timeline for implementation and completion including start and end dates**
 1. Strategic planning for this goal began during the Summer of 2014 and pre-service training, and it continued with full strategy implementation beginning in September, 2014. All strategies are currently underway and will continue throughout the school year to June, 2014.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Modified schedules, grouping, teaming during common planning in both grade and content areas, and data analysis all serve to support programmatic implementation

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).

Parent workshops and information sessions, as well as parent conferences all serve to involve and inform parents in the process. Parent Academy workshops will equip parents with skills and strategies to help their students on Common Core aligned tasks.

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
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #5

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 #5

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

According to the School Quality Guide 2013-2014, the citywide average for high school readiness is 60%. 100% of our first time Grade 8 students supported by parents will engage in learning activities and programs that will equip them with information, skills and strategies that prepare them for the high school articulation process and successful completion by December 2014.

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.

The students will be entering high school for the first time and this is the first year that Madiba Prep will graduate 8th grade students.

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.

- **Strategies/activities that encompass the needs of identified subgroups**

Parent workshops that explain the articulation process and the various types of high schools available. Representatives from various high schools including specialized and higher performing schools will explain to parents and students the opportunities they offer and what students need to do to be accepted. Students and parents will participate in individual conferences focused on the high school application process. Students will participate in high school tours, and parents are invited to attend.

- **Key personnel and other resources used to implement each strategy/activity**

1. Administrator, Parent Coordinator, Guidance Counselors (including ATR, and F-Status), Representatives of specialized high schools.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 100% on time completion of the high school application process by grade 8 parents and students.
 2. Active participation of parents in scheduled Parent Academy workshops on the articulation process.
 3. A minimum of 50% acceptance in a combination of specialized, thematically focused, and higher performing high schools.
 4. Students will enter high school with improved literacy, math and general cognitive skills that result in their high school success.

- **Timeline for implementation and completion including start and end dates**

1. The implementing team will begin planning the process and activities during the final week of the summer. The activities will begin in early September and extend through November. The team will meet at the end of each activity, evaluate and plan for the upcoming events.

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

1. NYCDOE high school application manual, intense outreach to targeted high school, attending high school open houses, researching schools to decide if they are a good fit for our students.

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).

Parent workshops and information sessions, as well as parent conferences all serve to involve and inform parents in the process. Parent Academy workshops will equip parents with skills and strategies to help their students on the high school articulation process.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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.)
<p>ELA</p>	<ul style="list-style-type: none"> ■ Cerebral Diversity <ul style="list-style-type: none"> • Targeted, needs-based instruction in reading and writing 	<p>Small group</p>	<p>1 period/2 days/week</p>
	<ul style="list-style-type: none"> ■ Targeted tutoring pull-out ■ Advisory program provides time for one on one and small group discussions and conferences 	<p>Small group and one-on-one</p>	<p>Daily</p>
	<ul style="list-style-type: none"> ■ NYS test preparation 		<p>Daily</p>
	<ul style="list-style-type: none"> ■ Blended learning 		<p>1 period/2days/week</p>
	<ul style="list-style-type: none"> ■ Online leveled self paced, small group, close reading, think-pair-shares, and guided reading. 	<p>Small group/Flexible grouping, one on one</p>	<p>1 period/1 days/week</p>
	<ul style="list-style-type: none"> ■ Afterschool academic support 	<p>Small group</p>	<p>Daily</p>
	<ul style="list-style-type: none"> ■ Intervention Reading Groups 	<p>Small group</p>	<p>Before, during, and after school two days/week</p>

<p>Mathematics</p>	<ul style="list-style-type: none"> ▪ Cerebral Diversity <ul style="list-style-type: none"> • Targeted, needs-based instruction in mathematics ■ Targeted tutoring pull-out ■ Small group NYS test preparation ■ Push-In services for students with IEPs and others determined “at risk” ■ Explore and Discovery, Solve and check, online and independent practice ■ Lunch and learn ■ After school academic support 	<ul style="list-style-type: none"> • Small group One on one, small group One on one, small group Small group Small group 	<p>1 period/2 days/week</p> <p>Daily</p> <p>As needed</p> <p>2 days/week</p> <p>2 days/week</p> <p>Before, during, and after-school</p>
<p>Science</p>	<ul style="list-style-type: none"> ▪ Cerebral Diversity ■ Targeted tutoring pull-out during lunch ■ After school academic support 	<ul style="list-style-type: none"> Small group Small group, one on one Small group 	<p>1 period/2 days/week</p> <p>As needed</p> <p>Daily</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> ■ Cerebral Diversity <ul style="list-style-type: none"> • Targeted, needs-based instruction in reading and writing 	<ul style="list-style-type: none"> Small group 	<p>1 period/2 days/week</p>

	<ul style="list-style-type: none"> ■ Targeted tutoring pull-out ■ Advisory program provides time for one on one and small group discussions and conferences ■ Blended learning. Online leveled self-paced, small group, close reading, think-pair-shares, and guided reading. ■ Afterschool academic support 	<p>Small group and one-on-one</p> <p>Small group/Flexible grouping, one on one</p> <p>Small group</p>	<p>Weekly</p> <p>1 period/2 days/week</p> <p>Two days/week</p> <p>Daily</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>JAIA – Girls Leadership;</p> <p>Guidance Counselor – Counseling;</p> <p>Good Shepherds Services - Embedded counseling with social workers; and</p> <p>Teachers - Girls and boys mentoring groups</p>	<p>Whole community, targeted groups, individual and group counseling</p>	<p>Based upon schedule and/or mandates</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

10. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

11. 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.
We recruit from colleges, citywide recruitment fairs and organizations such as Teach for America, Math 4 America, New York City Teaching Collaborative and NYCTF. We provide mentors for all first year teachers and principal mentoring for teachers who are new to our school. Additionally there is a teaming structure to provide support to all teachers on the each grade level and in each academic area through common planning. Supports also include embedded coaching support, consultant support, weekly professional development, inter-visitation, critical friends, internal and external professional development, gallery walks, and peer feedback. Teachers are placed on grade teams with attention to balance of expertise and the needs of students in the cohort.

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).
All pertinent citywide training opportunities are taken advantage of in addition to network based professional development opportunities and the use of outside consultants. Additionally, staff have participated in publisher sponsored professional development.

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.).
Consolidated funds include services for students in temporary housing, tax levy and federal title I funds. These funds are used to meet the needs of targeted populations once their needs have been surveyed.

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.).

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.
Our MOSL committee was comprised last Spring. We underwent intensive training over the summer and evaluated assessments jointly to determine what assessments we would use school wide. In addition, teacher teams meet by content to determine what assessments will be given in addition to assessments that accompany CCLS aligned curriculum.

TA Schools Only

Use of Program Resources

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

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).

MADIBA PREP MIDDLE SCHOOL

1010 Lafayette Avenue | Brooklyn | New York | 11221

Sharon Stephens, Founding Principal.

| P: 718-574-2804 | F: 718-574-2804 | www.madibaprep1.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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- 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

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:

- picking 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities 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 promoting 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; and
- ensures that my child adheres to the Madiba Prep Middle School uniform policy

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; and
- wear the uniform daily.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

DBN: 16K681

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	\$188,578.17	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	\$1,566,950.00	X	See action plan

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.

6.

**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 681
School Name Madiba Prep Middle School		

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 Sharon Stephens	Assistant Principal N/A
Coach	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area Curtis Buckner/Humanities	Parent type here
Teacher/Subject Area Derryale Fielder/Humanities/SE	Parent Coordinator
Related Service Provider Jean Claude Dorelus/Writing	Other type here
Network Leader(Only if working with the LAP team) Rex Bobbish	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	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	165	Total number of ELLs	4	ELLs as share of total student population (%)	2.42%
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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	0						0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained														0
Push-In							1	3						4
Total	0	0	0	0	0	0	1	3	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)

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

	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	1	0	1	0	0	0	0	0	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	3	1	0	1	0	0	0	0	0	4
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							0	0						0
Chinese							0	0						0
Russian							0	0						0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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): ____	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
Bengali														0
Urdu														0
Arabic								2						2
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	1	3	0	0	0	0	0	4

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)								2						2
Intermediate(I)								1						1
Advanced (A)							1							1
Total	0	0	0	0	0	0	1	3	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								2					

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	3				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	1								1
7	3								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	1				1				2
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				
Foreign Language				
Government				
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.
Data inquiry team members and LAP team members have reviewed the results of the 2012-2013 NYSESLAT in depth to identify student trends and needs in both grade levels. Most students scoring within the lower Beginner range of proficiency according to the NYSESLAT are those who have been in an English Language system for the lesser of three years. Students scoring within the

intermediate and advanced ranges of proficiency are generally identified as students who have been ELLs for a longer period of time. All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in the areas of English Language Arts. With respect to assessments, LEP students are given all examinations in the language of instruction. Students given access to the general education curriculum with ESL support provided through a push-in model demonstrate significant gains in proficiency in all four modalities assessed, particularly in speaking and listening.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
General trends from last school year to present indicate that students in all grades consistently demonstrate the highest levels of proficiency in the speaking portion of the NYSESLAT. This can be attributed to the fact that English Language Learners practice speaking skills in all content areas throughout the school day, as well as during push-in and small-group ESL instruction. Additionally, all teachers incorporate cooperative learning activities into daily lessons to encourage spoken language proficiency of all students, especially English Language Learners. In contrast, students have demonstrated the lowest levels of proficiency in reading comprehension. This need is being addressed through multi-modal ESL support, including small group, computer-based literacy instruction. Finally, students demonstrated marked improvements within the writing portion of the NYSESLAT assessment during the 2012-2013 school year. as a result of a schoolwide focus on writing.
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 [AMAQ tool](#))
Patterns identified in all four modalities inform instruction in several ways. In order to enhance listening, reading, and writing skills, all students identified as LEP participate in small group literacy intervention three times per week. The literacy intervention, known as Cerebral Diversity, focuses on differentiating instruction to meet students' comprehension needs at their instructional reading level. Time allotted during the extended school day also allows ELLs small group, free-standing ESL instruction.
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?

The following patterns are evident upon analyses of the data. Across proficiencies students who performed better on the NYSESLAT experienced a drop in their NYS test scores along with their English speaking peers. ELLs demonstrate a lower average proficiency in both Math and ELA as compared to their English proficient counterparts. As a result, teachers work collaboratively with school leaders to examine and refine curriculum in order to: explicitly teach content-area vocabulary, scaffold students' work to support analyses and critical thinking, increase opportunities for students to write and group students more strategically in order to better ELL students' needs within regular classroom instruction and ESL push-in instruction.

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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
During professional development and department meetings each week, teams collaboratively examine curriculum and discuss best-practices for supporting all special populations, including our ELLs. For example, the Math department reviews ways to explicitly teach Math vocabulary and to provide students with multiple means for learning and applying concepts. Additionally, Social Studies and Science teachers frequently provide students with materials in both their native language and English in order to ensure that students have access to content. Finally, the ELA department collaborates with school leaders to enhance scaffolds and linguistic supports, in English, which serve to increase students development of the English language.
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs using multiple quantitative and qualitative data points. First, every student in our school completes DRA leveled reading assessments at least three times per year. This assessment allows our teachers and school leaders to evaluate the effectiveness of our small-group leveled instruction, which serves to accelerate students reading and writing proficiencies. Students' improved reading and writing proficiencies as measured by these assessments are one way in which we evaluate the success of the programs provided to ELLs. Additionally, we examine students outcomes as measured by the NYS Math,

ELA and Science tests specific to the ELL subgroup. We consider the percentage of students who demonstrate exemplary proficiency gains each year and use those results to better focus our efforts in supporting ELL students' learning. Finally, we analyze the results of the NYSESLAT examination each year to identify the percentage of students demonstrating proficiency and those who demonstrate at least one level of improvement. These benchmarks are the means by which we evaluate and refine the quality of the programs provided to our students who are ELLs.

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](#).)
Each year we begin the process of identifying students who have previously identified as ELLs through NYSESLAT, State test analysis and review of ARIS and ATS data. The ESL teacher administers the home language survey in order to identify necessity of administration of the LAB-R. For those students who are newly admitted to the New York City Public Schools system upon enrollment at Madiba Prep, Home Language Identification Surveys are completed when students are enrolled by the ESL teacher(s). All students' whose families indicate a home language other than English are then administered the LAB-R in order to determine eligibility for ESL services during the school day. Within 10 days of enrollment, students' whose home language survey indicates any language other than English, the ESL teacher administers the LAB-R to the student. Finally, each year begins with a strategic analysis of the NYSESLAT by administrators and instructional staff. Staff use these data to identify trends in students' instructional needs across the content areas as well as within models of instruction provided ELL students throughout the school day. In order to ensure that parents are aware of the different options available, workshops are organized by School Leadership Team members, the parent coordinator, and community assistants.
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.
At the beginning of the school year, language-support services available in our school are discussed with parents during parent workshops. The teacher, School Leadership Team, and Parent Coordinator and Community Associates explain and discuss options for ESL and dual language instruction with parents. Parents are also consulted regarding their desire for TBE, DL, and ESL support.
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 [\[see tool kit\]](#).)
In order to ensure that program selection and parent survey letters are returned, community associates, staff, and the Parent Coordinator organize a comprehensive parent outreach effort through phonecalls, one-on-one conferences, and meetings with parents to address any questions about program availability and/or ESL services within the school. All parents are asked to complete entitlement letters during the orientation phase of the school year. Letters are collected, catalogued, and responses are organized in order to meet the needs of ELLs as indicated by parent choice.
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.
At the beginning of the school year the ESL instructional program model is discussed with parents during the school curriculum night. Letters are also sent home which outline the program offerings. Finally, our Parent Coordinator and community associates reach out directly to any parents with whom we are not able to make contact in order to explain the program offerings and answer any questions the parent might have.
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.
In order to ensure that all sections of the NYSESLAT achievement test are administered to all ELLs each year, school leaders begin by constructing a schedule for administration of the Speaking, Reading, Writing, and Listening assessments. These assessments are given on the first date of the testing period in order to provide time to make-up exams for those students who are absent. Exams

are then administered those students who are absent before the end of the administration period.

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. *①*
This is only our second year of operation. In our first year of operation we had a population of two ELLs. Therefore, trending data in this area would be significantly skewed. However, our families express satisfaction with our free standing model coupled with small group instruction during our cerebral diversity classes.

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])?
All ESL support is provided in both a co-teaching model and small group pull-out. The program model is a "block" model comprised of heterogeneously-grouped ELL students. Students identified as ELLs receive support within content-area instruction to support learning in ELA, math, and other content areas.
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)?
All students mandated to participate in the NYSESLAT exam during the current academic year receive ESL services during their daily program as push-in or team-teaching support in English Language Arts. Students who demonstrate NYSESLAT results within the Advanced, Beginner, or Intermediate proficiency range receive small group Freestanding ESL instruction for a minimum of 3-45 minute periods per week in addition to the 7-45 minute periods of push-in support .
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.

Teachers provide scaffolds which provide students access to the content or critical thinking required within the curriculum in a total immersion environment. This instruction is supported by technology use to provide additional support..

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Those students who are identified as SIFE, we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. In addition, the LAB-R is provided for those SIFE students who indicate a home language other than English (upon enrollment).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In collaboration with the ESL provider and ELA teachers, students who are identified as ELLs are provided opportunities to demonstrate their proficiency in English through speaking, reading, writing, and listening within regular content area instruction. Writing tasks reflect critical thinking and reading comprehension that are aligned with the CCLS for English. The ESL provider collaborates with ELA teachers to assess students' progress in these areas.
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).

Those students who are identified as SIFE we use the LAB-R and school-based reading and Math assessments to identify students' levels of mastery within the grade level curriculum. These students are provided small group support by content-area teachers within content-area instruction in order to differentiate and address students' learning and linguistic needs. Finally, students are provided enrichment throughout the school day and access to after school programs for small group instructional support and experiential learning in order to further build background knowledge and provide students' with relevant, non-classroom experiences that support instructional outcomes. ELL subgroups are experience differentiated, small-group literacy instruction rooted in students' independent reading levels and aligned with NYSESLAT outcomes. Those students performing within the beginner range also have an oportunity to participate in intensive, small group literacy instruction through a program called Achieve 3000.

In order to enhance all ELL students' language proficiency, language support is provided as a part of the general education curriculum. During the 2011-2012 year, Madiba Prep Middle School began implementing a computer-based reading comprehension and fluency program that is research based and proven to improve language development of ELLs as a part of the ESL program.. In addition, all ELLs are offered both music and art classes during the school day. Sixth and seventh grade ELL students and ELL students with disabilities participate in the general education curriculum full-time with push-in support. Finally, Music is offered at least one period per week and art is provided through scheduled workshop series for all students, including ELLs and ELLs with disabilities.

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?
Small-group instruction and student-specific scaffolding, as well as modeling and graphic organizers, are utilized to provide ELL-SWD students with access to the grade-level curriculum. Teachers strategically identify the core concepts required to leverage improved student outcomes and scaffold students' assessments and learning tasks in alignment with these decisions. Additionally, all teachers identify content-specific vocabulary and explicitly teach these target words within instruction in addition to content-area concepts.
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?
In addition to the use of small-group instruction and student-specific scaffolding, all ESL services and Special Education Teacher Support and ICT services are provided through a push-in model of support in order to provide students with access to the curriculum in the least restrictive environment. Although we do not currently have any ELL SWD these students would also recieve supplemental, small-group reading and writing instruction based upon gender and independent reading levels. This program is provided to all students, including those who are identified as English proficient. These practices would ensure that all students have access to the grade-level curriculum, thereby advancing students' through content as they achieve their IEP goals and develop English proficiency.

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

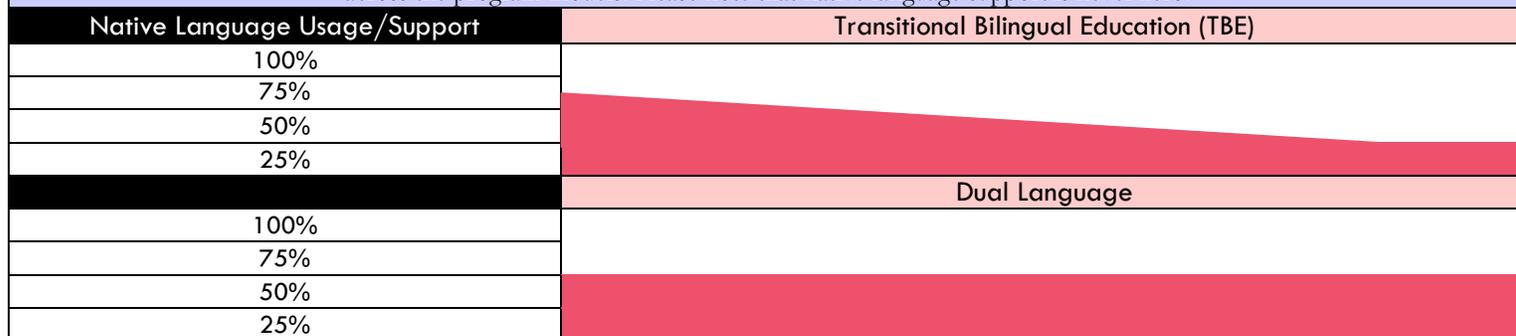
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
Targeted interventions include small group instruction, extended day, cerebral diversity. All services are offered in English with technological supports.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is effective in ensuring that all students, regardless of language proficiency, have access to content and concepts taught in all content areas because students receive access to the same content as their peers while developing requisite language skills through vocabulary development, oral presentations and other opportunities to engage in focused discourse with their peers. This both hones language skills and confidence while exposing our ELLs to content material.
11. What new programs or improvements will be considered for the upcoming school year?
This year we will enhance the implementation of the Achieve 3000 platform for reading and writing instruction in order to support ELL students' development with respect to reading and writing. In addition we will be adding the use of ipad technology for ELL students.
12. What programs/services for ELLs will be discontinued and why?
All programs available during the 2012-2013 school year will be continued this year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are provided access to all content areas. Additionally, all ELLs participate in arts programming and afterschool offerings which are provided within the regular instructional program and during afterschool, respectively. Finally, all ELLs are enrolled in the school-based afterschool programs at no cost to families. :
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
All teachers utilize a range of technology including SmartBoard technology, Elmos, Macs and/or Dells, as well as Ipads in order to support students who are identified as ELLs as well as all students in the classroom. Additionally, teachers provide students with content-area materials that are scaffolded specifically for their level.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
All teachers utilize SmartBoard technology in order to support students who are identified as ELLs as well as all students in the classroom. Additionally, teachers provide students with content-area materials in students' native language(s) when appropriate.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
At the middle school level it is essential that students have access to all of the content within regular classroom instruction. As a result, all services are provided within the content-area classrooms in order to ensure students' needs are met using methods and content reflective of the grade-level curriculum.
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.
Parents and families of newly enrolled ELLs, including the newly enrolled student(s), are invited to a parent meeting and orientation.
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

In addition to ESL support, all content area teachers incorporate ESL strategies into classroom instruction. Teachers participate in no fewer than 5 professional development sessions (a total of 7.5 hours) focusing upon ESL language instruction across content areas. Instructional staff use multiple resources, including Building Academic Vocabulary by John Marzano and Classroom Instruction That Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn to improve content area instruction for ELL students in all content areas. Staff also work collaboratively to implement strategies driven by the Universal Design for Learning in order to ensure that all students have access to curricula regardless of students' level of English proficiency. All instructional staff members including the principal, ESL coordinator, content area teachers, guidance counselor, and Special Education teachers are thoroughly trained in backwards planning and models of explicit vocabulary instruction that is rooted in data and language needs. All of the aforementioned school staff utilize strategies from professional development and ample common planning opportunities with ESL certified staff to ensure differentiation based upon the linguistic and learning needs of ELLs across the curriculum.

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?

Madiba Prep Middle School uses multiple approaches to ensure that parents understand program choices available for all English Language Learners. Madiba Prep hosts a parent orientation for all parents of students new to our community. During this meeting parents are informed of the programs available within the school. School administrators, faculty and staff, office support staff and the Parent Coordinator work tirelessly to provide parent workshops throughout the school year to encourage parent involvement and understanding of all available options. During this time, parents participate in informative workshops to enhance understanding of resources available through the New York City Department of Education. In addition, all students who are newly admitted to the New York City Public Schools upon enrollment at Madiba Prep Middle School are asked to complete a Home Language Identification Survey. Students whose families indicate a home language other than English are then administered the LAB-R in order to determine students' eligibility for ESL services.

Throughout the year, all notices and school-home communication are provided to parents in multiple languages. ESL teachers, the Parent Coordinator, and support staff members remain in constant communication with parents as new program options arise. During all parent meetings, support staff and the interpretation hotline services are available to interpret information in the parents' native language. Parent survey data indicate that Free Standing ESL instruction is the current program of preference. In accordance with these findings, Madiba Prep currently offers Free Standing ESL in grades 6-7. This program takes place both during the school day and after school hours in the form of team-teaching and small group instruction, respectively. The Parent Coordinator, Advisors, and teachers continuously use informal conversations and parent workshops to further identify parent preferences. In addition to these ongoing, informal means of data collection, students' advisors and ESL teachers reach out to individual families to identify students' ESL needs in conjunction with NYSESLAT proficiency levels and length of time in an English-language school system. In sum, ESL programs currently offered at Madiba Prep are aligned with parent requests and undergo revision as necessary. ESL programs are differentiated to meet the needs of students testing in all levels of proficiency according to the NYSESLAT, as well as students who have recently matriculated to an English Language Education system.

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.

School Name: Madiba 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		11/22/13
	Assistant Principal		
	Parent Coordinator		11/22/13
	ESL Teacher		
	Parent		
Curtis Buckner/Humanities	Teacher/Subject Area		11/22/13
Derryale Fielder Humaniti/SPED	Teacher/Subject Area		11/22/13
	Coach		11/22/13
	Coach		
	Guidance Counselor		
Rex Bobbish	Network Leader		11/22/13
Jean Claude Dorelus/Writing	Other <u>Teacher</u>		11/22/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 16K681 School Name: Madiba Prep Middle School

Cluster: 1 Network: CFN101 Bridges for Learning Network

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.

There are several languages represented among the families at Madiba Prep Middle School. Our staff is also comprised of staff who are speakers of two of the four languages represented. All written communications between the school and students' homes are provided in all available languages as a matter of school protocol. All school functions, such as Open School Night, parent conferences and other celebrations, are also conducted bilingually. A bilingual staff member as well as the language translation hotline are always available to facilitate parent-teacher conferences if the need arises.

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 fulfill all our school's written translation and oral interpretation needs using the resources present in our staff or through DOE resources, i.e language and translation unit. Based on the published school survey and communication with Parent Coordinator, our parent community is very satisfied with our method of home-school communications.

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.

Madiba Prep will continue to provide the translation and interpretation services described above. All written translations will continue to be performed by either staff or the translation unit services.

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.

Madiba Prep will continue to provide oral interpretation services described above. When needed, all oral interpretation will be provided by native speakers of that language who are staff members and/or interpreters from the Department of Education.

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>.

All parental notification translation and interpretation needs are addressed through a variety of approaches. All notices to parents go home in both English and Spanish throughout the year. Notices are also sent home in Arabic and Haitian Creole.. All notices, schoolwide events, parent-teacher conferences, parent workshops, etc. are provided in multiple languages to consistently meet the language needs of our school community.