2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 16K035
School Name: M.S. 035 STEPHEN DECATUR
Principal: JACKLYN CHARLES-MARCUS
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Stephen Decatur Middle School
School Number (DBN): 16K035
BEDS Code: 331600010035
Grades Served: 6-8
School Address: 272 MacDonough Street Brooklyn, New York 11233
Phone Number: 718-574-2345
Fax: 718-574-8855 or 718-452-1273
School Contact Person: Jacklyn Charles-Marcus
Email Address: jcharle2@schools.nyc.gov
Principal: Jacklyn Charles-Marcus
UFT Chapter Leader: Marie Pelzer
Parents' Association President: Marta Torres
SLT Chairperson: Daniel Lindsay
Title I Parent Representative (or Parent Advisory Council Chairperson): Marta Torres
Student Representative(s): Not Applicable
CBO Representative: Lashanda Harris

District Information

Geographical District: 16
Superintendent: RaheshaAmon
Superintendent’s Office Address: 1010 Lafayette Avenue Brooklyn, New York 11233
Superintendent’s Email Address: Ramon@schools.nyc.gov
Phone Number: 718-574-2800
Fax: 7189354467

Field Support Center (FSC)
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
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<tbody>
<tr>
<td>Jacklyn Charles-Marcus</td>
<td>*Principal or Designee</td>
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<tr>
<td>Marie Pelzer</td>
<td>*UFT Chapter Leader or Designee</td>
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<td>Marta Torres</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td>Patrice Scott</td>
<td>DC 37 Representative (staff), if applicable</td>
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<td>Marta Torres</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<tr>
<td>Student Representative</td>
<td>(optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td>Lashanda Harris</td>
<td>CBO Representative, if applicable</td>
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<td>Daniel Lindsay</td>
<td>Member/Teacher (UFT)</td>
<td></td>
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<tr>
<td>Benjamin Lehman</td>
<td>Member/Teacher (UFT)</td>
<td></td>
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<tr>
<td>Natasha Seaton</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
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</tr>
<tr>
<td>Dakota Connor</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Janis Barnes</td>
<td>Member/ Parent</td>
<td></td>
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<tr>
<td>Cassandra Jackson</td>
<td>Member/ Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
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<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<td><strong>Collaborative Teachers</strong>: 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.</td>
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<td><strong>Effective School Leadership</strong>: 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.</td>
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<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
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<tr>
<td><strong>Trust</strong>: 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.</td>
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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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tr>
<td>Our coherent set of beliefs on how students learn best and school mission statement is embodied within our C.H.A.N.G.E. acronym. Challenging and Meeting Our Students Needs On a Daily Basis, Having and Believing and Clear and High Expectations, Analyzing and Strategizing the Data to Inform Instruction, accepting No Excuses, Gaining Knowledge to Increase Student Outcomes and Our Own Professional Growth and Empowering Parents and Families to Work Collaboratively in Ensuring College and Career Readiness. During the 2018-2019 school year we will take a &quot;Deeper Dive into the Year of Change&quot;</td>
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</table>
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Stephen Decatur School is a middle school with 228 students from grades 6 through 8. The school population comprises of 89% Black and 10% Hispanic students. The student body includes 2% English language learners and 29% special education students. Boys account for 54% of the students enrolled and girls account for 46%. The average attendance rate for the school year 2017-2018 school year was 92%.

We proudly utilize a new state of the art Science Lab and launched our partnership with Urban Advantage Science for Middle Schools, which provided our students and families to experience science exploration. It is our goal to enhance our instructional delivery through the Arts and Sciences that will permeate through all content areas.

In our effort to “Create a Community of Lifelong Learners,” The Family Dynamics Program Beacon Center, which is a member of the SCO family of services is housed in the building and provides after school activities for our students as well as services to address the “whole child”. A plethora of services are provided for all families included but not limited to financial planning, individual and family counseling as well as a student-centered programs during school holidays such as winter and spring recess and summer camp.

3. Describe any special student populations and what their specific needs are.

Students with Disabilities and Overage Students

4. Identify 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.

The elements that our school made the most progress on over the past year as it pertains to the Framework for Great Schools are Effective School Leadership, Strong Family-Community Ties and Trust. Our key areas of focus for the 2018-2019 school year will be Rigorous Instruction through student engagement. In addition, we would like to increase the proficiency levels of our students with special with disabilities, specifically the students within our self-contained population who continue to struggle with reading stamina and fluency with ultimately prohibits their growth in reading comprehension. We have aligned our school mission to the Framework for Great Schools to further frame our work as a school community with a specific lens on Students with Disabilities. However, our key area of focus in the Framework for Great Schools for Rigorous Instruction for 2018-19 in English Language Arts will be to increase the text complexity of the novels that students are reading while improving their academic vocabulary. We will continue the Word Generation program and the partnership with MSQI (Middle School Quality Initiative) to achieve this goal. In addition, we will embark upon the new citywide writing curriculum entitled Empowering Young Writers which will provide our students with an exposure to multicultural genres authors. In Mathematics our focus is to provide more opportunities for students to write in mathematics on a daily basis in order to improve their thinking and writing skills in the content area of mathematics. English Language Arts summative data has revealed that students are proficient writers but are struggling with reading comprehension and vocabulary development and in mathematics students are
challenged with conceptual thinking and writing in mathematics. As a result, we will institute the W.I.N. (What I Need) periods in order to focus on each student’s strengths and weaknesses.

The WIN periods will take place for 135 minutes three days of the week (Tuesday, Wednesday and Thursday). Students will be grouped based on their academic needs in groups of 15-18 students per group. WIN offerings will range but will not be limited to Wilson Language, Just Words, Math Literacy, Debate, Mock Trial and Regents Prep.
## School Demographics and Accountability Snapshot for 16K035

### School Configuration (2018-19)
- **Grade Configuration:** 06,07,08
- **Total Enrollment (2017-18):** 245
- **SIG Recipient (Y/N):** No

### English Language Learner Programs (2018-19)
- **Transitional Bilingual:** N/A
- **Dual Language:** N/A
- **Self-Contained English as a Second Language:** N/A

### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA):** 17
- **# SETSS (ELA):** 14
- **# Integrated Collaborative Teaching (ELA):** 27
- **# Special Classes (Math):** 17
- **# SETSS (Math):** 15
- **# Integrated Collaborative Teaching (Math):** 30

### Types and Number of Special Classes (2018-19)
- **# Visual Arts:** 11
- **# Music:** 8
- **# Drama:** 11
- **# Dance:** 11
- **# CTE:** N/A

### School Composition (2017-18)
- **% Title I Population:** 85.0%
- **% Free Lunch:** 84.5%
- **% Limited English Proficient:** 2.9%

### Racial/Ethnic Origin (2017-18)
- **% American Indian or Alaska Native:** 0.4%
- **% Black or African American:** 85.3%
- **% Hispanic or Latino:** 11.0%
- **% Asian or Native Hawaiian/Pacific Islander:** 1.8%
- **% White:** 1.6%
- **% Multi-Racial:** 0.4%

### Personnel (2015-16)
- **Years Principal Assigned to School:** 14.25
- **# of Assistant Principals:** 2
- **% Teachers with No Valid Teaching Certificate:** 6%
- **% Teaching Out of Certification:** 6%
- **Average Teacher Absences:** 5.2
- **Student Performance for Elementary and Middle Schools (2017-18):**
  - **ELA Performance at levels 3 & 4:** 26.7%
  - **Mathematics Performance at levels 3 & 4:** 14.3%

### Science Performance (2018-19)
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17):** N/A
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17):** 50%

### Student Performance for High Schools (2016-17)
- **ELA Performance at levels 3 & 4:** N/A
- **Mathematics Performance at levels 3 & 4:** N/A
- **US History Performance at Levels 3 & 4:** N/A
- **6 Year Graduation Rate:** N/A
- **% ELA/Math Aspirational Performance Measures (2015-16):** N/A

### Overall NYSED Accountability Status (2018-19)
- **Reward:** No Recognition
- **In Good Standing:** Yes Local Assistance Plan
- **Focus District:** Yes Focus School Identified by a Focus District
- **Priority School:** No Focus Subgroups

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)
#### Elementary/Middle School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** YES

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** NO

- **Met Adequate Yearly Progress (AYP) in Science (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** YES

#### High School
- **Met Adequate Yearly Progress (AYP) in ELA (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** NO

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** N/A
  - **Economically Disadvantaged:** NO

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17):**
  - **American Indian or Alaska Native:** N/A
  - **Black or African American:** N/A
  - **White:** N/A
  - **Students with Disabilities:** 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our school’s strength as it relates to rigorous instruction is to ensure that students are receiving standards based instruction on a daily basis through classroom lessons that are student driven and require students to think critically with the support of engaging activities that are measurable and obtainable within the classroom setting. In order to address the cultural needs of our students we have implemented the Educating Powerful Writers curriculum that follows the writing process models with opportunities for student choice, exposure to and engagement with diverse texts. Mentor text sets to showcase the talents of writers with diverse identities and perspectives for our students to identify with for each unit of study will provide a sense of ownership and self-awareness that will lead to increase student achievement across all content areas.

Cultural awareness of implicit cultural bias in the classroom will be addressed on a monthly basis during faculty conferences to make educators aware of their biases and how we can ensure that all students similarities and differences are respected in a cultural responsive classroom. Providing educators the opportunity to examine and express their own belief systems will enable them to make modifications when necessary to ensure that all students feel included and valued in their learning environment.

We have continued our partnership with MSQI to provide additional teacher support, instructional resources for educators and school administration with a priority on vocabulary development and writings skills. Teachers align their curricula and implement academic supports to yield meaningful student work products, yet there are missed opportunities so that some learners, including English language learners and special education students do not always have the strategic supports they need to demonstrate higher-order thinking skills in their work products consistently. In addition, teacher feedback must also be specific to guide educators in the appropriate path that will adhere to an increase in student achievement.

Our school community currently aligns our school curriculum to the Common Core Learning Standards and/or content standards through teacher created curriculum maps that encompass aligned units of study which focus on the instructional shifts in both ELA and Mathematics. The English Language Arts department utilizes the Scholastic Code X, Expeditionary Learning curriculum as well as additional resources such as Triumph Learning Crosswalk Curriculum for Triple A, New York Ready, News ELA website, and other research-based resources as applicable.

During the 2018-19 school year our school community will partner with MSQI (Middle School Quality Initiative) to enhance our literacy vision. The 2018 ELA summative data revealed a 20% gap between students ability to understand complexed text and their writing process which resulted in a 1% decrease in our proficiency level from 2017 which was 24% to 27% in 2018. As a result, students will embark upon the Word Generation program for academic
vocabulary through literary text. Words will be utilized across all content areas five days a week. Reading comprehension will be monitored through the DRP (Degrees of Reading Power) assessments (3 times a year) and other interventions when necessary such as Just Words and Wilson to provide a richer literacy community. In addition, selected students will receive group instruction on reading comprehension through the MSQI Strategic Reading Toolkit and the STAR (Strategic Adolescent Reading Intervention) program for students reading below grade level.

Our Mathematics department utilizes the CMP3 curriculum and the EngageNY modules as well as the mathematics practices to execute their lessons. The 2018 summative data revealed a 3% increase in student proficiency from 11% in 2017 to 14% in 2018. Data revealed in Grade 8 that students ability to write mathematically in both short and long response questions indicates student lack of academic vocabulary in mathematics. During the 2018-19 school year students will engage on each grade level in math literacy clinics that will focus on academic vocabulary and writing in mathematics focused on the following format: Tuesday-Topic/Standard and Vocabulary Tip Chart/Problem Strategy, Wednesday-Silicon Valley Mathematics Initiative Task and Thursday-NYS Assessment Task. We will continue our partnership with Assessment Matters to analyze and craft instructional strategies and assessments to monitor our students progress in writing in mathematics that encompasses academic vocabulary and conceptual thinking through formative and summative assessments as well as through our checks for understanding protocols established in June 2018.

All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the Scholastic Code X Curriculum and Teacher designed Common Core Curriculum engage in the full implementation of the Common Core Learning Standards which focus on students reading and responding to a combination of literary and informational texts. Students will engage in writing tasks that focus on argumentative writing and high order critical thinking through classroom discussions, research and project based learning tasks.

Science educators will continue to infuse the literacy standards within their curriculum through independent readers and articles of the week in all grades. In the social studies classrooms, students and educators will focus on the following traits: Argument, Command of Evidence, Introduction and Conclusion as well as the English Language Conventions. Modifications to performance tasks are created accordingly to meet the needs of all students. Educators create tiered questions as well as expose students to differentiated Articles of the Week. The Articles of the Week are utilized across all content areas except mathematics in grades 7 and 8 as a tool for exposing our students to non-fiction texts. Math educators will create word problems utilizing the words of the week. Students are required to annotate, create questions and inferences as well as be prepared to discuss the article as it relates to specific questions posed by the teacher. A variety of Language acquisition strategies will be shared with educators during school-wide professional development sessions and followed up during common planning periods in both English Language Arts and Mathematics.

All students in Grades 6-8 including Students with Disabilities and English Language Learners through the utilization of the CMP3 (Pearson-Connected Math Program), EngageNY and Jump Math modules will receive instruction aligned to the Common Core Learning Standards that require fluency, application and also deepens their conceptual understanding of mathematical concepts. Students will engage in the Math Practices that provide them the opportunity to engage in hands-on tasks as well as conversations with their fellow classmates of specific skills, theories and computations.

Lead Teachers in collaboration with the UFT Teacher Center will continue to identify the instructional strategies that will guide our professional development sessions in order to develop a coherent set of beliefs that will frame our instructional practices. Classroom visitations, timely feedback and professional development sessions will create the atmosphere for improving student achievement.
Indicate your school’s 2018-19 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.

By June 2019, all educators across all grade levels and content areas will embed checks for understanding during instruction to ensure student comprehension of skills and strategies in order to improve student achievement on the 2019 New York State assessments by 5% in English Language Arts (27%-32%) and Mathematics (from 14% to 20%).
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators across all content areas will engage in professional development sessions that focus on data inquiry, lesson planning and checks for understanding.</td>
<td>All educators of Middle School 35</td>
<td>Sept. 2018-June 2019</td>
<td>All Administrators, Instructional Coach and Teacher Leaders</td>
</tr>
<tr>
<td>Educators in all content areas will utilize classroom inter-visitations for peer collaboration and feedback to align and improve best classroom practices and improve student outcomes. (Observation Options 3 and/or 4)</td>
<td>All educators</td>
<td>Sept. 2018-June 2019</td>
<td>All educators, Teacher Leaders and Instructional Coaches</td>
</tr>
<tr>
<td>Mathematics and ELA educators will meet on a weekly basis in order to review lesson plans with a focus on lesson planning and checks for understanding. Educators will utilize the Lesson Plan Review Tuning Protocol developed by the Mathematics PLC.</td>
<td>All Math educators</td>
<td>June 2018-June 2019</td>
<td>Math educators, Teacher Leaders, UFT Teacher Center, School Administrators and MSQI and Assessment Matters coaches.</td>
</tr>
<tr>
<td>Math Intervention and enrichment courses for students in grades 6-8. Students will engage in 8 week assessment cycles</td>
<td>Math educators</td>
<td>Sept. 2018-June 2019</td>
<td>Math Educators, UFT Teacher Center and Assistant Principal</td>
</tr>
</tbody>
</table>

#### 8 Weeks Assessment Cycle

- Cycle 1-9/11-11/10/2018
- Cycle 2-11/13-1/19/2019
- Cycle 3-1/22-3/2/19
- Cycle 4-3/5-5/4/2019
Cycle 5-6/7-6/22/2019 (6 weeks)-End of Year Project Based Learning Assessment in addition to their and Measure of Student Learning Assessments

11 days of on-site coaching on assessment implementation and alignment to instructional strategies that focus on checks for understanding protocols.

Science and Social Studies educators within their 4-5 standards based units of study will collaborate with ELA and Mathematics educators to create 2 Project Based Learning Performance Tasks utilizing the SAGE Framework and resources from Urban Advantage in Science and Old one Museum partnership for Social Studies to deepen student learning in their respective content areas.

MSQI (Middle School Quality Initiative)-MS 35 was selected to participate in the MSQI to enhance our academic vocabulary practices and inquiry work across all content areas.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Participants</th>
<th>Period</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Days of On-site Coaching for All Educators to leverage the work of all contents and enforce instructional strategies</td>
<td>All educators and students in grades 6-8</td>
<td>Sept. 2018-June 2019</td>
<td>MSQI Coach and MSQI Coordinator</td>
</tr>
<tr>
<td>Families and Caregivers will participate 4-8 school-wide activities that will allow them to partner with our school community. Back to School Festival, FACELAB STEM (Robotics), Arts in Learning Showcases and PTA activities in addition to PTA sponsored events.</td>
<td>All parents and caregivers</td>
<td>Sept. 2018-June 2019</td>
<td>PTA, Parent Coordinator and Classroom Educators</td>
</tr>
</tbody>
</table>
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Families will be supported on the Common Core standards through bi-monthly workshops provided and sponsored by the PTA and Brooklyn Field Support Center. Families will engage in hands-on experiences of specific content areas and standards that will provide them with resources to assist their children at home. The workshops will take place 4 times a year aligned to the four marking periods September, November, January and April.

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.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2018-2019 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day. In addition, our inquiry team will focus on a targeted group of students for remediation and enrichment. Teacher Leaders and UFT Teacher Center. Per Session and Per Diem for substitute educators and collaborative planning.

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

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<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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</tr>
</tbody>
</table>

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.

During the 2018-2019 school year, we will monitor our progress towards these goals during our “Minds on Mondays” sessions and “Teambuilding Tuesdays”. Educators will work collaboratively in content area groups to assess the progress of the execution of rigorous instruction across all grade level and content areas. This review will take place every six to eight weeks beginning September 2018.

In accordance with the data obtained from baseline assessments and New York State ELA and Mathematics assessments, educators will create item skills analysis spreadsheets that will be utilized to inform meaningful instruction as it relates to each specific units of study in both English Language Arts and Mathematics. Science and Social Studies educators will infuse the literacy strategies as well as writing skills to enhance and enrich the fluency of the writing process. Students will participate in school-wide and classroom performance tasks in order to chart their own progress from September to June. Educators will work with students to create vision boards, short and long term goals as well as a plan for monitoring those goals. Students will participate in an 8 cycle progress monitoring series of specific content knowledge and standards based on their progress and performance during the WIN periods.
By February 2019, students will engage in a mid-point benchmark mock state assessment in ELA and Mathematics to assess progress from the BOY (Beginning of Year assessment) to February. Progress will be monitored during weekly cycles of inquiry sessions utilizing the Mastery Connect online that tracks students progress towards mastery towards specific learning standards by June 2019.

The following instruments will be utilized to assess student progress: ELA (DRP for reading comprehension and ELA midterm for assessing writing skills, Math, Science and Social Studies will also utilized the midterm assessment that will be administered in February 2019 and will measure student progress towards specific strands and standards compared to benchmark assessment administered in September.

In November 2018 and January 2019 all students in grades 6-8 will be given two mock state assessments one in English Language Arts and one in Mathematics for two consecutive days respectively. The purpose of these assessments will be to focus on the targeted skills and standards as identified during the October benchmark assessments. These assessments will provide additional information to classroom formative assessments performed from October to February. In Mathematics, Science and Social Studies each respective content areas across all grade levels are on target for meeting their CEP goals.

The School Leadership Team of Middle School 35 will be apprised of the school-wide data and goals and will review the progress towards mastery of the targeted goals as it pertains to each grade and content area respectively.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

The specific instrument that will be utilized to assess student progress will be the DRP (Degress of Reading Power), STAR. The DRP measures student reading comprehension and vocabulary development. Educators will monitor and track students progress through the Mastery Connect software. Mastery Connect will be utilized to create and implement assessments based on specific standards and skills in both ELA and Mathematics. In addition to running records for students requiring Wilson Intervention.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

As outlined in our last School Survey report, the school communicates high expectations to all staff and students through our daily morning meetings and mantra. These daily practices support our school mission of college and career readiness. Our priority during the 2018-2019 school year is to focus on effective classroom management strategies as it relates to student to student behavior. Our restorative circles launch this year with our Grade 6 students on Tuesdays for 90 minutes following their lunch periods. Currently, we have 6 educators that are trained in restorative circles to ensure that we build on our students' individual strengths and support their needs to build a respectful community.

The school’s structures for supporting the whole child include professional development sessions that focus in pedagogy, wellness and assessing our school as it relates to a culturally responsive environment. Educators will engage in a deep dive in examining school policies and procedures and how they relate to the cultural backgrounds of all of our students.

Guidance and advisement support coordinate to support student learning through various components and interventions. Students are encouraged to problem solve, voice their feelings, ideas and suggestions concerning their individual and collective needs. Peer Mediation Program, W.I.N./Advisory Periods, School Implementation Team, Student Council-Community Service, Beacon Afterschool Program, Guidance Sessions (HS Articulation), Daily Scholarly Habits, 3A's for Success, Morning Meeting, Parent Coordinator Workshops, Town Hall/Community Meetings and STEM Planner provide our students with the necessary opportunities and tools for success.

As a school community we are accountable for communicating and supporting goals and expectations to our students through our daily lessons which include the Leadership Task, Daily Focus and Learning Inquiry. The Leadership Task provides teachers and students with the opportunity for creative thinking, sharing ideas and empowering students to work collaboratively in ensuring college and career readiness. The Daily Focus sets the learning priority for the instructional periods and the Learning Inquiry is the overarching goal for the unit.

In our school community we execute the following: Mission Statements, CHANGE acronym, Morning Meeting, Teacher and Student Expectations, Course Syllabi, Entrance Exams-Screened for Incoming Grade 6 students, Feedback and Reflections, Homework Log, Jupitergrades, Formative Assessments-i.e. exit slips, conferencing logs, etc. and teacher created IEP At-A-Glance.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. 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 2019, student attendance will increase by 3% from 92% as evidenced by our daily attendance report, attendance personnel outreach, daily attendance shout-outs and monthly PAR reports.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students in grades 6-8</td>
<td>October 2018-June 2019</td>
<td>All educators and members of the Attendance Committee (school aides, attendance teacher, guidance counselor, parent coordinator).</td>
</tr>
<tr>
<td>Students in grades 6-8</td>
<td>Sept. 2018-June 2019</td>
<td>Restorative Circles Teams, Guidance Counselor and Social Worker</td>
</tr>
<tr>
<td>Students in grades 6-8</td>
<td>July 2018-June 2019</td>
<td>Parent Coordinator, Guidance Counselor, SLT and PTA President.</td>
</tr>
</tbody>
</table>

#### 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?

### 3b – Parent and Family Engagement

**Daily attendance shout-outs during morning meetings for classes with 92% attendance or higher from ATS rosters. Attendance awards and incentives during end of marking period celebrations.**

- **Target Group(s):** All students in grades 6-8
- **Timeline: Start Date:** October 2018, **End Date:** June 2019
- **Key Personnel:** All educators and members of the Attendance Committee (school aides, attendance teacher, guidance counselor, parent coordinator).

### Guidance Classroom Sessions, Peer Mediation Sessions and Restorative Circles.

- **Target Group(s):** Students in grades 6-8
- **Timeline: Start Date:** Sept. 2018, **End Date:** June 2019
- **Key Personnel:** Restorative Circles Teams, Guidance Counselor and Social Worker

### The Parent Coordinator in collaboration with the Guidance Counselor will create a calendar of events based on a Parents Needs Survey distributed in the Fall of 2018.

- **Target Group(s):** Students in grades 6-8
- **Timeline: Start Date:** July 2018, **End Date:** June 2019
- **Key Personnel:** Parent Coordinator, Guidance Counselor, SLT and PTA President.

### Professional Development Sessions that focus on Cultural Responsive Practices (Questions to Consider: What are the cultural backgrounds of each of my students?, Do I integrate literature and resources that incorporate my students’ cultures into my lessons?)

- **Target Group(s):** Students in Grades 6-8
- **Timeline: Start Date:** Sept. 2018, **End Date:** June 2019
- **Key Personnel:** UFT Teacher Center and Teacher Leaders
How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The Parent Coordinator will collaborate with the Guidance Counselor and educators across all content areas to provide workshops that reflect daily instruction across all content areas. The first workshop will focus on Mathematics and subsequent content areas thereafter. Workshops will take place in September, January, March and May.

**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.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2018-2019 school year through the investment of Teacher Leaders and the UFT Teacher Center. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day.

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

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<tr>
<th>Source</th>
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<td>21st Century</td>
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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.

Degrees of Reading Power assessment will be utilized to measure student’s comprehension of text passages 3 times a year (September, January (mid-point benchmark) and May/June. DRP measures the student’s ability to comprehend and critically understand passages of text. Progress toward improving student DRP scores of struggling readers will be from 46-60. The Mastery Connect Tool will be utilized to create and monitor student progress based on specific standards and skills in ELA and Mathematics.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Monitoring of student progress in ELA will be analyzed through the DRP assessment that will be administered 3 times a year (September, January and May/June). The Mastery Connect Tool through the Assessment Matters partnership will be utilized to create, implement and monitor student progress based on specific standards and skills in ELA and Mathematics through the school year through a 8 weeks assessment cycle. The establishment of Looking at Student Work protocols and action plans will be created at the end of each cycle of assessment.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As outlined on our most recent New York city survey teachers meet in professional collaborations and analyze assessment results and student work to share best practices that lead to achievement of goals for all students. The school leader promotes teacher leadership and encourages teacher input on key instructional decisions. Teacher leaders meet with the school leader to plan professional development opportunities and to discuss growth towards improved pedagogical practice aligned with the expectations of the Danielson Framework for Teaching. For example, based on the need to promote thinking at high levels among all students, questioning and writing across all subjects became areas of professional growth. At the end of each academic year, we review our best practices and make revisions as necessary as a school community.

As a result, our priority for the 2018-19 school year will be to continue the increase of teacher team meetings across all grade levels and content areas in order to provide additional opportunities to share instructional practices and strategies to improve student achievement. Minds on Mondays will focus on school-wide professional development sessions twice a month (once for Faculty Conference and once for Sharing Out Best Practices). In addition, during the 2018-2019 educators will engage in a series of activities during school-wide sessions that focus on bridging the gap between home and school and should validate students' cultures in the classroom.

Beginning in October educators will take a self-checklist for providing a Culturally Responsive Instructional Environment and will utilize this checklist make adjustments to their existing lessons. This ongoing process will incorporate different aspects of different cultures in each lesson that actively validate students' backgrounds on a daily basis. Looking at Student Work and the implications for future instruction. In addition, educators will meet during their common planning periods provided via their professional development periods in order to maximize the opportunities for collaboration on instructional strategies, student work and analysis as well as teacher pedagogy.

Our data trends in teacher pedagogy focus on Questioning and Discussion Techniques with a greater emphasis on discussion techniques for the 2018-2019 school year as we have raised the level of quality questions in most of our classrooms. However, it is our goal that by embedding checks for understanding during instruction students will be able to demonstrate their level of proficiency in learning standards that will lead to improved student achievement.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, all teacher leaders will engage in at least 3-4 cycles of instructional rounds that focus on a problem of practice (checks for understanding during instruction) across all English Language Arts and Mathematics in order to build capacity for improving teachers instructional practice school-wide.
### Part 3a – 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:

- Evidence-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).

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<tr>
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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leaders will engage in a book study with the principal in &quot;Creating a Culture of Reflective Practice&quot; by Pete Hall and Alisa Simeral</td>
<td>Teacher Leaders of Middle School 35</td>
<td>Sept. 2018-June 2019</td>
<td>All Administrators, Teacher Leaders and Partnership Coaches.</td>
</tr>
<tr>
<td>Instructional Rounds conducted by Teacher Leaders and Consultants that focus on the Problem of Practice (Checks for Understanding) across all ELA and Mathematics classrooms.</td>
<td>MSQI and Assessment Matters Coaches</td>
<td>Sept. 2018-June 2019</td>
<td>Teacher Leaders, Assessment Matters Coach and MSQI Coach</td>
</tr>
<tr>
<td>Mathematics Educators will engage in Math Lab Sessions with the Generation Ready Consultant</td>
<td>Generation Ready Coach</td>
<td>Sept. 2018-June 2019</td>
<td>All math educators and Generation Ready Consultants</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Teacher leaders will conduct parent workshops to engage parents in a reflective process of examining their child's work samples. The workshops will provide parents with additional resources to assist them with working with the school community for overall student success.

### 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.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. The Assessment Matters consultant will be utilized approximately 11 sessions during the 2018-2019.

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

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| Other Resources |
|----------------|-----------------|
| 2018-19 CEP  | 27 |
**Part 5 – Progress Monitoring**

<table>
<thead>
<tr>
<th>Part 5a.</th>
<th>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.</th>
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<tr>
<td></td>
<td>Teacher Leader Logs that include action plans and next steps on targeted objectives. Monthly discussions on the Creating a &quot;Culture of Reflective Practice&quot; text conducted with school administration to build school-wide capacity for school improvement, Inter-visitation logs conducted by MSQI Coach and Assessment Matters consultant. Classroom Observations utilizing the Danielson Framework for Teaching-Domain 3 (Instruction).</td>
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</table>

<table>
<thead>
<tr>
<th>Part 5b.</th>
<th>Indicate the specific instrument of measure that is used to assess progress.</th>
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<tr>
<td></td>
<td>Meeting agendas and minutes, IEP progress reports, Item Skills Analysis of formative assessments across all content areas identifying trends of standards and/or assessment format.</td>
</tr>
</tbody>
</table>

| Part 5c. | In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
   
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
   
   Our school's strengths lies in the foundation of the Principal's vision of ensuring that educators are provided the opportunity to brainstorm and share ideas with one another in a non-judgemental environment in order to share best practices and struggles when applicable. The principal provides opportunities for educators to collaborate utilizing the elements of the Danielson Framework to inform expectations of classroom environments and instructional practices. Communication to teachers and staff via the staff handbook, professional development workshops, and meetings during one-to-one conferences both formal and informal.

   Professional development sessions focus on using student outcomes and student work to identify trends and plan instruction, while other sessions include a lens on specific instructional strategies that support student subgroups in English Language Arts and Mathematics.

   Our school's priority is to improve the teaching craft of our educators through inter-visitations that focus on a specific problem of practice. The rounds visits supports the learning cycle of the teacher and school community. Our students need to have increased opportunities to struggle and think critically around specific standards and strands.

   Instructional rounds will be conducted by school administration, consultants and teacher leaders in order to establish coherency across all English Language Arts and Mathematics classrooms. The UFT Teacher Center will provide additional resources and opportunities for educators to collaborate with one another on specific instructional strategies that focus on raising the proficiency levels in learning standards in both English Language Arts and Mathematics.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

By June 2019, the leadership of Middle School 35 will improve teacher pedagogy through three cycles of professional learning that focus on rigorous instructional practices that will lead to a 3% increase across Domain 3-Instruction. Students will be able to demonstrate their level of proficiency (mastery) in learning standards in multiple measures to increase student achievement in English Language Arts and Mathematics.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Principal will program team meetings for teachers to meet with colleagues for content and grade level meetings to share best practices and evaluate the effectiveness of school-wide initiatives</td>
</tr>
<tr>
<td>Calibration classroom observations between principal and assistant principal, peer visitations by instructional team including teacher leaders.</td>
</tr>
<tr>
<td>Maintain ongoing conversations regarding teacher pedagogy and classroom environment.</td>
</tr>
<tr>
<td>Professional Development Sessions on Mondays and Tuesdays as well as through the Field Support Office that focus on students with disabilities and English language learners.</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Facela Robotics Program will be implemented in order to provide Parent Leadership within the classroom setting. Parents will work with classes across grades 6-8. Parent will continue to conduct workshops on wellness as well as presentations from Teacher Leaders.

### 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.
Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials, the Mastery Connect Tool and Assessment Matters Consultant.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<td>21st Century Grant</td>
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<td>SIG</td>
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<td>PTA Funded</td>
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<td></td>
<td>In Kind</td>
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<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

By November 2018 and January and March of 2019 an analysis of educators observations on rating 3D (Assessment During Learning) will be analyzed and trends identified that will inform the next steps for support and instructional rounds focus.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Framework for Teaching, Teacher Work Product from Professional Development Sessions and Teacher Leader and Professional Development Facilitator Low Inference Notes and Professional Development Facilitator’s Logs, MSQI and Assessment Matters observation notes.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Based on our last School Quality Review, parents expressed that the school staff is exceedingly caring and nurturing and maintains ongoing communication with families through phone calls, one-to-one conversations, school newsletters, and weekly progress reports via Jupiter Grades’, a computer based program that also provides strategies for use at home. Parents described the school as “hands-on” and stated “everybody takes a part in it.”

As a school community we have created multiple opportunities and modalities to interface with parents on a daily basis. Our repertoire includes but is not limited to verbal and written communication, individual conversations and conferencing. For example, parents are aware of our daily activities via Jupiter grades (a web-based communication system). In addition, our goals and expectations are formally written in our Parents/Family Handbook introduced during our Back to School Festival and reiterated at all community meetings.

Finally, in order to support parents and families in understanding their child’s progress towards these expectations there are key personnel that parents and families have access to who provide academic, social and emotional support as needed. Such as Jupitergrades, Academic Showcase Reflections, Parents/Families Handbook, Individual Student Report, Progress Reports, Monthly Newsletters, Calendar of Events, Attendance Logs has School Leadership Team, Parent Teacher Association, School Based Support Team, etc. EPIC Workshops, Individualized Educational Plan Meetings, Report Progress by Parents (Goals), Individual Parent Conferences, Beacon After-school Program, Open Door Policy, Middle School Fair, School Tours, High School Articulation Night, Back to School Festival and FACE LAB student and parent clinics.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 we will increase parental involvement by 5% with the integration of school-wide initiatives that incorporate diverse cultures and self-awareness of cultural similarities and differences.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students enrolled in Beacon after school program</td>
<td>Sept. 2018- June 2019</td>
<td>Beacon administrative staff and Middle School 35 administration.</td>
</tr>
<tr>
<td>Middle School 35 Parents and Students</td>
<td>Sept. 2018- June 2019</td>
<td>Co-Facilitators, MS 35 educators, Parent Coordinator and Guidance Counselor</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>Two 8 weeks sessions beginning in December 2018.</td>
<td>Mathematics and Science educators as well as Parent Leaders.</td>
</tr>
</tbody>
</table>

**Collaboration between the school community and the Beacon personnel to ensure students are engaged in both academic and recreational activities.**

**Beacon Sponsored program such as GED, Financial Planning, YOGA, Common Core workshops, Human Resources Administration resources, STH families, ENL’s and Students with Disabilities.**

**FACELAB is an initiative that promotes the STEAM Curriculum to engage parents and students in a collaborative process that train parents to become robotics experts and facilitates instruction in their child’s classroom.**

### 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.

Middle School 35 will utilize funding from the Tax Levy, School-wide Projects, Title I and NYSTYL allocations to purchase instructional materials. In addition, the additional school support allocations will enable educators to continue their training toward the instructional shift of the common core curriculum during the Fall and Spring of the 2018-2019 school year. Our Saturday Scholars program will also further enhance the strategies and skills taught during the school day.

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

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Family Dynamics Beacon After-school Program focuses on the needs of our families that are ascertained during our Parent Orientations and Parent-Teacher Conferences. The DYCD Beacon Program offers GED instruction, Family Counseling, Financial Planning, Recess and Summer Programs, etc. The program operates from July 2018-June 2019 Monday through Saturday.
| X | Tax Levy | X | Title I SWP | || Title I TA | || Title II, Part A | || Title III, Part A | || Title III, Immigrant |
| C4E | || 21st Century Grant | || SIG | X | 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.

In January 2019 attendance at parental involvement activities will be increased by 10% as evidence by attendance logs from each activity and daily/monthly involvement of parent interactions with Parent Coordinator.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Teacher and Administration created form.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>Summative (NYS) and Informal Classroom Assessments Debate Team</td>
<td>Wilson Lang. Program Rewards (MSQI) STARI Strategic Reading Intervention Kit</td>
<td>Small group and/or one-to-one tutoring</td>
<td>WIN periods (Tuesday through Thursday) and during SETT periods for SWD and ELL’s.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Summative (NYS) and Informal Classroom Assessments Regents Prep</td>
<td>Math Literacy Clinics Khan Academy Footloop Academy</td>
<td>Small group and/or one-to-one tutoring</td>
<td>WIN periods (Tuesday through Thursday) and during SETT periods for SWD and ELL’s.</td>
</tr>
<tr>
<td>Science</td>
<td>Summative and Informal Classroom Assessments MOSL Assessments Hands on Manipulatives</td>
<td>Web-based Programs Hands on Manipulatives</td>
<td>Small group and/or one-to-one tutoring</td>
<td>WIN periods (Tuesday through Thursday) and during SETT periods for SWD and ELL’s.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Summative and Informal Classroom Assessments Mock Trial</td>
<td>Content Area Reading</td>
<td>Small group and/or one-to-one tutoring</td>
<td>WIN periods (Tuesday through Thursday) and during SETT periods for SWD and ELL’s.</td>
</tr>
<tr>
<td>At-risk services <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Challenging Behaviors as evidenced by student anecdotal.</td>
<td>Counseling (individual and/or group)</td>
<td>Small group and/or one-to-one tutoring</td>
<td>During the school day through Morningside Center</td>
</tr>
<tr>
<td>Restorative Circles</td>
<td>Tuesday afternoons (Periods 7 and 8) for Grade 6 students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website:


### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   
   | 23 |

2. Please describe the services you are planning to provide to the STH population.

   Students and Families in Temporary Housing will be provided with resources such as school supplies, uniforms and referral services when applicable. In addition, our on-site Family Dynamics Beacon Program will provide additional resources such as financial planning, job placement and mental and physical health related services.

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   
   Not Applicable

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| 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.

Educators who are not highly qualified in their subject area will be provided the opportunity to ascertain the necessary requirements needed for certification. Borough Field Support Center as well as District personnel will provide ongoing professional development to ensure that all stakeholders at Middle School 35 are highly qualified. The Professional Development Facilitator will provide workshops during Minds on Mondays 80 minute session as well as ongoing going feedback on classroom pedagogy as observed.

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).

Educators will be provided opportunities to attend all necessary courses to obtain their certification and funding will be set aside to provided financial support towards those efforts. Paraprofessionals will participate in bi-monthly workshops during Team-building Tuesdays facilitated by the Professional Development Facilitator based on a needs assessment survey.

Part 3: TA Schools Only

3a. Use of Program Resources

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

Not applicable

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).

Not applicable
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.).

Not applicable

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.

Educators at Middle School 35 are provided 90 minutes per week for data inquiry. During this time period educators have the opportunity to select their own common assessments across all grades levels in English Language Arts and Mathematics. During the 2016-2017 school year, educators will begin utilizing Mastery Connect to create standards based assessments that produce immediate item skills analysis based on tested standards and/or math strands. Assessments are created based on students individual strengths and weaknesses. Professional development is provided from the Field Support Center, Teacher Leaders and School-Based personnel. Educators are provided totally autonomy in created their own assessments to address the multiple entry points of their students. Educators create the content of assessments based on data analysis from both formative and summative assessments.

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 codes. 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 consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>196,040</td>
<td>✓. Parent Activities (EPIC and Parent Coordinator Workshops)</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------</td>
<td>---</td>
<td>----------------</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>1,998,435</td>
<td>×</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Decatur Middle School Parent Involvement Policy (PIP)</td>
</tr>
</tbody>
</table>

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. M.S. 035 Stephen Decatur, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stephen Decatur Middle School 35 will support parents and families of Title I students by: Providing Workshops that include but not limited to the following:</td>
</tr>
</tbody>
</table>

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

### Parental Involvement and School Quality

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., ESSA/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 ESSA;

- 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;

---

### Encouraging School-Level Parental Involvement

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.

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### School-Parent Compact (SPC)

*Stephen Decatur Middle School 35*, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.

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1. **I. School Responsibilities: High Quality Curriculum**
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 Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

- 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 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;

I. School Responsibilities: Providing General Support to Parents

- 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 Title I requirement for Every Student Succeeds Act (ESSA) 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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. 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 Name | Stephen Decatur Middle School 35 |

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 | Jacklyn Charles-Marcus |
| Assistant Principal | Kevin Bond |
| Coach | Kim Hinds-Price |
| ENL (English as a New Language)/Bilingual Teacher | Caitlin Golden, ENL |
| School Counselor | Esther Smith |
| Teacher/Subject Area | Siobhan Scott/ELA |
| Parent | Marta Torres |
| Teacher/Subject Area | Parent Coordinator Michele Malcolm-Perpignan |
| Related-Service Provider | Nancy Bonelli |
| Field Support Center Staff Member | Yazmin Torres |
| Superintendent | Rahesa Harrison |
| Other (Name and Title) | |

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 not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| 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 bilateral 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 not 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) | 225 |
| Total number of ELLs | 7 |
| ELLs as share of total student population (%) | 3.11% |
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs):

Check all that apply:

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

**This school offers (check all that apply):**

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

**Bilingual Program Breakdown**

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<th>10</th>
<th>11</th>
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<td>TBE</td>
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<td>3</td>
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<td>0</td>
<td>0</td>
<td>7</td>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   - DRP (Degress of Reading Power), WIST Assessment and Just Words.

2. What structures do you have in place to support this effort?
   - Educators were trained in Just Words during the Summer of 2018 with follow-up coaching visits from the Just Words consultant during the 2018-2019 school year to ensure that program components are effectively being executed.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   - DRP, NYC Performance Tasks and pre and post unit assessments.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Cycles of Inquiry will occur during weekly common planning periods as well as after-school sessions for inquiry team. Monthly WIN periods check-in to analyze and review student work products and ascertain next steps.

5. How does your school use 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.] Middle School 35 has selected the MOSL ELA Pre-assessment, ELA Teacher-Created benchmark assessments on multiple choice and writing strategies. Our school has successfully promoted to the next grade the ELLs that we have enrolled and the students have consistently obtained progress from one academic year to the next on both ELA and Mathematics Common Core Assessments. In addition, we have administered the DRP assessment to students in order to assess their current reading levels. Based on the final score of the DRP appropriate interventions such as Wilson, Just Words, WIST will be administered to the students.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].

Writing Standards Mastered and Not Mastered

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

Weekly common planning meetings.

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**Part IV: ELL Programming**

**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.
      All English Language Learners will receive instruction in the Just Words Curriculum (Wilson Training Curriculum). Just Words® is a highly explicit, multi-sensory decoding and spelling program for students in grades 4–12 that focuses on decoding and spelling proficiency. The program is designed for students with below-average decoding and spelling scores and will be combined with other literature-rich programs such as Code X and Expeditionary Learning.
   b. TBE program. *If applicable.*
      Not applicable
   c. DL program. *If applicable.*
      Not applicable

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)?
      Program components are delivered to all eligible students during the school day based on their instructional requirements of 180 or 360 minutes.

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.
   Content is differentiated for our ELL students based on their individual needs and teacher collaborative meetings on the best practices proven to improve our student success.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year? 
Students are evaluated in their home languages when applicable.

5. 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

All ELL subgroups are differentiated based on enrollment and articulation findings.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development? 
ELL's and Students with Disabilities are provided the same instructional strategies and grade level materials as students in general education. However, instructional modifications are created based on the individual needs of the students.

7. 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?

LANGUAGE ALLOCATION POLICY FOR ELLS - STEPHEN DECATUR MIDDLE SCHOOL 35

M.S 35 is a Middle School located in the Bedford Stuyvesant area of Brooklyn, New York. The Bedford Stuyvesant area is a community primarily comprised of African and Caribbean Americans. The school’s population reflects that of the community with a student body that is largely minority in composition. Among MS 35 students 88% are black, 9% are Hispanic and 1% are Asian.

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

The Language Allocation Policy (LAP) Team Members are as follows: Jacklyn Charles-Marcus, Principal, Laurette Telford, Library Media Specialist, Esther Smith, Guidance Counselor, Caitlin Golden ELL Specialist and Nancy Bonelli, Speech Educator

8. 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.

LANGUAGE ALLOCATION POLICY FOR ELLS - STEPHEN DECATUR MIDDLE SCHOOL 35

M.S 35 is a Middle School located in the Bedford Stuyvesant area of Brooklyn, New York. The Bedford Stuyvesant area is a community primarily comprised of African and Caribbean Americans. The school’s population reflects that of the community with a student body that is largely minority in composition. Among MS 35 students 88% are black, 9% are Hispanic and 1% are Asian. There are 168 students attending in the 2015-2016 school year, there are four students that require ELL services.

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

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

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

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

Esther Smith, Guidance Counselor

Nancy Bonelli, Speech Educator

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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Web-based programs and additional hands-on resources

10. If you had a bilingual program, what was the reason you closed it?

None

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

All ELL students are invited to attend all after-school and Saturday School programs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Bilingual Dictionaries, web-based programs. All ELL students have access to laptops.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?

Home language support is provided as needed as well as translation services.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

Our instructional team reviews the services/resources to support our ELL population and ensures it’s accuracy and proficiency and makes the necessary adjustments when needed.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Bilingual Dictionaries, web-based programs. All ELL students have access to laptops.

16. 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).

Newly enrolled families including our ELL families meet with our school counselor and parent coordinator to ascertain the needs of the family and well as our ELL educator.

17. What language electives are offered to ELLs?

None at this time
18. For schools with dual language programs:
   a. 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.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

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 and non-pedagogic staff.) 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?
   All educators receive professional development on working with students in all sub-groups, including our ELL students. Educators at Middle School 35 will receive ELL training as provided by the Brooklyn North Field Support Office during the 2018-2019 school year. Educators are also provided the opportunity to attend citywide conferences that focus on working with English Language Learners.

2. 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.
   Professional development through the Brooklyn Field Support office.

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?

   PARENTAL INVOLVEMENT
   ✗ Parent surveys distributed by the Parent Association, Parent Coordinator and the School Leadership Team will be utilized as a method of ascertaining the interests of the parents in order to conduct meaningful workshops.
   ✗ Parents will be involved in hands-on activities through monthly workshops in math, science and technology which are the critical areas that our students are experiencing difficulty in order to assist them at home.
   ✗ The parent coordinator and school leadership team will participate in ongoing professional development activities to ascertain and implement strategies that will meet the needs of our parents.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jacklyn Charles-Marcus, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

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

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacklyn Charles-Marcus</td>
<td>Principal</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Kevin Bond</td>
<td>Assistant Principal</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Michelle Perpignan</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Caitlin Golden</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Marta Torres</td>
<td>Parent</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Esther Smith</td>
<td>School Counselor</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td>Rahesha Amon-Harrison</td>
<td>Superintendent</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td></td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/19/18</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 16K035  School Name: Middle School 35  Superintendent: Rahesh Amon

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caitlin</td>
<td>Golden</td>
<td>Teacher SE and ELL</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

The guidance counselor and school secretary upon students’ entrance into the school will assess the home language of each family, and the parent coordinator will send all parent correspondence home in all languages that are applicable to our student population. In addition, during parent/teacher conferences we have staff members available to translate in all languages necessary. Families also receive the Achieve NY booklet that outlines student and parent expectations.

The Language Access Coordinator has also interviewed parents upon entrance into our school community to introduce herself as well as explain the services that the student will receive upon entrance into our school community.
2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>94.87</td>
<td>94.5</td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>English</td>
<td>2.56</td>
<td>2.56</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>English</td>
<td>0.32</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>Arabic</td>
<td>1.92</td>
<td>1.92</td>
<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

None at this time. We currently have 7 English Language Learners

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Family Handbook</td>
<td>Monthly calendars</td>
<td>Documentation such as calendars and fliers with upcoming events will be translated as needed to specific families. In addition, educators are utilizing a Google tool to translate student work and documentation for students and parents. Jupitergrades(web-based) program that notifies parents daily when applicable and weekly of their child’s progress toward college and career readiness.</td>
</tr>
</tbody>
</table>
All Beacon SCO-Family Dynamics Afterschool Program information as well as Parent Workshops scheduled conducted by our Professional Development Facilitator, Parent Coordinator and other support personnel.

<table>
<thead>
<tr>
<th>Monthly Calendars</th>
<th>Monthly</th>
<th>Disseminate during P/T Conferences with translator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational Fliers</td>
<td>As needed</td>
<td>Translation Services</td>
</tr>
<tr>
<td>Discipline Code</td>
<td>As needed</td>
<td>Translation Services</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 35 plans to provide written translation during:</td>
<td>As needed. During the four parent/teacher conferences per year as well as student celebrations such as awards assembly, arts presentations, monthly town hall meetings, PTA and SLT meetings as needed.</td>
<td>The Parent Coordinator obtains translators from the NYCDOE Translation Services Department as needed for all parent events.</td>
</tr>
<tr>
<td>Parent monthly meetings notification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Back to School Festival/Curriculum Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Articulation Night for Grade 8 Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open House for Incoming 5th Grade Parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduled Attendance and Guidance Counselor Meetings, Parent Engagement Tuesdays (when applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**IN ADDITION TO GRADE SPECIFIC PARENT MEETINGS ON SPECIFIC TOPICS SUCH AS HIGH SCHOOL ARTICULATION, SCHOOL-WIDE PROGRAM INITIATIVES**

<table>
<thead>
<tr>
<th>School Leadership Team</th>
<th>Monthly</th>
<th>As needed and upon request</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP Meetings</td>
<td>when applicable</td>
<td>As needed and upon request</td>
</tr>
<tr>
<td>Honors Assemblies</td>
<td>when applicable</td>
<td>As needed and upon request</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We utilize our Jupitergrades system to communicate to all parents in lieu of an emergency and a Google to translate the messages to our parents when needed.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff members received the Chancellors Regulation A-663 during our September Back to School session. In addition, our ELL Coordinator will turn key information to the staff during one of our Minds on Mondays session in accordance with the ELL Policy and Guidelines as she receives during the monthly.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

CR Part 154 (A-6)

District 16-MS 35
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Parent Survey distributed by the Parent Coordinator, School Leadership Team and Parent Association meetings. Information from feedback is addressed accordingly.