

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **16K681**

School Name: **MADIBA PREP MIDDLE SCHOOL**

Principal: **SHARON STEPHENS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Madiba Prep Middle School School Number (DBN): 16K681
Grades Served: 6-8
School Address: 1010 Lafayette Avenue, Brooklyn, NY 11221
Phone Number: 718 5742804 Fax: 718 5742805
School Contact Person: Sharon Stephens Email Address: Sstephens2@schools.nyc.gov
Principal: Sharon Stephens
UFT Chapter Leader: Curtis Buckner
Parents' Association President: Michelle Morrison
SLT Chairperson: Sharon Stephens
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Michelle Morrison
Student Representative(s): N/A
N/A

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Avenue, Brooklyn NY 11221
Superintendent's Email Address: esantiago@schools.nyc.gov
Phone Number: 718 574 2829 Fax: 718 574 2831

Borough Field Support Center (BFSC)

BFSC: North Brooklyn Team Director: Magda Dekki
Director's Office Address: 131 Livingston Street, Room 501, Brooklyn, NY 11201

mdekki@schools.nyc.gov

Director's Email Address:

718 935 3820

718 935 2242

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Stephens	*Principal or Designee	
Love Juedy	*UFT Chapter Leader or Designee	
Michelle Morrison	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Michelle Morrison	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Carla Rowe	Member/ Parent	
Laland Douglas Henry	Member/ Parent	
Tonesha Washington	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tricia Menelas	Member/ 6 th Grade Parent	
Jean Claude Dorelus	Member/ Staff	
Lenda Nguyen	Member/ Staff	
Michele Goudy	Member/ Staff	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Madiba Prep Middle School is a middle school serving scholars in grades 6-8. Our school's focus is Science, Technology, Engineering, Math and Environmental Studies (STEME). We serve scholars who either reside in district 16 or who have attended school in the district. Madiba focuses on academics and social emotional growth of scholars. We have a robust counseling team to support myriad counseling needs among our population which includes the following special populations: 30% special needs, 51 % boys, and a growing ELL population of students.

We are in our third year of operation and have grown by one grade each year since opening. We are a learning community where scholars are steeped in the rigorous pursuit of critical thinking skills, communication and technological literacy, self-awareness, and social and character development. Parents and community stakeholders support the development of scholars who are productive, contributing citizens in the local and global contexts. Madiba scholars will know how to learn and will acquire the necessary skills and competencies to meet the demands of both college and career.

Instructional rigor extends beyond intellectual difficulty and depth of knowledge. Scholars must be challenged to acquire academic content and critical thinking skills, to employ the use of technology, and apply information to real world experiences. Scholars must have regular and frequent opportunities to practice the needed skills of self-awareness, leadership, and teaming, as well as engage in meaningful college/career exploration early and often to ignite academic passion and stimulate goal setting beyond high school graduation.

Integral to our design are our four learning goals: critical thinking skills, communication and technological literacy, social development, and character development. We believe that graduates must know how to think critically, reason, problem-solve, communicate through a variety of modalities, be active members of their community and possess self-awareness. Our learning projects will position scholars to take the information that they have learned and propose a solution to a real world problem within their local community and make connections to our global community. In a world where available information is growing exponentially, scholars need to know **how** to learn and a Madiba scholar will.

Our special initiatives include partnerships with Good Shepherds Services who provides an eclectic mix of activities during afterschool hours and is embedded in our school during the day; Alvin Ailey Dance Theater who provides an eight week residency which infuses American History with dance, and provides whole school professional development; Fencers Club who provides a grant to offset costs associated with providing world class fencers to train students in Foil style fencing; Middle School Arts Matter grantee which support the provision of Visual Arts and Theater to students; and an iZone school which enables the provision of online blended learning classes in foreign language.

We have had improvement in all six areas of the framework for great schools, but we have had the most growth in the areas of Collaborative Teachers and Trust. Our teaching team grew significantly this year due to the addition of some new teachers and an additional grade team. As a result, trust had to be developed as staff became familiar with each other. Teachers grew in this area to become comfortable with asking for help from all members of our school community, teaming to create new innovative programming both across the grade team and intra-grade team and across disciplines. Teachers receive significant professional development including our marvelous Monday PD, our peer led professional development, and PD from subject area coaches.

This year we will continue to focus on growing teacher practice, teaming to maximize student outcomes and the provision of rigorous instruction.

16K681 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	207	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	8	# SETSS	N/A	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	12
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	114.7%	% Attendance Rate			92.0%
% Free Lunch	80.6%	% Reduced Lunch			3.0%
% Limited English Proficient	2.4%	% Students with Disabilities			25.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			82.4%
% Hispanic or Latino	15.2%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	1.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.3%	Average Teacher Absences (2013-14)			1.69
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.4%	Mathematics Performance at levels 3 & 4			5.0%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2013-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

New York City has adopted the Common Core State Standards, thus it is essential that Madiba Prep’s curriculum is aligned with the demands and requirements of the city and state while improving instruction and deepening students’ learning. Additionally, new curricula and resources are available that are aligned to the standards, support implementation of the instructional shifts, citywide instructional expectations, the framework for great schools, and the areas identified as growth opportunities in our Quality Review.

Our students articulating to middle school have experienced minimal opportunities, in many cases, to engage rigorously 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. Our most recent data has revealed that our school wide focus on rigorous performance tasks, actionable feedback, and assessment for learning is yielding dividends. In the school wide data for State English Language Arts (ELA) and Math tests overall as well as within every subgroup, English Language Learners (ELLs), Special Education (SPED), and Boys of Color (BOC) we have experienced significant gains. Specifically, among the 32 disaggregated categories growth exceeded 44% in many cases. Specifically, among the 32 disaggregated categories growth exceeded 44% in many cases. We experienced 66% literacy gains in math among our ELL population and 55% literacy gains in 8th grade math. A priority need for our school is to improve student outcomes as measured in student growth and proficiency.

Priority Need: Our school has a significant number of teachers with 1-3 year teaching experience, and overall citywide implementation of core curriculum is relatively new. This challenge of growing teacher practice and facility with new curricula is compounded by fact that a significant number of our scholars come to us with lagging skills. 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 have access and can develop college readiness skills including the ability to engage with complex texts. Ongoing training which includes professional development, coaching, peer inter-visitation, teaming, mentoring, and work with more experienced buddy teachers.

A strength of our school is our teaming practices. We use a combination of coaching, mentoring, weekly principal mentoring meetings, grade team and content team meetings, inter-visitation, peer feedback, observations and feedback, formal professional development, and modeling.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Saturday Academy and Afterschool offered for all students	Students and Teachers	February 2016- June 2016	Teachers, AP, and Principal
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Key personnel include pedagogical staff, principal, 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.											
Administrators and staff will attend conferences and workshops and visit partner schools to hone their skills in the areas of lesson development, rigor, implementation of core curriculum, strategies to engage higher order thinking including discussion and questioning, and differentiation, and project based learning.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
On a weekly basis authentic student work products resulting from performance tasks will be reviewed in the academic disciplines as evidence of goal attainment;
Weekly classroom observations will be ongoing beginning in September 2015 and continuing through June 2016;
Lesson plans that integrate interdisciplinary study will be reviewed against unit plans, pacing calendars and pre/post assessments; and
Attendance sheets and/or training materials, and logs of assistance, will be collected and maintaining.
Midyear assessment data will be used to evaluate if at least 3% of students are demonstrating an increase in the targeted skills leading to proficiency.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school culture is characterized by warmth and caring. We have consistently enjoyed favorable student survey responses in the areas of safety, academic rigor, and community. Although our survey results have consistently been favorable in this area as we have grown we have seen a slight decline in our survey results as evidenced by our parent survey results from 2012-2013 compared to 2014-2015. An area of focus for us is to maintain systematic impact with our students and families in maintaining a supportive environment as experienced by at least 85% of our parent and student populations surveyed. This has been an area of strength for the school

Specifically, scholars have experienced support from our student support team which is comprised of two social workers, social work interns, two guidance counselors, a dean and a student life coordinator. This team is robust and we are able to provide mandated counseling, crisis counseling and one to one/small group on demand counseling, peer mediation, and conflict resolution. We have leveraged this support through our partnership with our after school provider and a long term assignment from the Absent Teacher Reserve (ATR) pool.

Our students also experience gender specific nights of bonding with our staff and their parent or caregivers and peers where we discuss matters that resonate with them. In addition, our school year is loaded with cultural events, college exploration, family night celebrations, and a range of offerings that foster creative expression. These include art, theater, African drumming, dance, digital music production, boat making and sailing, fencing and a variety of sports on demand, faculty versus student competitions, academic incentives, reward currency, and a school store.

Our student government is very active and influences student life heavily. They host student led town hall meetings. Students actively create the feeling in the school by maintain fish tanks, caring for the plant life in the community and determining programming. It is common to see scholars come up to have lunch with their teachers and assist teachers in the community that may not currently teach them.

Although our student population consists of a number of students who come to us with chronic absenteeism records we have been able to reverse that trend consistently through intensive intervention, counseling and daily calls home for lateness and absences. Where necessary we have also conducted family support meetings to reverse poor attendance habits.

We are able to support peer mediation, conflict resolution, personal goal setting, provide staff mentoring, and advisors for each child. This helps keep suspensions down and provides us with tools to remediate unwanted behavior versus reacting with consequences solely.

Afterschool and lunch time tutoring is provided both formally and informally.

Part 2 – Annual Goal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
All staff is involved in creating the culture and climate of the school community and student experiences. Advisory will be programmed for all students with each teacher leading an advisory group.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
On track progress to meet our goal will be monitored through interim student survey results from a school created instrument, which mirrors the school wide survey, administered at the midpoint to assess student feelings regarding safety and support at our school. Our goal for the midpoint assessment is a minimum of 70% positive responses. In addition, other data points will also be evaluated such as student feedback, year to date attendance comparisons, incident data, and student progress monitoring.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school serves students in District 16, a high needs district. As a result, we have a population that is approximately a third special needs students, many of our scholars come to us with lagging skills and poor study and work habits. However, teachers are committed to the growth and development of our scholars. Our priority need is to leverage our resources by increasing the teamwork focused on rigorous instruction including Danielson domains 3B, 3C and 3D by our teachers.

Teachers participate in weekly professional development, peer inter-visitation, and reinforce our school norms and culture and values among students. Teacher voice is valued and we meet weekly to discuss our community and its needs. All teachers participate in a week of pre-service professional development as well. Teachers are an integral part of school life and create new opportunities within our school regularly.

Many of our teaching staff is new. Their practice is growing and continues to grow. Now that our school is serving a full complement of grades we work both vertically and horizontally honing curriculum and instruction, and finding ways to increase rigor. Instructional practice continues to be an area that we focus on to improve student outcomes.

Though our school and staff are young this year we administered the NYS Regents in Science as a pilot and enjoyed success. Next year we plan to administer more Regents exams and increase the number of students participating in those high school level exams.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will work in grade level and content area teams on a weekly basis to improve instruction by discussing problems of practice, reviewing curriculum, engaging in lesson planning, analyzing data, and discussing targeted student growth/outcomes to increase student achievement as measured by a 5% increase in the Living Environment Regents pass rate from the 2014-2015 exam in this area.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Pre-service professional development for all teachers. Questioning and Discussion, Assessment, Reflection and revision, and Engagement are some of the key areas of professional development.</p>	<p>Teachers</p>	<p>August 31, 2015 to June 2016</p>	<p>Principal and coaches</p>
<p>Comprehensive goal setting for targeted students including those in special populations.</p>	<p>Teachers and Guidance Counselors</p>	<p>August 31, 2015 to June 2016</p>	<p>Coaches, Teachers, and Guidance Counselor</p>
<p>Teacher led parent academy courses such as, "What you should know about middle school", "ELA Common Core and more, and "50 ways to accelerate your scholars growth.</p>	<p>Teachers and Parents</p>	<p>Beginning October 28, 2015 to June 2016</p>	<p>Parent Coordinator, Teachers</p>
<p>Teacher collaboration and support through common planning and grade team meetings, coaching, peer mentoring, inter-visitations, and peer feedback.</p>	<p>Teachers</p>	<p>August 31, 2015 to June 2016</p>	<p>Principal and Coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>The schedule will include common planning time on the grade and within the content area on a weekly basis. Teachers will be supported and funding will be provided to work together after PD Mondays to discuss how professional development experiences will be integrated into their classroom practices. Teachers who have promising practices will be encouraged to lead professional development and open their classrooms to colleagues. Texts for book studies will be purchased and provided to teachers. Where necessary teachers will receive a coverage to enable them to view a colleagues practices.</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point assessment in February 2016 will include written feedback and reflection on these practices by teachers with at least a 75% affirmative response rate regarding the positive impact on student achievement.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our school started as a vision more than four years ago. Over the course of a year, before we opened, the school framework was shaped, molded, and refined. Core values, student outcomes and measures, community engagement, student and teacher recruitment, and the school’s mission and vision were all developed. Our branding and marketing materials were designed and created including brochures, promotional videos, and our website. Once we opened our doors we grew by one grade each year over three years as we welcomed new classes. During that time our school served as a model school for others opening new schools to see what a new school could look like in its first year. We also enjoyed support from a number of well-respected principals from around the city, many of whom have retired.

Our work has been supported by faculty at Columbia University, former principals, and consultants. Our student performance has increased steadily over the past three years as the infrastructure of our school has been solidified and systems have been both established and refined as needed.

Our work in special education, teaming practices, modeling expectations, school culture, parent engagement, and social and emotional support models are areas that we excel as evidenced in our annual teacher, parent, student survey results, achievement data, as well as the feedback from visitors and parents of scholars with special needs. We have played host to many aspiring principals and most recently hosted 30 aspiring principals from Columbia University in June 2015.

Through teaming, observation and feedback, and mentoring practices we develop teachers. All new teachers to our building and new to the profession receive a mentor. In addition first year teachers have weekly principal mentoring sessions. Coaches support teacher practice weekly as well through observations, feedback, modeling, and guided discussion/ reflection. Coaches and grade team leads meet regularly with the principal to discuss the problems of practice, strategize and support teacher growth, identify needed PD, and plan next steps.

While we have laid a strong foundation there is more work to be done. Preliminary state data for students who met and did not meet standards has been released and we are showing significant gains in the number of students who have met standards, which is evidence that the intensive work in hiring high quality candidates and developing them is paying off for students.

Our performance has grown steadily each year in ELA and Math state test results with numbers doubling during the 2014-2015 school year. Our students achieved a 72% pass rate on the Living Environment Regents. Our school survey results among teachers in the area of leadership are favorable. Consistently our school culture has been celebrated both in parent surveys and on school wide reviews.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of core academic subject area teachers will experience at least 80% growth in student achievement outcomes as measured by pre-post tests for each unit of study in ELA, Math, Science and Social Studies on grades 6, 7, and 8.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will receive ongoing professional development including work with consultants, attendance at conferences and workshops, pre-service PD, and onsite coaching.	Teachers	August, 2015 to June, 2016	Principal, Consultants, Coaches
Assessments and the use of data will continue to be a school wide focus with increased activities, and teachers receiving peer reviewed publications and books for review and discussion to grow their knowledge. Teachers and coaches will be required to present their data within our learning community on a schedule.	Teachers and Coaches	August, 2015 to June, 2016	Principal, Consultants, Coaches
A professional library will be developed for staff as a resource.	All Staff	August, 2015 to June, 2016	Principal, Coaches
The observation and feedback loop for teaching practice will incorporate the use of skills acquired during professional development .	Teachers and Coaches	August, 2015 to June, 2016	Principal, Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funds will be used to pay for professional development workshops and conferences, consultants, books and supplies. Funds will also be used to support overtime payments for all employees for work necessary to further this goal that falls outside of normal work hours.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
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	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmarks include a review of assessment data that is expected to reveal 80% of students achieved a 75% proficiency across the school in each of four core academic areas, ELA, Social Studies, Math and Science as measured against pre and post tests.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Many of our families are in poverty as evidenced by the percentage of families that qualify for free and reduced meals. They also experience a significant amount of fragmentation in the family due to poverty. Attendance is adversely impacted because of a combination of factors including poor health, competing priorities such as the need to care for a sick loved one at home and work, and general distress and hopelessness stemming from cyclical academic failure of their children and poor home school connections. Parents and caregivers sometimes lack healthy coping mechanisms necessary to adequately address all of these factors and as a result are sometimes overwhelmed. Some of our families also suffer from unemployment or underemployment making basic survival a challenge.

Despite the myriad challenges our families face we see them as resources and partners in our scholar’s educational success. Therefore, we routinely hold family support conferences, parent workshops, gender based student and caregiver nights, parent information nights, cultural events and celebrations. We also host schools to come and speak to our families. Parent volunteers serve in our school contacting other parents, fundraising and planning.

Parents have made presentations and we would like to see this kind of student involvement grow. We struggle with getting high numbers of parent involvement for routine PTA meetings and into the school more generally.

Our strength is the high percentage of favorable views about all aspects of our school among parents as evidenced on the school survey. Our priority need is to increase parent engagement by at least 25% during the 2015-2016 school year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 25% of the parents on each grade level will participate in three or more parent events throughout the school year as evidence by a attendance monitoring system.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Parents buddy program will be started where parents are paired across grades.	Parents	September, 2015 to June 2015	Parent Coordinator
Parents will be surveyed to determine the workshops they would find meaningful. Workshops will occur monthly at minimum.	Parents	September, 2015 to June 2015	Parent Coordinator
Parents will be given the option to change the PTA meeting times.	Parents	September, 2015 to June 2015	Parent Coordinator
Parents from the sixth grade will join the executive board of the PTA so that they have a decision making voice immediately. Parents will make calls to each other to encourage increased attendance.	Parents Parents	September, 2015 to June 2015 March 2016 to June 2016	Parent Coordinator Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Funds will be used to support events for parents and students, supplies and materials needed for brochures and flyers, teacher per-session, and books.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

An interim parent survey will be conducted in February to determine parent satisfaction with a goal of 80% positive responses. Workshop, meeting and participation logs will be also be used as a mid-point check.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Bottom Third	<p>Scheduled Cerebral Diversity Class</p> <p>Targeted, needs-based instruction in reading and writing</p> <p>Targeted tutoring pull-out</p> <p>Blended learning</p> <p>Use of online leveled self-paced, small groups, close reading, think-pair-shares, and guided reading practices</p> <p>Afterschool academic support</p> <p>Intervention Reading Groups</p>	Small group/ one-on-one/Flexible grouping	Services occur during and after the school day
Mathematics	Bottom Third	<p>Cerebral Diversity</p> <p>Targeted, needs-based instruction in mathematics</p> <p>Targeted tutoring pull-out</p> <p>Push-In services for students with IEPs and others determined “at risk”</p>	Small group/ one-on-one/Flexible grouping	Services occur during and after the school day

		<p>Explore and Discovery, Solve and check, online and independent practice</p> <p>Student lunch and learn</p> <p>After school academic support</p>		
Science	Bottom Third	<p>Cerebral Diversity</p> <p>Targeted tutoring pull-out during lunch</p> <p>After school academic support</p>	Small group/ one-on-one/Flexible grouping	Services occur during and after the school day
Social Studies	Bottom Third	<p>Cerebral Diversity</p> <p>Targeted, needs-based instruction in reading and writing</p> <p>Targeted tutoring pull-out</p> <p>Blended learning . Online leveled self-paced, small group, close reading, think-pair-shares, and guided reading.</p> <p>Afterschool academic support</p>	Small group/ one-on-one/Flexible grouping	Services occur during and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who have a history of needed social emotional supports as evidenced by IEP present levels of performance and recommended supports, and/or students who anecdotal notes indicate that they	Reflection, Discussion, Goal Setting, Mediation, Restorative Justice Practices	Small group/ one-on-one/Flexible grouping	Services occur during and after the school day

	could benefit from this support.			
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Staff is recruited from a variety of sources including NYCTF, NYC Teaching Collaborative, Teach for America, and Math for America to ensure that the pool of candidates we attract and retain are highly qualified. Professional development is ongoing and begins with a week of pre-service training for all teaching staff. Staff is partnered for support and work in both grade teams and content area teams throughout the year.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To ensure high quality professional development to support the entire school community a range of approaches will be used including Principal and consultant led professional development, on-demand professional development (based on teacher identified needs), use of the talent coach and the instructional support person assigned to our school, targeted research based book studies, coach led professional development, 2-day staff retreat with targeted intensive professional development, and attendance by the team leaders and principal at the national ASCD conference.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
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N/A

Part 4: SWP Schools Only

4a. 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.).

N/A

4b. 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.

Teachers are working over the summer 2015 and during the school year to design assessments for use as a measure of skills mastery. Training for this work began at the end of the 2014-2015 school year and will continue throughout the upcoming school year. It will be supported by consultants and the principal. Teachers will be provided with samples as exemplars.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	154,070.00	X	5A
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	1,576,432.00	X	5A, B, C, D, E
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¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

The 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/Area or lending library; instructional materials for 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 (SPC) Template

Madiba Prep Middle 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;

- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 16	Borough Brooklyn	School Number 681
School Name Madiba Prep Middle School		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Sharon Stephens	Assistant Principal Michele Goudy
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Love Thornton-Jeudy- ENL Teach	School Counselor Shaquana Montgomery
Teacher/Subject Area Jean Claude Dorelus-Humanities	Parent Delsia Rameriz
Teacher/Subject Area Derryale Barnes-Fielder- ELA	Parent Coordinator Sharon Brantley-Patterson
Related-Service Provider Susan Steven-ELA/SETSS	Borough Field Support Center Staff Member Yazmin Torres
Superintendent Evelyn Santiago	Other (Name and Title) N/A

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	184	Total number of ELLs	11	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education							0	0	0					0
Dual Language							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	2
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	5	0	1	4	0	1	2	2	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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							3	3	3					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							0	2	1					0
Emerging (Low Intermediate)							1	0	1					0
Transitioning (High Intermediate)							1	0	0					0
Expanding (Advanced)							2	1	2					0
Commanding (Proficient)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	0	0	0	0
7	2	0	0	0	0
8	1	1	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	4	0	0	0	0	0	0	0	0
7	2	0	0	0	0	0	0	0	0
8	1	0	1	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: Madiba Prep Middle School is currently using DRA, Periodic Assessment, MOSL and Benchmark Assessments throughout the year. The data allows us to know the level and skills that the ENLs are deficient in (i.e. phonemic awareness, grammar, reading comprehension, etc.). The data helps in modifying lessons for teachers to make more effective plans for the ELL population. Out of 11 ENL students, two of our students showed an increased in their NYS ELA and Math scores. One student advanced to a level 2 in ELA and another advanced to a level 2 in Math. We intend to continue pushing these students, and all students, by supporting them in ELA, where they continuously score below the grade level.

 The success of our program is measured by how our ENLs progress through each benchmark. Overall, each year we will revisit the instructional program's effects and determine what is working and what needs improvement. Through staff discussion, data analysis and peer review, we will evaluate the success of the program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: Comparing to last year's data with the previous year, scores have declined for all students with the exception of one in ELA and one in Math. This could have be due to the change in the test format.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: When students have met their criteria or achieved the measurable objective, we create new ones for the students to meet. In this way, students are challenged and continuously pushed toward acheivement. If students do not meet the criteria or measurable objective, we modify the criteria without compromising the objective.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Paste response to questions here: The patterns across performance levels have declined from the previous year (excluding 2 students who advanced to a level 2 in ELA and Math). The ENLs faring in tests taken in English compared to the home language is the same.

We use Periodic Assessment by creating lessons suitable for the ENL student levels. ENL teacher push-in to support the classroom teacher with the ENL population (small group instruction or one-to-one direct support).

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here: The instruction at Madiba Prep Middle School is strong and rigorous. We ensure that all students , including ENLs level of development is incorporated in the instructional decisions by differentiating instruction. This is accomplished by the use of graphic organizers which helps the ENL students to organize and formulate their thoughts according to the instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here: The success of our program is measured by how our ENLs progress through each benchmark. Overall, each year, we will revisit the instructional program's effects and determine what is working and what needs improvement. Through staff discussions, data analysis and peer review, we will evaluate the success of the program. Monthly goals are created for each student to monitor their progress.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Paste response to question here: Madiba Prep Middle School offers our ENL students a selection of programs based on their entry criteria, assessment results and parent choice. The Home Language Identification Survey (HLIS), required of parents/guardians at registration, identifies those students that qualify to be tested. Once it has been determined that the child speaks another language other than English in the home, the child gets tested in the Language Assessment Battery-Revised (LAB-R) which will establish his/her English proficiency level. Parents are invited to an orientation meeting and if unable to attend meeting can met one-to-one with either the Parent Coordinator, Sharon Brantley-Patterson, the Assistant Principal, Michele Goudy, licensed school administrator or the ENL Teacher, Love Thornton-Jeudy, licensed content area/common branch and TESOL certified Teacher. This team is responsible for the initial screening, Home Language Identification Survey, the LAB-R (when necessary) and the formal initial assessment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: To identify SIFE students, we obtain the LAB-R, NYSESLAT exam history report (RLAT) to identify each student's proficiency level and years in service.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: Newly enrolled students with an I.E.P. are identified on seat projection report. These students I.E.P. clearly dictates the services the newly enrolled students are to receive. The Language Proficiency Team members include Ms. Thornton-Jeudy, certified ENL Teacher, Ms. Barnes-Fielder, certified Special Education Teacher and Ms. Tzanos, certified Special Education Teacher. The team meets with the parents of these students and discuss the services the child will receive. The team ensures that all parents understand the services given.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: Immediatley after the NYSITELL is scanned and scored, letters are sent home to parents. In addition, phone calls are made to ensure parents received letters.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
 Paste response to question here: When letters are sent home informing parents of the ENL status, the option to appeal is included in the letter for parents to determine whether or not they choose to appeal.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
 Paste response to question here: In the beginning of the school year, our school holds a parent orientation meeting of ENL students. In the parent orientation meeting, the parent receives translated materials (DOE DVD, brochures, etc.). The brochures and DVD explain the programs available. During the parent orientation, parents voice their concerns (Q&A).
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
 Paste response to question here: Parent Survey and Program selection are given to the parents during orientation and enrollment. Parents complete the survey and program selection forms, appendices C and D, also available in their home language. Assistance to complete the survey is provided by a designated staff member . Surveys are collected and recorded to keep track of those returned. As a result of the program selection process, we place students according to the parent selection. If we do not have 15 students whospeak the same native language on two contiguous grades for parents who select a Transitional Bilingual (TBE) or Dual Language program, we inform them of their options. We explain that the number of students needed across two grades in order to open a TBE. We offer to place their names on a waiting list with the possibility of opening a class if the required number is attained. They are further informed of their transfer options sto a school within the district that offers their program of choice.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 Paste response to question here: As letters are completed and returned, it is document (recorded). Parents who have not returned forms are notified by mail and/or phone.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Paste response to question here: Placement notification letters are sent home by mail to the parent once eligibility is determined. The letter informs the parent of the ENL eligibility. Phone calls are made to ensure that parents received notification. Parents are invited to the school (orientation meeting) to further discuss placement and any other concerns.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Paste response to question here: All ENL documentation are placed in each student's accumulated folder.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
 Paste response to question here: The NYSESLAT is administered to all ENL students who are required to take the exam. The exam is administered according to DOE test regulations and dates. Students are tested in a separate area with a teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
 Paste response to question here: Through continuous home-to-school communication, the school ensures that parents are notified of their child's placement.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
 Paste response to question here: Through dialogue, our parents have expressed satisfaction of the program offered to ENL students. All parents have requested the ENL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

a. Freestanding ENL program.

Paste response to questions here: Madiba Prep Middle School has completed 3 school years and is in its fourth year running, since opening in the Fall of 2012. The school is comprised of general education, ICT classes and Self-Contained classes in grades 6, 7 and 8. ENL students are placed in classes according to their grade, I.E.P. and assessment status. All students are in heterogeneous classes. A collaborative team-teaching model, where ICT, SETSS, Self-Contained and General Education courses are provided. Within almost every core area class, such as humanities, mathematics, and science there are two teachers. Each core has a double-block class. All students also have access to one block of writing, art, and foreign language per week

b. TBE program. *If applicable.*

Paste response to questions here:

c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: Free-standing ENL is provided 8 periods a week for entering and emerging students and 4 periods a week for transitioning and expanding students in which the students are placed in groups based on their proficiency level achieved on the LAB-R and/or NYSESLAT Tests. Language objectives are then developed and taught through content area material in small groups for the mandated segments of time (360/180).

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response here: Instruction in all ENL classrooms is aligned to the Common Core Learning Standards. Students receive modified core content instruction that is aligned with the Common Core Learning Standards. There are clear objectives for each content area lesson. Resources and materials for interactive activities are provided for ENL students. Students are given activities to build prior knowledge on the specific subject being taught. Content vocabulary is previewed in English and skills are pre-taught based on the instructional outcomes outlined in the content unit. Sentence structure, as well as graphic organizers, are used to help outline the information and teach organizational techniques that support comprehension. Teacher lessons include culturally responsive and meaningful topics and activities. Based on Danielson's rubric of Highly Effective Teaching, lessons are differentiated, scaffold for ENLs, provide higher order questioning and discussion techniques, essential questions, student grouping and instructional shifts. An assessment for each content area is within each lesson.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Paste response to question here: By the use of Achieve 3000, students are given enough time to read in the home language throughout the year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here: Through formative assessments and teacher-created assessments students are evaluated throughout the year and receive feedback to enhance academic performance.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

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

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

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

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Paste response to questions here: ENL students that are re-identified, the ENL teacher provides in-class support in all subject areas so that the student's academic progress is not interrupted.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here: ENL students use dictionaries, graphic organizers, textbooks, library books (chapter books), and other resourceful materials to ensure English language development. In addition, ENL-SWD students receive assistive technology (laptops and iPads).

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here: All ENL-SWD students receive a double-block period in each core subject area. Instruction is scaffold as needed to meet each student's individual needs according to their I.E.P. For academic support, ENL_SWD students meet with ENL and SETSS teachers for small group instruction. In addition, SETSS students have ICT core classes with two instructors. They receive push-in support and one-block of writing, foreign language and art class each week.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
Chart FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

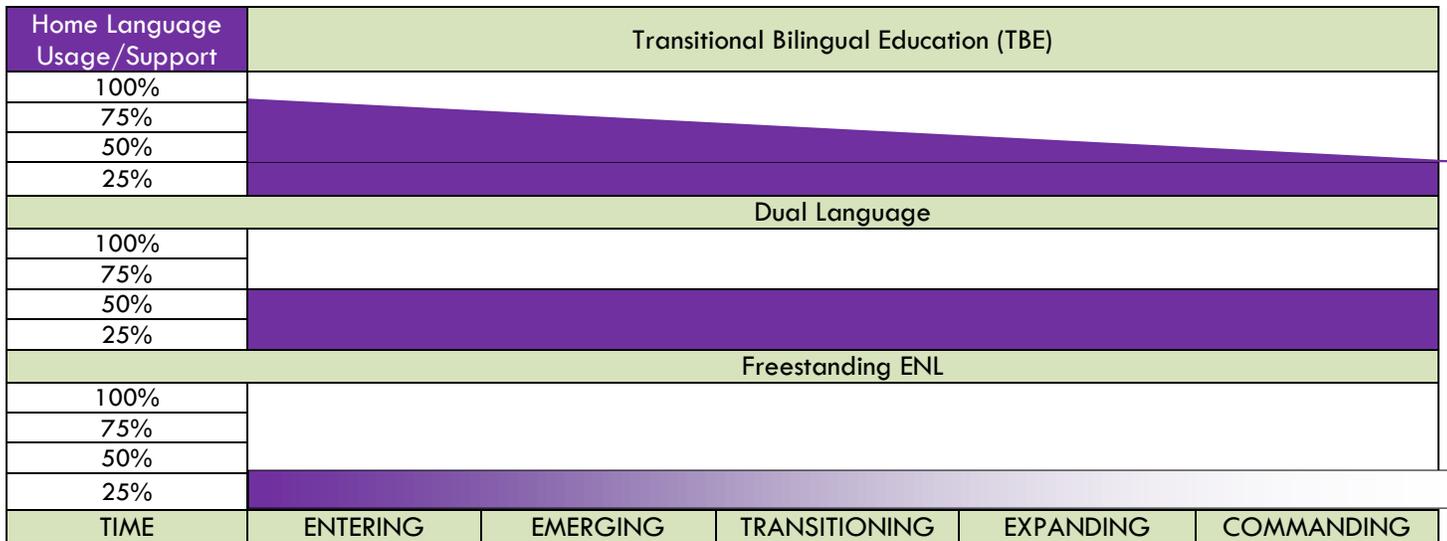


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Paste response to question here: In our Free-standing EN Program, sstudents receive all instruction in English. ENL-SWD students receive small group instruction and push-in during ICT classes to remain in the least restrictive enironment.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here: The effectiveness of our program is based on the instruction being aligned to CCLS. Students receive a number of instructional units based on Part 154 regulation and student's level of language proficiency as determined by the LAB-R and the NYSESLAT Tests. The Balanced Literacy is used during the ELA instructional time in order to develop literacy skills through a number of actiivities. Standard-Based Instructional materials are provided to all of the ENL students to ensure language development
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: New course will be considered this year: Algebra and Geometry for 8 th grade students.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: Currently, there are no programs that will be discontinued this school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: The disparity in levels of proficiency between listening -speaking and reading-writing are reduced as our instructional methods are effectively implemented. This effort provides students with additional instructional opportunities to meet academic standards. In order to develop the whole child, self-awareness, training, advisory, art, writing, lab and Spanish as a foreign language are offered during the school year to all students. After-school sports and robotics are included in these opportunities for all students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: The use of technology continues to strenthen the academic rigor already present in the classrooms. Audio enhancement is employed by teachers in classrooms. Professional periods allow teachcers to discuss and ensure the appropriate technological components needed in planning to promote highly effective lessons.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: ENL students receive instruction in English for all programs offered. Information regarding the program is sent home in the student's home language for parents to fully understand the programs their child is enrolled in.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: The school ensures all required services/resources support and correspond to ELLs by tracking ELLs not making adequate progress and provide support as needed as per Part 154. By monitoring the ENL students' academic progress, teachers can determine where the needs are and provide the necessary services along with the required mandated services.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: All students take part in student government elections. All students are candidates for position of an office. Ms. Wint, ELA Teacher, is in charge of the Student Governmen and the activities. Art and Theater are provided by Ms. Santos and Ms. Middleton. This is a collabortive team. After-school (Good Shepherd - Director Andy) provides a wide range of activities for all students: Sports, robotics, digital music, dance, guitar, art, ELA and Math classes. Fencing is also offered for all students.
19. What language electives are offered to ELLs?
Paste response to question here: Foreign Language (Spanish) is offered. The instructor is Ms. Stevens. Ms. Stevens is also a SETSS teacher. The ENL-SWD students will see Ms. Stevens.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?
- Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: To enrich such knowledge, teachers take opportunities to attend professional development sessions, both at school and at NYCBOE and BETAC sites. Mainstream and Special Education teachers take the mandated ENL training hours in order to use ESL strategies with ELLs and to also be able to promptly identify students with disabilities.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: During grade-specific Professional Development periods, teachers are trained in best practices for the teaching of ELLs. The parent coordinator, ENL teacher receives training and continued assistance on ELLs policies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: Teachers receive training regarding transition. Our 6th grade teachers work closely with those ENL students coming from elementary school to middle school. Teachers explain middle school expectations, policy, procedure and routes to allow students to adjust. 8th grade teachers prepare students for high school by offering high school classes that prepares them for regents. 8th grade students are also given an application for high school to apply for a program. They have the choice of 12 programs to choose from. Applications are matched to one of their choices according to priority and availability.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here:

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: Our school has an open policy where we meet parents all day long. Individual meetings with parents to discuss their child's progress, programs offered and/or needs and services for their child is available. Parents will be invited to our Caregiver Workshop which will be held in the evening, to support them in helping their children at home. For those parents who might need a translator, one could be provided.

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response to question here: All parents sign in when they attend any meeting with staff. These sign in sheets are kept on file. Communication is done in a multiple of ways. Letters are sent home by students and mailed. Phone calls are made and recorded by teachers, parent coordinator, and administration.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: ELL parents are informed of all activities parents are invited to and given the opportunity to attend and/or participate. Parents are encouraged to take part in all activities including their monthly parent meeting. Parents are invited to activities during school as well as after-school. Special parent activities are offered throughout the year and made public for all parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here: Currently, the school is partnering with Good Shepherd. Good Shepherd provides workshop with parents and provide services for ENL students. All parents and students are invited.

5. How do you evaluate the needs of the parents?

Paste response to question here: During parent meetings, parents receive a feedback sheet to rate the workshop effectiveness. This provides insight as to whether or not the workshops are meaningful to the parents.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: Parents are given the opportunity to share what needs are and the kind of workshop/activities they would like. All responses are taken into consideration.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: Madiba Prep Middle School

School DBN: 16K681

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Stephens	Principal		
Michele Goudy	Assistant Principal		
Sharon Brantley-Patterson	Parent Coordinator		
Love Thornton-Jeudy	ENL/Bilingual Teacher		
Delsia Rameriz	Parent		
Jean Claude Dorelus	Teacher/Subject Area		
Derryale Barnes-Fielder	Teacher/Subject Area		
	Coach		
	Coach		
Shaquana Montgomery	School Counselor		
Evelyn Santiago	Superintendent		
Yazmin Torres	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 16K681 **School Name: Madiba Prep Middle School**
Superintendent: Evelyn Santiago

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences are assessed in a number of ways. We conference with the parent and ask the preferred language. The Home Language Identification Survey is also administered for students entering a NYC DOE school for the first time. Where the student is either a transfer student or is articulating from a district elementary school we use ATS data to determine language preferences.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Language preferences at our school include Spanish and Bengali. In the past preferences have also included Haitian Creole.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that are disseminated annually that require translation include parent handbooks, high school articulation information, policy information, health and medical information such as 504 notices and medical permissions for the nurses office, state testing information and dates, Common Core information, promotion in doubt information, marketing materials, and letters from the school leadership.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our face to face meetings are consistent with the citywide calendar for open school evenings. The first meeting of the year held in September 2015, is a curriculum back to school night. The second meeting held in November is a Fall parent teacher conference night. The third meeting is a Spring parent teacher conference night. The final meeting of the school year held in the Spring is student led conferences where students showcase their learning. In addition to these meetings we have an annual Thanksgiving Harvest Feast in November for our scholars and an annual Boys to Men Night, and Sister to Sister Events in the Spring. There are also impromptu parent meetings and conferences with the parent coordinator, guidance counselor and/or dean during the course of the year.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

To meet the translation needs described in Section B of this plan we will use a variety of approaches. Some documents will be translated in house by our staff while others will be sent to the translation unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

To meet the interpretation needs of our families we will also use a variety of approaches. To help facilitate conversations with our parents some of our staff are bilingual. We currently have staff who are fluent in Haitian Creole and Spanish. We will also use the services of on the phone interpreters via the Translation and Interpretation Unit as we have in the past.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

To ensure that staff are aware of available resources and know how to use them literature will again be distributed about the interpretation services unit. The procedure will be discussed at our staff meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

In accordance with the Chancellor's regulations welcome posters are posted at the entrance of our school and Campus. Parents received copies of their Bill of Rights and the Parent Compact. The guide to language access will also be distributed to our families.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To gather feedback about both the quality and availability of services we will administer an annual parent survey. Each year we review and discuss the results of the survey as a team and reflect on the adjustments that are warranted based on the feedback we have received.