



**J.H.S. 008 RICHARD S. GROSSLEY**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: J.H.S. 008 RICHARD S. GROSSLEY**  
**ADDRESS: 108-35 167 STREET**  
**TELEPHONE: 718-739-6883**  
**FAX: 718-526-2727**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342800010008      **SCHOOL NAME:** J.H.S. 008 Richard S. Grossley

**SCHOOL ADDRESS:** 108-35 167 STREET, QUEENS, NY, 11433

**SCHOOL TELEPHONE:** 718-739-6883      **FAX:** 718-526-2727

**SCHOOL CONTACT PERSON:** ANGELA GREEN      **EMAIL ADDRESS:** AGreen2@schools.nyc.gov

**POSITION / TITLE**                      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Deborah James

**PRINCIPAL:** Angela Green

**UFT CHAPTER LEADER:** Deborah James

**PARENTS' ASSOCIATION PRESIDENT:** Kelly Nurse

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)*      N/A

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 28      **CHILDREN FIRST NETWORK (CFN):** Center for Educational Innovation-Public Education Association

**NETWORK LEADER:** Alan Cohen

**SUPERINTENDENT:** Beverly Ffolkes-Bryant Ed.DJEANNETTE REED

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Angela Green	Principal	
Kelly Nurse	PA/PTA President or Designated Co-President	Comments: yes yes
Carol Hughes	Admin/CSA	Comments: Yes
Patricia Richards	DC 37 Representative	
Natalie Adams	Parent	
Maureen Sweeney	UFT Member	Comments: yes
Renee Nelom	Parent	Comments: yes yes
Mindy Gartner	UFT Member	
Menawattie Sanchez	Parent	
Olamide Familusi	UFT Member	
Deborah James	DC 37 Representative	
Erica Nelom	Parent	Comments: yes

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Our mission is for the young people at Middle School 8 to learn and apply real life concepts through an interdisciplinary curriculum. The interdisciplinary curriculum is the common thread that will connect all subject classrooms and provide a deep understanding of teaching and learning. Students will become critical thinkers, ambassadors of their own learning and develop an awareness and appreciation of their community and the world abroad.

#### School Vision

Middle School 8 will provide rigorous instruction for students to meet the challenges of the 21<sup>st</sup> century. Standards-based instruction and the Principles of Learning will guide instruction. Cooperative grouping will shape teaching and learning to provide differentiation within classrooms. Students will aim high to meet instructional goals and receive social-emotional support necessary to develop the "whole child."

The New Prep Middle School is a learning community for all learners. We have an on site UFT Teacher Center supported by a full time UFT Teacher Center Instructor. The instructor provides differentiated professional development and daily support for teachers and paraprofessionals.

In keeping with youth development, the GEMS, girls' empowerment program focuses on activities such as etiquette, hygiene, hair, make-up and a host of things related to femininity.

Queens Child Guidance maintains a counselor in our building. Queen's Child Guidance offers group, individual and family counseling for our students and their families.

Project Boost is an ongoing program, sponsored by CEI-PEA, our learning support organization.

This program supports students who score at special initiative for our high levels 3s and 4 on State Exams and perform at the highest 3rd within our school community.s. This program allows our Aadvanced students learn about college and career readiness, visit colleges, participate in to do community service activities, participate in college visits, attend Broadway plays, enjoy physical activities such as ice skating and experience enriching other stimulating trips events.

The citywide Our Science, Technology, Engineering and Math (S.T.E.M). summer initiative for Middle School students provided our grade 6 and grade 7 students who are interested in science and robotics, with an opportunity to reside in college dormitories during one week intervals and receive instruction. do science inquiry at Stony Brook University and Rensselaer College for Technology were the host schools. PT.

New Prep participates in C.H.A.M.P.S. which affords our students the opportunity to play team sports such as flag football, rugby, basketball, crew, volleyball and tennis.

MS8 participates in the Breakfast in a Bag Program. Every student receives Breakfast in the classroom during homeroom period.

New Prep has an on site UFT Teacher Center supported by a full time UFT Teacher Center Instructor. The instructor provides differentiated professional development and daily support for teachers and paraprofessionals.

The New Prep Middle School is a learning community for all learners.

The New Prep Middle School is located in South Jamaica, Queens, New York. New Prep offers academics and the arts to 723 students in grades 6 through 8.. Our school is Title 1 eligible. The ethnicity of students is predominantly African-American, with an influx of Asian-Guyanese students and a growing number of Latino, Haitian, and African students. Many are from the Caribbean and countries where formal education is limited. Our ELL population has increased over time. We have one ESL specialist to service students that are from at least six different countries and speak different languages. Our language specialist uses a pull out model to serve students who are at three levels in their language acquisition;: beginning, intermediate and advanced. Student attendance rate is at 88.3% for the school year. We have an attendance team that works collaboratively to put systems in place in order to improve attendance and punctuality.

Many enrichment programs adorn our doors. The Success Academy consists of weekday and Saturday academic intervention for students performing below grade level. The Success Academy instructional program enables students to enhance, enrich, and extend literacy and mathematics strategies acquired from the instructional day. The New Prep Scholars Academy is geared toward level 3 and level 4 students. This after school program provides a rigorous accelerated program which focuses on project based learning, specialized high school prep and entrepreneurial opportunities. In keeping with our youth development, the GEMS – Girls Empowerment Program focuses our girls on etiquette, hygiene, hair, make-up and a host of things related to femininity. Project Boost, sponsored by CEI-PEA, our learning support organization, supports students who score at levels 3 and 4 on State Exams and perform at the highest 3<sup>rd</sup> within our school community. Advanced students learn about college and career readiness, visit colleges, participate in community service activities, attend Broadway plays, enjoy physical activities such as ice skating and experience enriching events. The citywide Science, Technology, Engineering and Math (S.T.E.M). summer initiative for Middle School students provided our grade 6 and grade 7 students who are interested in science and robotics, an opportunity to reside in college dormitories during one week intervals and receive instruction. Stony Brook University and Rensselaer College for Technology were the host schools. New Prep participates in C.H.A.M.P.S. which affords our students the opportunity to play team sports such as flag football, rugby, basketball, volleyball and tennis. MS8 participates in the Breakfast in a Bag Program. Every student receives Breakfast in the classroom during homeroom period.

Our mission is for the young people at Middle School 8 to learn and apply real life concepts through an interdisciplinary curriculum. The interdisciplinary curriculum is the common thread that will connect all subject classrooms and provide a deep understanding of teaching and learning. Students will become critical thinkers, ambassadors of their own learning and develop an awareness and appreciation of their community and the world abroad.

Our School Vision is to see that all students receive rigorous instruction to meet the challenges of the 21<sup>st</sup> century. Standards-based instruction and the Principles of Learning will guide instruction. Cooperative grouping will shape teaching and learning to provide differentiation within classrooms. Students will aim high to meet instructional goals and receive social-emotional support necessary to develop the “whole child.”

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		J.H.S. 008 Richard S. Grossley								
<b>District:</b>		28	<b>DBN #:</b>		28Q008	<b>School BEDS Code: 28Q008</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			90.8	90.6	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	<b>Student Stability - % of Enrollment:</b>					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			91.8	89.38	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		99	96	91	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		416	325	301			61.1	71.6	88.4	
Grade 8		392	399	320						
Grade 9		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			17	22	TBD	
Grade 12		0	0	0						
Ungraded		0	1	4	<b>Recent Immigrants - Total Number:</b>					
Total		907	821	716	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							15	9	9	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		77	88	96	Principal Suspensions		111	32	TBD	
# in Collaborative Team Teaching (CTT) Classes		28	27	30	Superintendent Suspensions		60	72	TBD	
Number all others		68	82	71						
<i>These students are included in the enrollment information above.</i>					<b>Special High School Programs - Total Number:</b>					
					<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	49	40	29	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	13	Number of Teachers	77	72	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	16	TBD
				Number of Educational Paraprofessionals	3	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	10	TBD	% fully licensed & permanently assigned to this school	100	98.6	TBD
				% more than 2 years teaching in this school	42.9	61.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	33.8	47.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	78	78	TBD
American Indian or Alaska Native	0.6	1.2	1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92	92.9	TBD
Black or African American	65.8	65.9	66.9				
Hispanic or Latino	18	16.8	16.3				
Asian or Native Hawaiian/Other Pacific Isl.	14.9	14.4	12.8				
White	0.8	1.2	1.8				
Multi-racial							
<b>Male</b>	52.4	54.2	56				
<b>Female</b>	47.6	45.8	44				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10			
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<b>If yes, area(s) of SURR identification:</b>						
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)	<input checked="" type="checkbox"/> X						
Improvement Year 1	<input type="checkbox"/>						
Improvement Year 2	<input type="checkbox"/>						
Corrective Action (CA) - Year 1	<input type="checkbox"/>						
Corrective Action (CA) - Year 2	<input type="checkbox"/>						
Restructuring Year 1	<input type="checkbox"/>						
Restructuring Year 2	<input type="checkbox"/>						
Restructuring Advanced	<input type="checkbox"/>						
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			

Science:	Y	Graduation Rate:					
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	√	√					
Limited English Proficient	Ysh	√	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	7	7	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>			
<b>Overall Letter Grade</b>	A			<b>Overall Evaluation:</b>			
<b>Overall Score</b>	71.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment (Comprises 15% of the Overall Score)	4.2			Quality Statement 2: Plan and Set Goals			
School Performance (Comprises 25% of the Overall Score)	19			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress (Comprises 60% of the Overall Score)	39.7			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit	9			Quality Statement 5: Monitor and Revise			
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

### **STUDENT PERFORMANCE TRENDS**

As per the 2009-2010 School Progress Report, the overall score in the category of *Student Performance* was 6.8 out of 25. The percentage of students scoring at proficiency levels 3 and 4 were 15.5%.

The overall score in English Language Arts was 21 out of 60 in the category of student progress.

In 2009-2010, 23% of our grade 6 students, 41% of our grade 7 students and 31% of our grade 8 students scored at levels 3 and 4 on the New York State Math Exam. As per the performance category of the School Progress Report, 24.5% of our students performed at levels 3 and 4 in Math, while 16.4% scored level 1.

### **Greatest Accomplishments**

As per the NYC Department of Education's Standards, Middle School 8 is a school in good standing.

Differentiated instruction is provided for all students based on an analysis of summative and formative assessments. The UFT Teacher Center has been a major force in providing effective professional development. Teachers work together during designated common planning periods and inquiry team meetings to look at student work and use the data to select and perfect research based strategies to provide quality instruction.

The administration, UFT Teacher Center instructor and teachers continuously apply for grants and search out initiatives to enrich instruction and provide a multitude of experiences for the students at MS8.

### **Barriers to the School's Continuous Improvement**

Significant barriers that impede academic success are as follows:

Our current population of students who have Individualized Education Plans has increased. More than 30% of our students receive special education services.

The number of students living in temporary housing has increased causing instability in school.

Over the last two years the percentage of students living at poverty level has increased from 71.6% to 88.4%.

The number of students entering our school scoring at level 1 on ELA and Math State assessments has increased.

The number of students entering our school scoring at levels 3 and 4 has decreased.

**Increased enrollment of ESL students**

**Increased CTT classrooms/ 7<sup>th</sup> -8<sup>th</sup> grade levels**

- ✓ **Growth in # of students enrolled with acute learning difficulties**
- ✓ **Sustained parent apathy**
- ✓ **Increased level of violence within the community**
- ✓ **Decreased level of Community Support Services+**
- ✓
- ✓ **Decreased level of Law Enforcement**
- ✓ **Inconsistent level of Appropriate Teacher Training prior to DOE employment**
- ✓ **Teacher Time Commitment vis-à-vis mining the data to drive planning and instruction**
- ✓ **Increased enrollment in Special Education**
- ✓ **Decrease in socio-economic base: Title I**
- ✓ **Decreased level of 6<sup>th</sup> grade readiness for Middle Level work**
- ✓ **Increased level of social/emotional needs**
- ✓ **Increased student mobility rate**
- ✓ **Increased teacher mobility rate**
- ✓ **Maintaining 90% school wide attendance rate**
- ✓ **Increase in suspension rate of male students**
- ✓ **Budget Cuts**
- ✓ **Overall lack of Student “training” prior to MS, Vis-à-vis, Civility, academic rigor, personal responsibility, etc.**
- ✓ **Staff Attendance**



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <input type="checkbox"/> 1. To increase overall student performance in English Language Arts on the New York State ELA Exam by June 2011. To decrease the percentage of students performing at level 1, including students with special needs and increase the percentage of students performing at levels 3 and 4.	<input type="checkbox"/> To increase the percentage of students scoring at levels 3 or 4 from 15.5 % to 20%, our focus will be on to provide remediation for students scoring at levels 1 and 2 students while providing enrichment or students scoring at levels 3 and 4..
<input type="checkbox"/> 2. To increase the percentage of students scoring at levels 3 and 4 on the N.Y. State math Exam. By June 2011, we will increase the percentage of our students at the proficiency levels 3 or 4 from 24.5% to 35 % on the NY State math Exam.	<input type="checkbox"/> The rationale for this goal is based on our November 2010 Aris Ddata and from ARIS and our School Progress Report both of which indicate an increase in the number o students scoring at levels 1 and 2 students and a decrease in our students scoring at levels 3 and 4. students in Math.
<input type="checkbox"/> 3. By June 2011, parent involvement will increase 6%, strengthening the home school connection and increasing our communication score on our School Survey. The Pparents will become actively involved in our school community. Evidence of parental ienvolvement will be, based on recorded attendance at teacher-parent teacher conferences, workshops, PTA meetings, SLT meetings, parent training sessions and other school activities.	<input type="checkbox"/> Our goal is to strengthen the home-school connection by having parents become a visible presence and play an integral role in school life. We will provide academic awareness through workshops and training sessions for student success. increase parental involvement to strengthen the home-school connection. Parents will partner with teachers and school staff to develop school spirit and maintain positive community relationships.
<input type="checkbox"/> 4. By June 2011, we will increase our score in the category of "safety and respect" on the 2011 School Learning Environment Survey from 6.5 to 7.0.	<input type="checkbox"/> We will continue to expand and strengthen the work begun last year with respect to our S.O.L.E. (Safe Orderly Learning Environment) Mentoring Program.



## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**English Language Arts**

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**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/>1. To increase overall student performance in English Language Arts on the New York State ELA Exam by June 2011. To decrease the percentage of students performing at level 1, including students with special needs and increase the percentage of students performing at levels 3 and 4.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> UFT Teacher Center will provide professional development for differentiation, Common Core State Standards, Using data to drive the instruction, study groups, one to one coaching and mentoring.</li> <li>• Professional development will be ongoing to assist teachers to: effectively utilize summative and formative data to drive the instruction; differentiate instruction; and integrate the Common Core State Standards in all lessons and activities.</li> </ul> <p>Meaningful professional development will reinforce literacy across content areas.</p> <ul style="list-style-type: none"> <li>• English Language Arts Lead Teacher will provide one to one assistance for lesson planning and classroom instruction.</li> </ul> <p>Regularly scheduled Principal/Teacher conferences to discuss data and best practices with the English Language Arts teachers will continue .</p> <p>Using data from ARIS and the New York State Exams, we will identify all students scoring at levels 1,2, 3 and 4 we will e</p> <ul style="list-style-type: none"> <li>• Examine the item analysis of from the New York State English Language Arts Exam and</li> <li>• the Acuity Interim Assessments data to identify the skills that our students are</li> <li>• deficient in.</li> </ul> <p>The Core Leadership/Curriculum Team will develop curriculum maps to support the</p>

Common Core State Standards and focus on specific skills to increase students' achievement by doing the following:

Assign level 1 and 2 students to AIS/small

- group instruction in ELA 3 to 4 times per week weekly.

Develop the New Prep Scholars Academy specifically for students scoring at levels 3 and

4.

Continue our Saturday Program to support level 1 and 2 students.

Continue our After School and Saturday Programs to support ELLs.

- Continue to provide enrichment activities after school for the New Prep Scholars Academy, which is specifically for students scoring at levels 3 and 4.

The New Prep Scholars Program will include: Project based learning, newspaper writing, computer literacy, photojournalism.

Continue weekly content specific and inquiry team planning. Inquiry Teams will focus on research based strategies to improve students' achievement in writing. Grade and content specific teacher teams will analyze and assess students' writing to determine students' progress and achievement.

Teachers will create interim assessments, criterion referenced tests and weekly quizzes to assess students' progress.

Achievement benchmarks, revisions and re-teaching will be ongoing,

- Licensed ELA Teachers will instruct students based on students' their learning profile data.
- Licensed ELA Teachers will provide AIS-small group instruction.
- Licensed ELA Teachers will provide small group instruction to students in Grade 8.
- The program schedule requires all classes to receive literacy instruction during a 90 minute block period, four times a week.
- The Read 180 program will provide intervention for our struggling students, special education students and English Language Learners.
- Flocabulary Instruction will assist students in language development and comprehension.
- The Wilson Program will be provided for struggling readers during and after school.
- Provide professional development on effectively utilizing summative and formative data to drive the instruction, differentiated instruction and the Common Core State Standards.
- Teachers will confer with students and to develop measurable goals that will be monitored for progress. reflect the outcome of assessments.
- Meaningful professional development to reinforce literacy across content areas.
- Teacher teams will plan lessons reflecting results from summative and formative data.

- Students will maintain assessment notebooks with pertinent data (Data Tracking Forms).
- Teachers and students will collaboratively create specific ELA goals with a time-line to monitor progress.
- Small group instruction to target level 1 students during after school instruction sessions and Saturday school.
- Small group literacy instruction and teacher pull out sessions during the 90 minute literacy block.
- Implement 12 Saturday School sessions targeting level 1 students and special needs students.
- Regularly scheduled Principal/Teacher conferences with the English Language Arts Teachers.
- English Language Arts Lead Teacher will provide one to one assistance for lesson planning and classroom instruction.
- UFT Teacher Center will provide professional development for differentiation, Common Core State Standards, Using data to drive the instruction, study groups, one to one coaching and mentoring.
- Provide levels 3 and 4 students with rigorous and challenging coursework to ensure growth and development.
- Implement 12 afterschool sessions for the Specialized High School Exam.
- The ELA Teachers will conference with parents and students regularly through tout the school year.
- Principal will conference with parents of students performing at levels 1 and 2 throughout the school year in order to provide a clear action plan for improvement.

□

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The following funding will be used for instruction:</p> <p>ARRA</p> <p>MS 51 Grant</p> <p>Title I funding</p> <p>Fair student funding</p> <p>Tax Levy funds</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Acuity interim assessments will take place three times per year to measure student progress.</p> <p>School wide weekly quizzes will measure skill mastery and determine which skills need to be re-taught.</p> <p>Student writing samples will be graded and analyzed monthly to monitor progress and reteach when necessary.</p>

**Subject Area**  
**(where relevant) :**

**Math**  


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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. To increase the percentage of students scoring at levels 3 and 4 on the N.Y. State math Exam. By June 2011, we will increase the percentage of our students at the proficiency levels 3 or 4 from 24.5% to 35 % on the NY State math Exam.</p> <p>2. By June 2011, we will increase the percentage of our students performing at</p>
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	proficiency levels 3 or 4 from 24.5% to 35 % on the NY State math Exam.
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• □ Our math program schedule requires all students to receive math instruction during 90 minute blocks, 3 times per week.</li> <li>• Math Prep and Enrichment Programs will support math instruction.</li> <li>• All stakeholders within the Math Department align current curriculum to the new Common Core State Standards.</li> <li>• Math Regents classes will continue.</li> <li>• Regents candidates may participate in 10 regents prep classes.</li> <li>• An accelerated afterschool program will be provided for New Prep Scholars. These are students who scored at level 3 and level 4 on the NYS Math exam.</li> <li>• An academic intervention afterschool program will be provided for students who have scored a level 1 or level 2 on the NYS Math exam.</li> <li>• Math Common Planning Teams are arranged by grade level. Teachers meet to develop differentiated lesson plans, analyze formative and summative data to support the growth and development of the students in their classes.</li> <li>• Math inquiry teams will focus on the transfer of knowledge from solving problems to expressing the understanding mathematical concepts into writing. Analyzing students' work samples will also be a focus as an ongoing practice to assess knowledge learned.</li> <li>• Students in all grades will explore, inquire, solve and analyze new mathematical concepts, solve and create word problems and make mathematical connections to everyday life, assessed by journal writing.</li> <li>• Students in all grades will have a shared responsibility of their own learning by setting individual goals driven by data.</li> <li>• Regularly scheduled principal / teacher conferences will take place to define teacher goals, objectives and instructional techniques for math.</li> <li>• Problem solving Fridays will be implemented to support data driven student centered activities. Activities will focus on helping students make appropriate use of the problem solving strategies when solving word problems.</li> <li>• Focus on vocabulary development to improve language in mathematics will be ongoing.</li> <li>• Weekly quizzes will assess student's progress and will be analyzed for next steps in the curriculum and approach to teaching and learning.</li> </ul> <p>Mandate Saturday Academy participation for students scoring at level 1 and level 2.</p>

- Development of collaborative after school programs with CBO-BEACON(SQPA) and Sports-n-Arts.
- Curriculum support with consumables and manipulatives to address the various learning styles of all students will be provided for instruction.
- Individualized mentoring and coaching to support teacher development will continue.
- Individualized student plans to support individual student needs will be ongoing.
- The UFT Teacher Center Specialist, lead teacher, and the administrative staff, will oversee weekly common planning sessions for teachers as per below:
  1. Meaningful professional development in math literacy for teachers.
  2. Study groups and our breakfast club to will continue to analyze professional literature and techniques for differentiation.
  3. To develop lessons and unit plans.
  4. To review and analyze data using the item analysis reports from ARIS, Acuity and student work samples, with a focus on addressing students' strengths and weaknesses in mathematical concepts.
  5. To create interim assessments, criterion referenced tests and weekly quizzes to assess students' progress.
  
- Our math program schedule requires all classes to receive math instruction during 90 minute blocks, 4 times per week.
- Math Prep and Enrichment Programs will support math instruction.
- Math Regents classes will continue.
- Regents candidates may participate in 10 regents prep classes.
- An accelerated afterschool program will be provided for New Prep Scholars.
- Math Common Planning Teams are arranged by grade level. Teachers meet to develop differentiated lesson plans, analyze formative and summative data to support the growth and development of the students in their classes.
- Inquiry Math Teams will focus on the transfer of knowledge from solving to expressing the understanding of mathematical content into writing. Analyzing students' work samples is an ongoing practice to assess knowledge learned.
- Students in all grades will explore, inquire, solve and analyze new mathematical concepts, solve and create word problems and make mathematical connections to every day life, assessed by journal writing.

	<ul style="list-style-type: none"> <li>• Students in all grades will have a shared responsibility in their own learning by setting individual goals driven by data.</li> <li>• Regularly scheduled principal / teacher conferences will take place to define teacher goals, objectives and instructional techniques for math.</li> <li>• Problem Solving Fridays will be implemented to support student centered activities.</li> </ul> <p>Weekly quizzes will assess students progress and will be analyzed for next steps. Enrollment of Level 1 and Level 2 student population in Saturday Academy.</p> <ul style="list-style-type: none"> <li>• Development of after school programs collaboratively with CBO-BEACON(SQPA) and Sports-n-Arts</li> <li>• Curriculum support with consumables and manipulatives to address the various learning styles.</li> <li>• Individualized mentoring and coaching to support teacher development</li> <li>• Individualized student plans to support individual student needs.</li> <li>• The UFT Teacher Center Director, lead teacher, and the administrative staff, will oversee weekly common planning sessions for teachers as per below:</li> </ul> <p>Ø Meaningful professional development in math literacy for teachers.</p> <p>Ø Study groups and book clubs to analyze professional literature and differentiation techniques.</p> <p>Ø To develop lessons and unit plans.</p> <p>Ø To review and analyze data using the item analysis reports from ARIS, Acuity and student work samples, with a focus on addressing students' strengths and weaknesses in mathematical concepts.</p> <p>Ø To create interim assessments, criterion referenced tests and weekly quizzes to assess students' progress.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>☐Fair Student Funding, Tax Levy, MS task force,</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Goals will be met as evidenced through:</p> <ul style="list-style-type: none"> <li>Meeting agendas</li> <li>Common planning teacher sign-in sheets.</li> <li>Attendance at workshops and common planning sessions.</li> <li>Formal and informal observations.</li> <li>Data which drives instruction and informs future planning.</li> </ul> <p>Results of students' weekly teacher assessments and Acuity periodic assessments.</p>
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**Subject Area**  
**(where relevant) :**

**Parent/Community Involvement  
and Support**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>□3. By June 2011, parent involvement will increase 6%, strengthening the home school connection and increasing our communication score on our School Survey. The parents will become actively involved in our school community, based on recorded attendance at teacher-parent conferences, workshops, PTA meetings, SLT meetings, parent training sessions and other school activities.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□</p> <ul style="list-style-type: none"> <li>• Improve the amount and quality of parent participation by establishing a fully functioning School Leadership Team</li> <li>• Continue to maintain and support a fully functioning PTA Executive Board.</li> <li>• Convene monthly meetings with the PTA.</li> <li>• Collaborate with the PTA to establish a Parents' Awards Night to honor the parents of 100% Attendance students and Honor Roll students.</li> <li>• Establish a "Meet and Greet" night for parents to meet staff members and learn about the curriculum.</li> <li>• Encourage parent participation in the Learning Leaders Program.</li> <li>• Broaden and strengthen parent relationships with the school by providing: instructional</li> </ul>

	<p>workshops, forums, leadership training, ARIS training.</p> <ul style="list-style-type: none"> <li>• Utilize the School Messenger System to keep the lines of communication open for all parents.</li> <li>• Monthly and quarterly mailings to provide parents with important information.</li> <li>• Establish, maintain and distribute a monthly parent calendar.</li> <li>• Maintain a parent/family room, equipped with computers, printer and resources for parents.</li> <li>• Improve parent involvement through the effective use of the parent coordinator.</li> <li>• Require all staff to maintain parent conference and telephone logs.</li> <li>• Establish a best practice whereby members of the administration personally greet and meet with all parent/guardian visitors as well as parents/guardians of new admits to discuss individual student success and school policy.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Fair Student funding, Tax Levy, ARRA, school wide projects.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly review of the following:  Parent sign-in sheets, SLT and workshop agendas and reflection sheets.  Attendance at parent workshops.  Parent Coordinator's calendar of support.</p> <p>Final Results on 2010- 2011 Learning Environment Survey.</p>

**Subject Area**  
**(where relevant) :**

**Safety**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>□4. By June 2011, we will increase our score in the category of "safety and respect" on the 2011 School Learning Environment Survey from 6.5 to 7.0.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>□</p> <p>MS 8Q subscribes to the SAVE mandates (SAVE legislation) and has a fully function SAVE room with a specifically assigned teacher. SAVE room (suspension room) policies and procedures in place and followed. Specific reporting systems are in place to decrease inappropriate behavior and violence in the school such as:</p> <ul style="list-style-type: none"> <li>Ø The anecdotal log for reporting student behavior by all staff in the school building.</li> <li>Ø The telephone log for reporting telephone calls to parents or guardians.</li> <li>Ø The parental conference log for reporting meetings with parents/guardians and family members. <ul style="list-style-type: none"> <li>Ø Implementation of the 3 strike rule to manage consequences for behavior in school.</li> <li>Ø I Individualized behavior management plan for specific students. Implementation of weekly behavior management plans to assist students in following rules and managing their behavior in school.</li> </ul> </li> </ul> <p>Deans will provide conflict resolution when needed. Social workers and guidance counselors conduct individual, group and family counseling when needed. School safety agents have assigned post throughout the school day.</p> <p>Monthly school safety meetings will convene and evaluate crime data. Data from OORS will help to identify hot spots in the building to reduce crime, and implement changes if needed. 24 hour in-house camera surveillance system will be provided for safety.</p> <p>Utilize OYD programs specific to improving youth development and self esteem building Establishment of the Safe Orderly Learning Environment (S.O.L.E.) inquiry</p>

	<p>team to review suspension data, brainstorm prescriptions to decrease suspensions, mentor “at risk” students and work collaboratively to create a safe school environment.</p> <ul style="list-style-type: none"> <li>· MS 8Q will be part of the CEIS program,</li> <li>· As part of the CEIS program Educators for Social Responsibility will be working with select teachers and students to set rules, routines and procedures in order to decrease school occurrences.</li> </ul>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> ARRA funding</p> <p>Title I funds</p> <p>Contracts for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Monthly review of the following by our Deans and S.O.L.E. Inquiry Team</p> <p>Completed anecdotal forms</p> <p>OORS data outlining suspensions</p> <p>Crime data</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	63	62	46	36	20	20	12	
7	190	183	60	60	23	12	10	1
8	195	190	170	134	22	10	6	3
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Part B - Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>□ Students performing at levels 1 or 2 on the NYS ELA Exam are required to receive Academic Intervention Services. Students will receive AIS services provided by teachers in small group settings during the school day. The frequency of these services will occur between two to four times per week. The Success Academy is our afterschool and Saturday School program designed to provide AIS services. Students receive two hours of after school instruction three days per week and two hours of instruction on Saturday's. The Success Academy instructional program will enable students to enhance, enrich, and extend literacy strategies. They will develop in-depth content knowledge that is inquiry-based around themes/topics being taught during the school day. Students are involved in projects that require them to discuss ideas in order to develop the language. Students will work in various learning settings; i.e., paired, small groups, or individually. They will read to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student needs, will be used. These books will be aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of text. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire literacy strategies, the text materials will become increasingly more challenging and rigorous. Emergent readers will receive Wilson services.</p> <p>Students who scored a Level 1 or a Level 2 on the ELA Exam are required to receive Academic Intervention Services. These services will be provided by teachers in a small group setting during the school day. The frequency of these push-in or pull out services occur between two to four times a week. Students will receive Wilson services and the Read 180 computer service. Students will also receive two hours of after school instruction twice per week and two hours during the Saturday Academy.</p> <p>The Saturday Academy instructional program will enable students to enhance, enrich, and extend literacy strategies acquired during the daily and after-school programs. During the Saturday Academy, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program. Students will be involved in projects that require them to discuss ideas (language/listening development). Students will work in various learning settings; i.e., paired, small groups, or individually. They will do extensive reading to develop schema around specific topics. Independent reading materials, i.e., trade books and novels, leveled to meet student need, will be used. These books will be</p>

	<p>aligned to the themes being developed during the daily instructional program to ensure an in-depth understanding of text. Students throughout the grades will have access to books at both their instructional and independent levels. As students acquire more literacy strategies, the text materials will become increasingly more challenging and rigorous.</p> <p>To meet the specific needs of level 3 and 4 students, these students will also receive two hours of after school instruction two-three times per week and two hours during the Saturday Academy.</p>	
<p><b>Mathematics:</b></p>	<p>□ All students will receive Math AIS throughout the year. Students performing at level 1 and 2 will receive AIS services during the school day in small groups with teachers. All students will receive computer math to strengthen skills. Level 3 and 4 students will receive Math AIS to prevent slippage during the school day. As part of the New Prep Scholars Academy, classes have been organized during the school day, to meet the specific needs of level 3 and 4 students. They will also receive two hours of after school instruction twice per week and two hours during the Saturday Academy. The Saturday Academy instructional program will enable students to enhance, enrich, and extend mathematics strategies acquired during the daily and after-school programs. During the Saturday Academy, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program</p> <p>All students will receive Math AIS throughout the year. Students performing at level 1 and 2 will receive AIS services during the school day in small groups with teachers. All students will receive computer math to strengthen skills. Level 3 and 4 students will receive Math AIS to prevent slippage during the school day. As part of the New Prep Scholars Academy, classes have been organized during the school day, to meet the specific needs of level 3 and 4 students. They will also receive two hours of after school instruction twice per week and two hours during the Saturday Academy. The Saturday Academy instructional program will enable students to enhance, enrich, and extend mathematics strategies acquired during the daily and after-school programs. During the Saturday Academy, students will develop in-depth content knowledge that is inquiry-based around themes/topics being taught throughout their entire instructional program.</p>	
<p><b>Science:</b></p>	<p>□ All students will receive AIS services through an interdisciplinary curriculum in science. During math and science classes, students in need of intervention services will be identified through their performance in classwork, homework and formative assessments. □ <b>Classroom teacher recommendations will be utilized in the selection of 8th grade students for the Science AIS program that will run for the 6 weeks leading up to the administration of New York State Written/Performance Tests in the months of April and May. AIS providers primarily use the pull-out model during their small group instruction. Some providers will use the push-in model. Most Science AIS students received this support two to four times per week for the 4 week period.</b></p>	

<b>Social Studies:</b>	<input type="checkbox"/> <input type="checkbox"/> All students will receive AIS services through an interdisciplinary curriculum in Social Studies. During ELA and Social Studies classes, students in need of intervention services will be identified through their performance in class work, homework and formative assessments. Classroom teachers will select 8 <sup>th</sup> grade students for the Social Studies AIS program that will run for the 4 weeks leading up to the administration of the New York State Examination in June. AIS providers primarily use the pull-out model during their small group instruction, ; however, there were a few providers that utilize the push in model due to scheduling constraints. Most Social AIS students receive support three to five times per week. Our cultural partner is the Legacy CircleAlma Moyo which who provides direct instruction to students during the school day. The content of this hands-on program is designed to reinforce learning that occurs in our classrooms. Artists collaborate with teachers to develop project goals, and project-based learning strategies. The curriculum is developed by teachers/administrators in partnership with Alma Moyathe Legacy Circle. Alma Moyo provides Eeducators and artists to implement the curriculum. Artistst educators work with groups of students, instructing them in required standards based social studies lessons while introducing them to Afro-Caribbean Ddrumming and dancing. Teachers participate in all activities provided by the Legacy CircleAlma Moyo and are encouraged to share their own experiences. Culminating projects that students create with artists will take place at the end of the school year. The creation of these final projects will involve several sessions and require students to create artistic pieces that will contribute to the whole. All students, staff and parents are invited to the performances.
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> <input type="checkbox"/> Guidance counselors will provide at risk counseling during the school day for 30 minutes, for students who have been identified as per parent requests and staff recommendations. At risk counseling will be provided for one to two weeks before referrals will be submitted.  The chancellor developed an initiative to assist at risk overaged students. The specially designed program called "Achieve Now" is grant funded. In order to best suit the needs of our overaged students, we've enlisted Alma Moyo, in conjunction with Salaam Arts and Inspirations (SAI-LLC). SAI provides youth development services to youngsters. The youth development component is intense and will be imbedded in the school day. Programs implemented by SAI are "Saving Our Sons", which gives boys the tools to become wholesome young men, and "GirlSpirit", which nurtures girls and gives them the tools to become respectable young ladies. SAI engages students in youth development activities that focus on developing leadership skills through drama, dance and writing. Students perform culminating activities on stage, to showcase their talents and learning. All students, staff and parents are invited to the performances.
<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The school psychologist will provide at risk services to students who are identified by parents and staff members. Sessions will take place specifically in the morning from 8:15-8:52am for at least 5 days per week.

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> The onsite social worker will provide services for students as recommended by staff members with parental consent. These sessions will take place daily.
<b>At-risk Health-related Services :</b>	<input type="checkbox"/> Students with health related issues will meet with the nurse daily. A 504 will be submitted and parental involvement will be ongoing.

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

6,7,8

**Number of Students to be Served:**

**LEP** 38

**Non-LEP** 1

**Number of Teachers** 4

**Other Staff (Specify)** 0

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

MS8Q has a pullout ESL program. ESL students are grouped by level and grade in their regular education and ESL classes. Beginner and Intermediate ESL students receive 360 minutes of ESL instruction per week. Advanced ELLs receive 180 minutes. Teachers are provided in school time to collaborate in both subject area and by academy. All students, regardless of ELA or Math Level, receive 37.5 morning tutorial. All core subject areas are taught in the workshop structure style to encourage accountable talk, individual contributions to a group and hands on learning.

With our Saturday Program and after school program, we hope to serve each of our ELL students in grades 6, 7 and 8. We will augment our American culture book lending with Art, Math and Multicultural library books. The after-school program will focus on developing English listening and speaking skills for our newcomers as well as standards based reading and writing skills for our intermediate and advanced students. Students will increase their vocabulary and critical thinking skills by immersion in math, Science and S.S. grade level content with a focus on the ESL standards in listening, speaking, reading and writing.

The ESL Saturday Academy program will be ELA and math skill based. Grade 8 ESL students will also be provided A Social Studies and Science component to prepare them for the State exams

The Saturday program will run for 21 Saturdays December 2009-June 2010. The after school program will run, Tuesday-Thursday, November 2009 – June 2010.

The service provider for these programs will be a certified ESL teacher assisted by a certified math teacher with ELL teaching skills and experience.

#### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Our school has an ELA/S.S. Administrator, a Math Department Administrator, a Special Ed/Science/ ESL Administrator, a Foreign Language/Talent/P.E. Administrator, a Math lead teacher, an ELA lead teacher, a UFT Teacher Center mentor/instructor all ready to support teachers to create differentiated workshop structured lessons to meet the needs of our learners.

Our ESL teacher and UFT Teacher Center instructor will provide professional development in scaffolding strategies, academic language development strategies, use of graphic organizers and other research based strategies which support academic learning in all subject areas for ELLs. The PD will be conducted during regularly scheduled common planning time, Lunch 'n Learn seminars and 1-1 PD as needed during regular prep periods.

Our ESL teacher and selected core teachers will attend OELL sponsored PD for to enhance data driven instruction and knowledge of best strategies for ELLs.

**Section III. Title III Budget**

**School: New Preparatory Middle School 8Q**  
**BEDS Code: 342800010008**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$12,008.40	<input type="checkbox"/> Saturday Academy and After school program: Certified teachers 235 hour @ 49.89 per hours  Supervisors 16 hours @ 52.21 per hour
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$200	<input type="checkbox"/> OELL Professional Development with Focus on Vocabulary development and Best Strategies for ELLs
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2151.60	<input type="checkbox"/> <p style="text-align: right;">Buckle Down Math and Skill Bridge Grades 6-8 433.14</p> <p style="text-align: right;">M.S. Art Library 396.00</p> <p style="text-align: right;">M.S. Math Library 396.00</p>

		Multicultural Library 396.00 Bilingual Dictionaries and NYSESLATT Test Prep Materials 430.46 Food/snacks/supplies for Parent/Community Events 100.00
<b>Educational Software (Object Code 199)</b>	\$0	<input type="checkbox"/> None
<b>Travel</b>	\$640.00	<input type="checkbox"/> Culminating trip
<b>Other</b>	\$0	<input type="checkbox"/> None
<b>TOTAL</b>	<b>0</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  ESL Administrator, pupil personnel secretary and ESL teacher continuously review preferred language forms, ATS reports concerning preferred language (written and spoken) of our parents as well as the preferred language information on student emergency cards. This information is shared with office staff and teachers. When necessary, MS8 uses the DOE translated versions of parent form letters. We are fortunate to have school staff available to translate in the following languages: Spanish, Bengali, Hatian-Creole and French.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Presently we have parents who need interpretation services for Spanish, Bengali, Hatian-Creole and sign language. Our staff and teachers are made aware of these needs in September and are updated as new students are admitted to the school. Teachers, guidance counselors and other staff are ready with interpreters for parent conferences and meetings.

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

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

**If we do not have staff or parent volunteers fluent in all needed languages we will use an outside vendor to provide translations of school documents and notices. In addition the services of the Interpretation and Translation Unit will be utilized to provide parents written translations of documents and school correspondence not already available on the NYCDOE web site and the NYSED web site.**

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will generally be provided by in-house school staff or parent volunteers. Sign language interpreters and any language not spoken by school staff will be provided by an outside contractor.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

MS8Q will maintain a current list of parents who require translation in their native language. The Parent coordinator will assist in securing translation services for meetings and parent teacher conferences.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$524399,984581.00	\$379,65580.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$54,246000.00	\$96.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$2619,229992.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$5239,45998.100	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
92.9%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

In order to achieve 100% high quality teachers, our school has implemented weekly common planning sessions and weekly professional development sessions that take place and are built into the teacher's schedules.

\* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation** : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

#### Description of Proposed Parent Involvement 2010-2011 Program:

The PTA Executive Board shall be invited to attend any and all functions/activities wherein parents are gathered in conjunction with administrators, teachers and staff. When possible, the PTA Executive Board and the School Leadership Team Parent members (“Parent leadership”) shall be notified of any changes prior to presenting to the general membership. As required, the Board shall convene mandated meetings with the principal at a mutually agreed upon time. Executive Board members shall recommend to the membership that we incorporate a teacher liaison position on the Board. To foster motivation, students from the arts programs may be invited to perform at PTA meetings. We are planning to have the PTA sponsor award ceremonies for; honor roll students during each marking period; Parent of the Month; Teacher of the Month; Science and Social Studies fair projects and 100% uniform compliance awards, quarterly. PTA shall sponsor a Teacher-Appreciation luncheon. The Board will review suggestions retrieved from the PTA Suggestion box. The Board will encourage our school theme, “Journeying Toward Excellence” and establish a PTA color (purple) , and insignia (butterfly) and T-shirt to promote our PTA in the community and to support PTA identification and parent involvement.

When appropriate, the PTA Executive Board shall be invited to attend any and all functions/activities wherein parents are gathered by administrators, teachers and staff.

When possible, the PTA Executive Board and the School Leadership Team Parent members (“Parent leadership”) shall be notified of any changes prior to presenting to the general membership.

As required, the Board shall convene mandated meetings with the principal at a mutually agreed upon time.

Executive Board shall recommend to the membership that we incorporate a teacher liaison position on the Board.

Establish theme-based PTA meetings and a color (purple), and a mascot (butterfly) while journeying towards excellence.

To foster student motivation, students from the arts programs may be invited to perform at PTA meetings. We are planning to have the PTA sponsor awards for the Student Honor for the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>, Marking Periods, Parent of the Month, Teacher of the Month, Science and Social Studies fair projects and 100% uniform award quarterly.

PTA shall sponsor a Teacher-Appreciation luncheon.

The Board will review suggestions retrieved from the PTA Suggestion box.

The Board will establish a PTA color, mascot and T-shirt to promote our PTA in the community and to support PTA identification and parent involvement



**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

**School/Parent Compact for the School Year 201009/ 20110**

The School will:	The Parents will:
<ul style="list-style-type: none"> <li>• Convene an annual meeting for the Title I/PCEN parents to inform them of the special programs and their right to be involved.</li> <li>• Provide parents with timely information about all programs.</li> <li>• Provide high quality curriculum, and instruction homework and projects.</li> <li>• Assure that parents may participate in professional development activities if the school leadership team determines that it is appropriate (literacy classes, workshops on reading and mathematics strategies.)</li> <li>• Schedule meetings throughout the school year,</li> </ul>	<ul style="list-style-type: none"> <li>• Share responsibility for improved student achievement.</li> <li>• Communicate with the child’s teachers regarding educational needs through:               <ol style="list-style-type: none"> <li>1) review of student homework</li> <li>2) attending regularly scheduled conferences</li> <li>3) meeting with teachers throughout the year to keep abreast of ongoing progress throughout the year</li> </ol> </li> <li>• Review with students the</li> </ul>

<p>specifically on problems preventing children from attending school (housing, clothing, violence, etc)</p> <ul style="list-style-type: none"> <li>• Provide parents with school's accountability system used to determine progress and student performance. provide parents with results of standardized tests and other data pertinent to the academic performance of students (Report Cards)</li> <li>• Provide a learning environment which sets high standards for all children.</li> <li>• Expose students to 21<sup>st</sup> century skills (technology, problem solving and critical thinking).</li> <li>• Provide a safe environment to learn.</li> <li>• Provide homework each evening that will reinforce concepts taught during the day.</li> <li>• Recognize student success by presenting awards to students achieving perfect attendance, honor roll, etc. their names will be displayed on bulletin boards in the school.</li> </ul>	<p>School Code of Behavior and have students follow the rules.</p> <ul style="list-style-type: none"> <li>• Send students to school rested, clean and prepared with supplies.</li> <li>• Provide a setting at home for the students to complete homework.</li> <li>• Take part in school and community programs that empower parents to participate in making educational decisions.</li> <li>• Volunteer time, skills or resources when needed.</li> <li>• Model in one's own life the behavior we wish to see in our children.</li> <li>• Reinforce at home the importance of acquiring knowledge, skills and values needed to function effectively in today's society.</li> </ul>
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Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. Middle School 8 received an **A** on the Progress Report during the 2008-2009 academic school year. *Student Performance* earned the highest score, 19.5 out of 25; *Student Progress* received a score of 39.7 out of 60; and the *School Environment* showed the greatest need for improvement with a score of 4.2 out of 15. In *ELA*, 50.7% of students scored at levels 3 and 4. 57.3% of the students made at least 1 year of progress and 84.1% of students in our school's lowest 1/3 made at least 1 year of progress. In *Math*, 67.8% of students scored at levels 3 and 4. 64.5% of the students made at least 1 year of progress and 86.2% of students in our school's lowest 1/3 made at least 1 year of progress.

This year we received an Overall Progress Report grade of C. We earned a C on all three areas of concern: Student Progress, Student Performance and School Environment. For School Environment Score we received a 6.2 out of 15. We fell short with regard to the volume of responses from teachers and parents. Both our English Language Learners and SETSS students earned extra credit. Our ARIS and Acuity data indicate that all of our present ELL's are performing at level 1 or 2 in ELA and Math with one student scoring at level 3 in Math.

□

Middle School 8 received an **A** on the Progress Report during the 2008-2009 academic school year. *Student Performance* earned the highest score, 19.5 out of 25, *Student Progress* received a score of 39.7 out of 60, and the *School Environment* shows the greatest need for improvement with a score of 4.2 out of 15. In *ELA*, 50.7% of students scored at levels 3 and 4. 57.3% of the students made at least 1 year of progress and 84.1% of students in our school's lowest 1/3 made at least 1 year of progress. In *Math*, 67.8% of students scored at levels 3

and 4. 64.5% of the students made at least 1 year of progress and 86.2% of students in our school's lowest 1/3 made at least 1 year of progress.

This year we received an Overall Progress Report grade of C. We earned a C on all three areas of concern: Student Progress, Student Performance and School Environment. For School Environment Score we received a 6.2 out of 15. The responses were generally positive and reflected our indicate our safe environment and parental support. However, we fell short in the volume of responses from teachers and parents. Both our English Language Learners and and SETSS earned extra credit for Percent at 75% Growth Percentile or higher and Percent at Proficiency respectively. Our Aris and ATS data indicate that all our present ELLs are level 1 or 2 in ELA an Math with one stuent scoring a level 3 in Math.

2. Schoolwide reform strategies that:

**a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.**

The New Prep Scholars Academy is a program within our school designed to enrich students who perform at or above standards. This program provides accelerated instruction for students in order to advance academic achievement. Students scoring at performance levels 3 and 4 are targeted. They will receive standards based instruction using non-traditional methodologies. Preparation for the 9th grade Regents exams in Math and Science as well as classes to prepare students for the Specialized High school exams is paramount. Students selected for the academy will receive instruction during the school day and after school.

□

□ The New Prep Scholars Academy is a program within our school designed to provide acceleration for students, in order to advance student academic achievement. Students scoring at performance levels 3 and 4 are targeted. They will receive standards based instruction, and receive instruction to prepare them for the 8th grade regents exams and the Specialized High school exams. Instruction takes place during and after school.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

**Glass Analysis** is a research based program proven to teach word attack skills to Middle School emergent readers. The **Read 180** is a computer generated program to assist students performing at level's 1 and 2. **Springboard For Learning** is a research based curriculum in literacy used in all ELA classrooms. The instruction is rigorous and is preparing our students for the new Common Core State Standards which are much more challenging. **Word Generation** is a research based program which focuses on vocabulary development. The entire school participates in **Word Generation** for students to improve skills across the disciplines. Teachers provide various instructional strategies within classrooms that are interdisciplinary such as, the interactive **Word Wall** and our school wide focus on **Writing Across the Curriculum**, utilizing a writing strategy called **R.A.F.T.** (Rationale, Audience, Formulate, Task). **Science**

**Inquiry** with specific lessons for labs and social studies instruction in **Civics**, **Video Literacy** are part of our academic program. **Flocabulary** is a research based program that enhances our focus on vocabulary. Students participate in technology based learning with programs such as **SkillsTutor**, **SoundReading Solutions** and most recently, **Achieve 3000**.

All students are required to participate in the extended day, 37 ½ minutes of instruction, which takes place before school. After school programs are vast as we have support from CBO's (Community Based Organizations) such as the BEACON program and Sports and Arts. The Success Academy after school program at our school provides after school support for our students scoring at level's 1 and 2. To enhance our educational program, we engage students with enriching afterschool activities such as Robotics and our Specialized HS prep program.

□

**Glass Analysis** is a research based program proven to teach word attack skills to Middle School emergent readers. The **Read 180** is a computer generated program to assist students performing at level's 1 and 2. **Springboard For Learning** is a research based curriculum in literacy for students who are reading at or above grade level. **Word Generation** is a research based program which focuses on vocabulary development. The entire school participates in **Word Generation** for students to improve skills across the disciplines. Teachers provide various instructional strategies within classrooms that are interdisciplinary such as, the interactive **Word Wall**, a writing process called **R.A.F.T.** (Rationale, Audience, Formulate, Task), **Science Inquiry** with specific lessons for labs and for social studies, students receive instruction in **Civics**, **Video literacy** and technology which focuses on **Document Based Questions**.

All students are required to participate in the extended day during 37 1/2 minutes of instruction. Before school instruction is encouraged and afterschool programs are ongoing, daily.

o Help provide an enriched and accelerated curriculum.

In order to meet the needs of students performing at or above grade level, the New Prep Scholars program was developed. This program is designed to accelerate students, specifically 6th and 7th graders. The project based curriculum addresses students scoring at levels 3 and 4. Students will be engaged in the Springboard curriculum, Shakespeare novels, visual literacy, introduction to Social Studies document based questions, introduction to algebra and earth science. Instruction during the school day as well as after school is ongoing.

□

In order to meet the needs of student performing at or above grade level, the New Preparatory Scholars programs was developed. This program is designed to accelerate students, specifically 6th and 7th graders. The project based curriculum address students scoring at levels 3 and 4. Students will be engaged in:

Springboard curriculum, Shakespeare novels, visual literacy, introduction to social studies based documents, introduction to algebra and earth science.

Instruction during and after school is ongoing.

o Meet the educational needs of historically underserved populations.

Approximately 30% of our students receive instruction that is IEP driven. Our special education program focuses on differentiation, project based instruction, cooperative learning, small group tutoring, individualized instruction and classroom strategies to meet the needs of diverse learners. To best service our ELL population, ESL students are grouped by level in grades 7 and 8. Students participate in ESL instruction to meet the needs of learners falling into the beginner, intermediate and advanced levels. Grade 7 and 8 beginner/Intermediate ESL students receive 360 minutes (eight 45 minute periods) of ESL. Advanced ESL students receive 180 minutes (four 45 minute periods).



Approximately 30% of our students receive instruction that is IEP driven. Our special education program focuses on differentiation, project based instruction, small group tutoring, individualized instruction and classroom strategies to meet the needs of diverse learners.

To best service our ELLS, whenever possible, ESL students are grouped by level in grades 7 and 8. On grade 7 and 8 we have a beginner/intermediate and an advanced ESL class. Grade 7 and 8 beginner/Intermediate ESL students receive 360 minutes (eight 45 minute periods) of ESL. Advanced ESL students receive 180 minutes (four 45 minute periods).

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

Teachers provide small group instruction in literacy and math for our low achieving students during their circular 6 assignments. The Legacy Circle received a grant to provide enrichment through the arts. Afro-Caribbean dancing and drumming are paired with history and culture. Teachers collaborate with artists as they use the Social Studies curriculum and the Common Core State Standards to create lessons and activities through the arts for our most needy students. The computer based programs such as Read 180, SkillsTutor, SoundReading Solutions and I-Ready are used to provide instruction to low performing students. Glass Analysis and the Wilson programs also provide support.

The Child Center of NY and the BEACON preventive are CBO's that support our students and families through counseling. As a school community, we have developed a school based mentoring program called S.O.L.E. Inspirations (Safe Orderly Learning Environment). Teachers volunteer to work with "at risk" students to help them cope and deal with the demands of Middle School.

Middle School 8 has partnered with York College. Students meet weekly with college mentors who provide instruction in college preparation and career awareness. College tours and trips to businesses around the city are embedded in the program to provide students with hands on enrichment.



Programs in place for low achieving students are researched based such as Read 180, Glass Analysis, Wilson and interdisciplinary strategies within classrooms.

The Achieve Now grant will assist our overaged students who will receive youth development intervention such as, intense counseling, Saving our Sons, GirlSpirit, Resume Writing, career awareness, health and nutrition and a host of activities provided by Salaam Arts and Inspirations.

o Are consistent with and are designed to implement State and local improvement, if any.

All programs are consistent with State and Local improvement efforts.

### 3. Instruction by highly qualified staff.

We aim for 100% of highly qualified staff.

Strategies that will be used for improving the percentage of highly qualified teachers are as follows:

- Teachers will be assigned to their area of certification when scheduling, with some flexibility consistent with State regulations.
- Ensure that parents are notified when a non-HQ teacher provides instruction for more that 4 consecutive weeks.
- Use innovative recruitment methods to recruit shortage area teachers.
- Recruit Teaching Fellows candidates with science backgrounds to teach in our school.
- Support new teachers through a New Teacher Mentoring Program, New Teacher Institute and with the assistance of the UFT teacher's center.

We aim for 100% of highly qualified staff.

Strategies that will be used for improving the percentage of highly qualified teachers are as follows:

- Teachers will be assigned to their area of certification when scheduling, with some flexibility consistent with State regulations
- Ensure that parents are notified when a non-HQ teacher teaches their child for more that 4 consecutive weeks.
- Using innovative recruitment methods to recruit shortage area teachers,
- Science Immersion Teaching Fellows program to attract individuals with science backgrounds to teach NYC public schools
- Supporting new teachers through a New Teacher Mentoring Program, New Teacher Institute and with the assistance of the UFT

### 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development opportunities are ongoing for all staff members during training sessions after-school on site as well as during the school day. Instructional PD sessions are led by our UFT teacher center personnel and administrators on a weekly basis. Our learning support organization CEI-PEA (Center for Educational Innovation – Public Education Association) provides off site professional development monthly for administrators and teachers. Five towns college provides professional development for staff members after school. T4 Grant representatives Ms. Winnie Bracco and Bob Sweeney provide PD sessions on using technology during the school day and after school off site.

Professional Development is ongoing.

Professional development opportunities are ongoing for all staff members during training sessions after-school on site as well as during the school day, off site.

Instructional PD sessions are led by our UFT teacher center personnel and administrators on a weekly basis.

Five Towns College provides professional development for staff members after school.

T4 Grant representatives Ms. Winnie Bracco and Bob Seeney provide PD sessions during the school day and after school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our UFT professional development workshops are attractive to teachers. Also, built in professional development, opportunities for collaboration and our team approach attracts high quality teachers.

Our UFT teacher's center professional development workshops are attractive to teachers as they provide support in areas of instruction and behavior management. Our lead teachers provide support for new teachers as they push in and meet with teachers individually. We encourage new teachers to find "teacher buddies" with seasoned teachers for support.

6. Strategies to increase parental involvement through means such as family literacy services.

To increase parental involvement, we adhere to the Chancellors Regulation and engage in meaningful consultation with the school leadership team concerning school decision-making. We continue to improve communication between the home and school through our Parent Coordinator. Regular phone calls to homes made by teachers and staff members are ongoing. The school messenger system makes mass calls possible for announcements that are important to parents daily or weekly. Parents are given a yearly school calendar and monthly parent calendars via snail mail, email and student backpack.

To increase parental involvement, we adhere to the Chancellor's Regulations and engage in meaningful consultation with school leadership concerning school decision-making. We continue to improve communication between the home and school through our Parent Coordinator, regular phone calls to homes by teachers, staff members and through the school messenger system, monthly calendar, and Backpack Information home to the parents,

regularly.

7. Plans for assisting pre-school children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not applicable.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Ongoing professional development, weekly common planning sessions and teacher teams allow academic assessments to be analyzed and teachers to be included in decision making.

Inquiry teams analyze student work and provide data for planning and assessments. Our newly developed data team consists of teachers from each curriculum area, including the arts and they collaborate weekly to interpret all school wide assessments. Teachers use the results from the inquiry and data teams to make decisions that inform instruction and assessments across all content areas. Ongoing professional development, weekly common planning sessions and teacher teams allow academic assessments to be analyzed and teachers to be included in decision making.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Students participate in extended day instruction in the morning which is built into the school day. Interim assessments, teacher assessments and all pertinent data help to identify student's needs. Small group instruction and individualized instruction occur daily. Intense sessions provide opportunities for students to gain academic mastery. Additional assistance is provided after normal school hours, each week day and on Saturdays.

Students participate in extended day instruction which is built into the school day. Interim assessments, teacher assessments and all pertinent data help to identify student's needs.

Small group instruction and individualized instruction provides opportunities for students to gain academic mastery.

Additional assistance is provided after school which is available for students each week day and on Saturdays.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Educators for Social Change, funded by our Learning Support Organization- CEI-PEA provides professional development for teachers to improve classroom and behavior management techniques. The McKinney-Vento Act provides support for homeless families and students are given an opportunity to attend summer camp and various other programs. As a BEACON school, parents and community members are given an opportunity to participate in the adult education classes which affords participants with a GED job training and parenting classes. Students at our school were given an opportunity to receive a stipend of \$250.00 to participate in workshops that would help them learn how to decrease violence and bullying. This six week program involved research, role-playing and culminated with written reports and a video presentation. The Achieve Now program, allows us to provide programs that focus on violence prevention, nutrition and healthy lifestyles, resume writing and various youth development activities. Our collaboration with the BEACON program assists in meeting needs of our school community for over-aged students, GED programs, adult education, etc.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the	Amount Contributed to Schoolwide Pool	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

		Schoolwide Program ( <input checked="" type="checkbox"/> )			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check ( <input checked="" type="checkbox"/> )	Page #(s)
Title I, Part A (Basic)	Federal	x			335,987.00	X	25-28
Title I, Part A (ARRA)	Federal	x			9,580.00	X	36, 40-45
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			15,000.00	X	30-32
Title IV	Federal			x	59,509.00		
IDEA	Federal	x			161,225.00		41, 42,48,49
Tax Levy	Local		x				

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<sup>1</sup>**Reminder:** 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.

- 
- **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.
  - **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
  - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
  - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
  - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Using their circular 6 assignments, teachers provide all targeted students with academic intervention services.

□The Core Leadership Team explored a quick and efficient way to help students master the objectives to become proficient readers and writers and to improve student achievement. In order to address the needs of each sub-group that did not meet their targets in ELA, MS 8 began training sessions for ELA teachers, special needs teachers and the ELL specialist in the use of an America's Choice intervention program effective immediately. The ELA department will implement Ramp-Up to Literacy. Ramp-Up to Literacy is a comprehensive system that accelerates reading and writing performance. This system trains teachers on best practices in reading acquisition

2. Ensure that planning for students served under this program is incorporated into existing school planning.

Currently teachers are:

- Grouping students accordingly into high, medium and low ability levels
- Providing guided instruction for the most needy
- Creating work-stations based on learner profile and growing data from writing samples, observations, authentic assessment, departmental exams and Princeton
- Utilizing the workshop structure to teach (mini-lesson) – work period –closing
- Meeting regularly with students during conferences to discuss assignments and to set targets and goals for improvements in specific areas
- Professional Development weekly to be used to support the roll-out of the design model and focus on standards based instruction, standards based rubrics, looking at students work in order to make notes to be used in guiding instruction and appropriate comments posted on work that will move students to the next level
- Attending lunch and learns, chat and chews and after-school workshops to learn how to use Princeton data more effectively, workshops on differentiation, and the use of hands on manipulative in the classroom
- Maintained teacher assessment notebook to note and monitor progress for targeted instruction and the formulating of a student intervention plan
- Teaching explicitly to their at risk population focusing on deficiencies
- Working as a member of an achievement team who is responsible for coaching an at-risk student academically
- Working on differentiating homework based on need
- The collaboration of the ELA, ESL and Special Needs teacher around their students
- AIS provided by teachers with small groups of students for intervention services
- Tutoring students for 37.5 tutorial
- Working closely with CEI-PEA consultants
- Administrators and coaches attend conferences

Providing morning, evening and Saturday workshops for parents

- 
- 3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- Extended time is embedded in the school day during 37 ½ minutes of instruction.
- After school programs take place daily.
- Summer school is available and required for struggling students.

□

Currently teachers are:

- Grouping students accordingly into high, medium and low ability levels
- Providing guided instruction for the most needy
- Creating work-stations based on learner profile and growing data from writing samples, observations, authentic assessment, departmental exams and Princeton
- Utilizing the workshop structure to teach (mini-lesson) – work period –closing
- Meeting regularly with students during conferences to discuss assignments and to set targets and goals for improvements in specific areas
- Professional Development weekly to be used to support the roll-out of the design model and focus on standards based instruction, standards based rubrics, looking at students work in order to make notes to be used in guiding instruction and appropriate comments posted on work that will move students to the next level
- Attending lunch and learns, chat and chews and after-school workshops to learn how to use Princeton data more effectively, workshops on differentiation, and the use of hands- on manipulative in the classroom.
- Maintained teacher assessment notebook to note and monitor progress for targeted instruction and the formulating of a student intervention plan
- Teaching explicitly to their at risk population focusing on deficiencies
- Working as a member of an achievement team who is responsible for coaching an at-risk student academically
- Working on differentiating homework based on need
- The collaboration of the ELA, ESL and Special Needs teacher around their students
- AIS provided by teachers with small groups of students for intervention services
- Tutoring students for 37.5 tutorial
- Working closely with CEI-PEA consultants
- Administrators and coaches attend conferences
- Providing morning, evening and Saturday workshops for parents

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

Extended time is embedded in the school day during 37 1/2 minutes of instruction.

After school programs take place daily.

Summer school is available and required for struggling students.

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

**The New Prep** Scholars programs was developed to accelerate students, specifically 6th and 7th graders. The project based curriculum address students scoring at levels 3 and 4. Students will be engaged in:

Springboard curriculum, Shakespeare novels, visual literacy, introduction to social studies based documents, introduction to algebra and earth science.

Instruction during and after school.

c. Minimize removing children from the regular classroom during regular school hours;

The New Preparatory Scholars programs was developed to accelerate students, specifically 6th and 7th graders. The project based curriculum address students scoring at levels 3 and 4. Students will be engaged in:

Springboard curriculum, Shakespeare novels, visual literacy, introduction to social studies based documents, introduction to algebra and earth science.

Instruction during and after school.

c. Minimize removing children from the regular classroom during regular school hours;

Creative programming and scheduling planned for minimal movement of students.

Students are scheduled to receive special services during lunch periods, where possible, and during non- major subjects.

4. Coordinate with and support the regular educational program;

Standards based instruction and district mandates supports the regular educational program as per cChancellor's Rrequirements.

5. Provide instruction by highly qualified teachers;

Strategies that will be used for improving the percentage of highly qualified teachers to the goal of 100%:

- Teachers will be assigned to their area of certification when scheduling, with some flexibility consistent with State regulations
- Ensure that parents are notified when a non-HQ teacher teaches their child for more that 4 consecutive weeks.
- Using innovative recruitment methods to recruit shortage area teachers,
- Science Immersion Teaching Fellows program to attract individuals with science backgrounds to teach NYC public schools
- Supporting new teachers through a New Teacher Mentoring Program, New Teacher Institute and with the assistance of the UFT .

See Annual Goals

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

Professional development opportunities are ongoing for all staff members during training sessions after-school on site as well as during the school day, off site.

Instructional PD sessions are led by our UFT teacher center personnell and administrators on a weekly basis.

Five towns college provides professional development for staff members after school.

T4 Grant representatives Ms. Winnie Bracco and Bob Seeney provide PD sessions during the school day and after school.

7. Provide strategies to increase parental involvement; and

Adhere to the Chancellor's Regulation and engage in meaningful consultation with school leadership concerning school decision-making.

Continue to improve communication between home and school through our Parent Coordinator, regular phone calls to homes by teachers, staff members and through the school messenger system, monthly calendar, and Backpack Information home to the parents, regularly.

School staff, and the PTA representatives work toward building a collaboration by encouraging parent participation.

Maintain a strong School Leadership Team with specific committees and teams to work toward school success.

8. Coordinate and integrate Federal, State and local services and programs.

Tax levy and title I funds are used to provide PD and to support existing programs. We are visiting other schools in order to observe the models where successful.

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **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:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
10
2. Please describe the services you are planning to provide to the STH population.  Students in temporary housing will be connected with a community based program which will allow them to attend sleep away camp at Camp Vacamas. Students will receive academic intervention, recreation and youth career possibilities.

### **Part B:**

#### **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).  
NA
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.  
 NA

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 in your Children First Network.

NA



## **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

**File Name - 28\_28Q008\_110710-163733.doc**

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster	District <b>28</b>	School Number <b>008</b>	School Name <b>New Prep Middle</b>
Principal <b>Angela Green</b>	Assistant Principal <b>Carol Hughes</b>		
Coach (ELA) <b>Morine Adams</b>	Coach (Math) <b>Claudette Pitts</b>		
Teacher/Subject Area <b>Nordia Brackett/ Math</b>	Guidance Counselor <b>Susannah Vardanov</b>		
Teacher/Subject Area <b>Ms. Jean ELA</b>	Parent <b>Aku Ametepe</b>		
Teacher/Subject Area <b>Jocelyn Celifie/ESL</b>	Parent Coordinator <b>Ms. Yew</b>		
Related Service Provider <b>Maria Domingez</b>	Other		
Network Leader <b>Alan Cohen</b>	Other		

#### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School	<b>749</b>	Total Number of ELLs	<b>38</b>	ELLs as Share of Total Student Population (%)	<b>5.07%</b>
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### Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Part II: ELL Identification Process

Our Pupil Accounting Secretary distributes the required Parent Surveys to all parents/guardians of new admits from other states or countries. She also reviews the records/ATS of all students transferring to our school from another NY City school to determine their home language. A certified ESL teacher on staff reviews the Home Language Surveys to determine the ELL status of each student and conducts an informal interview with the parent and student. When necessary, additional staff will be called on to translate for new parents and students. When the Home Language Survey indicates that a new student is a candidate for ESL services, our ESL teacher administers the LAB-R. If the LAB-R results indicate that a student is eligible for ESL services, ESL services are provided immediately. ESL students are placed in classes based on their proficiency rating. The ESL teacher or parent coordinator notifies the parent of their child's results. The appropriate notification letter is mailed to the student's home. When ESL services are indicated by the LAB-R, the ESL teacher invites the parents to view the placement video. The viewing of the video may be arranged during parent teacher conferences, open-house, school event or on an individual basis as needed. Translators are available to ensure that parents understand the three possible choices. The ESL teacher generally collects the completed Program Selection Forms after the viewing or will follow-up to have the form returned. The trend in program choice is overwhelmingly Freestanding ESL. Parent choice is monitored to ensure that our ESL program offerings are aligned with parent preference. All ELLs, including x coded special education, are administered the New York State English as a Second Language Achievement Test to annually monitor their progress. Our school also uses the Pearson Test data to identify ELL's strengths and weaknesses to differentiate lessons for our ELLs and identify next steps. The ESL Teacher and LAP Team monitor the program selections to insure that we are in compliance.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	5
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	6

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> 0
ESL	<input type="text"/> 25	<input type="text"/>	<input type="text"/>	<input type="text"/> 7	<input type="text"/>	<input type="text"/> 2	<input type="text"/> 6	<input type="text"/>	<input type="text"/> 3	<input type="text"/> 38
<b>Total</b>	<input type="text"/> 25	<input type="text"/> 0	<input type="text"/> 0	<input type="text"/> 7	<input type="text"/> 0	<input type="text"/> 2	<input type="text"/> 6	<input type="text"/> 0	<input type="text"/> 3	<input type="text"/> 38

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

### C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	6	11					20
Chinese														0
Russian														0
Bengali							1	2	3					6
Urdu														0
Arabic									1					1
Haitian							1	1	2					4
French							1	3						4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1					3
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>13</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>38</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Over the last 3 years our ELL population has ranged from a low 30 student population and up to a high 53 student population over the course of each year. Our ELL numbers are generally 10-15 students in Grade 7 and 8 and about 5 students in Grade 6. Generally up to 25% of our ELL population is classified as Special Education Students (the majority being x-coded / not served). Since our ELL's are distributed throughout the grades and in Special Education classes, our ELL program is primarily a pull-out model. Our ELLs are heterogeneously grouped. We always take into account the emotional needs of our new beginner ESL students and allow them to attend class with other native speakers whenever possible.

Our ESL students are served by one certified ESL Teacher for our regular day program. Grade 6, 7 and 8 beginner/intermediate ESL students receive 360 minutes (eight 45 minute periods) of ESL. Advanced ESL students receive 180 minutes (four 45 minute

periods).Advanced ESL students also receive at least 4 periods of ELA a week. Each ELL student is given their own program which indicates their ESL and ELA instructional periods. Content area teachers work with our ELLs to develop content area vocabulary through direct instruction as well as reading in the content area. The ESL teacher collaborates with the content area teachers to support the core subject curriculums during the pullout sessions. ELA speaking, reading and writing strategies are applied in the core subject areas. This year our Inquiry Team focus will continue to be writing. Our Core Subject Area Inquiry Teams will use research based strategies to improve the SIX TRAITS of WRITING. ESL students will comprise a targeted group for our inquiry.

All core subject teachers as well as special education teachers are expected to differentiate instruction. All ELL students, especially newcomers, will receive vocabulary support through use of glossaries, word walls, vocabulary cards and graphic organizers. Native Spanish students will also have access to texts in their native language. All ELLs will receive 37.5 tutorial Monday -Friday. The 37.5 tutorial curriculum will include monthly informational texts, the Harvard University based Word Generation Program, as well as ELA and math small group instruction. In addition to their regular 360 minutes of ESL instruction, ELL Newcomers will receive AIS pullout conducted by certified ESL teacher.

ELLs receiving ESL service for 4-6 years and /or earning a level 1-2 in ELA, will be part of our READ 180 Program. Long Term ELLs will also be part of the READ 180 Program. Advanced ELLs will also receive ELA instruction through our new Spring Board Curriculum with a focus on the SIX TRAITS of WRITING..

All ELLs will be offered a spot in our ESL after school and Saturday programs. These program focuses on ELA and Math support, as well as NYSESLAT Preparation.

Our Special Education ELLs fall into two categories: those served solely by their IEP (x-coded) and those who receive ESL services. All will be offered a spot in our After School and Saturday Programs. Grade 8 level 2 ELA students will also be offered Read 180. Our grade 7 special Ed. ELLs will be given differentiated instruction based on Acuity data. In addition to differentiated classroom instruction, our Special Education ELLs will receive 37.5 tutorial Monday -Friday as well as AIS small group instruction. Their ELA program will also include the Springboard Curriculum.

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

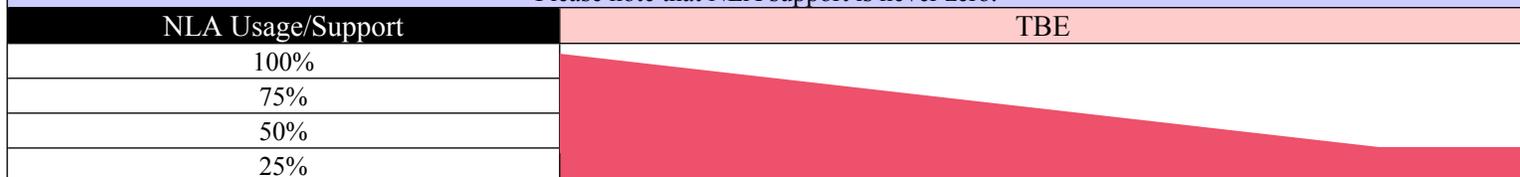
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

All ELLs receive 37.5 tutorial Monday- Friday during period 0. ELLs who scored Level 1 or a low 2 in ELA and Math will be targeted to receive AIS small group instruction. ELLs who scored a 1 or low 2 in ELA will be targeted by our Writing in the Content Area Inquiry Teams. Our intervention services for ELLs also include our after school and Saturday programs which focus on ELA and math skills. Advanced and level 3 ELLs will be invited to join Robotics and our Enrichment after school programs. ELLs who are high functioning academically and have achieved a high level 3 or level 4 in math will be placed in our grade 8 Algebra and Earth Science Regents classes. ELLs who reach proficiency will receive differentiated classroom instruction and transitional support through mandated time and a half on all tests as well as state exams. Grade 8 newly proficient ELLs with level 2 in ELA will be offered READ 180 and the Harvard Springboard ELA curriculum.

This year Advanced ELLs will participate in the Springboard ELA curriculum. We are also adding a focus on the Arts in our after school ELL program.

Our ELLS are invited to join all our school programs which include: Public Color Paint Club, Sports and Arts, Beacon, CHAMPS Sports Teams, Girls Empowered to Succeed (G.E.M.S.), Chess Club, Robotics, After School and Saturday Programs and our Taekwondo Program. ELLs who are high functioning academically and have achieved a high level 3 or level 4 in math will be placed in our grade 8 Algebra and Earth Science Regents classes.

All content area teachers have access to laptop carts and T.V.s on their floors. The ESL teacher has access to a laptop cart. The ESL classroom is equipped with a listening center. MS8 utilizes the NY City Glencoe Core Curriculums in math, S.S. and Science. The ESL teacher has access to all the grade appropriate core curriculum texts and workbooks including Spanish editions. Our ESL instructional materials include: Classroom libraries which comprise high interest books content area an genre boos in various languages and in English; Pearson Longman’s Shining Star Texts; Continental Press’ Empire NYSESLATT, NYS ELA and NYS Mathematics; Barron’s Write English Right and various grade appropriate dictionaries, picture dictionaries and glossaries.

Our services and resources clearly correspond to our ELLs grade levels an ages

Native language support is delivered in ESL through pairing ESL students with other same native language speakers, by celebrating diversity through classroom projects an activities, by native language books an texts, and through conversations with our tri-lingual teacher and other native language speaking staff.

Each year in late August or early September before school begins, MS8 invites all parents, including parents of ELLs, to a parent orientation, At this time parents are invited to tour the school, meet teachers and administrators, receive and review the student handbook. Grade 6 ELLs are offered Korean while grade 7 an 8 ELLs are offered Spanish.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our UFT Teacher center will offer ongoing PD throughout the year to support differentiation of instruction and best practices and strategies for language development for our students.

The ESL teacher or administrator will attend at least 2 days Professional Developments offered by the Office of ELLS. The grade 8 Math teacher of ELLs or appropriate representative will attend OELL PD for language development for ELLs. Other core subject teachers of ELLs will be given opportunities to attend OELL PD as deemed appropriate by administration. All teacher attending OELL PDs will be given opportunities to turn ey to staff. The ESL/Science Supervisor will continue to provide ESL Science support for the Science Department.

7.5 hours of ELL Training for all Staff:

- .75 hours- Review and application MS8Q ELL data
- 1.5 hours -ELL Standards, Performance Indicators and
- 1.5 hours -Standard 3: Analysis and Evaluation Task
- .75 hours- Proper use of glossaries in the content area
- 1.5 hours Using graphic organizers to support writing for ELLS
- 1.5 hours NYS NYSESLAT Exam and our school data

### E. Parental Involvement

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

MS8 continues to see to improve parent involvement in our school. This year we continue to build on the activities and programs we have put into place in addition to parent teacher conferences: August Parent Orientation, Meet and Greet Night, Open House and School Messenger.. We now have an active and functioning SLT. Prin. Angela Green established our PTA Suite which includes a PTA office, Parent Coordinator's Office, Queen's Child Guidance office and a seating area with computer workstations with a color printer for parents. Prin. Green has also instituted a policy whereby every new parent or parent who visits the school has an opportunity to meet with administration, the PTA President or Board Member and the Parent Coordinator. On the day of registration, parents of new ELLs meet with the ESL teacher and the administrator and are introduced to the PTA officer and the Parent Coordinator. Our school programs are reviewed with the parent. The parent is given all necessary program applications. This open door policy has helped improve our parent-school connection and increase our PTA membership and participation for parents of ELLs. BEACON and Queens Child Guidance have offices in our building. Both organizations provide services which include family an individual counseling, anger management classes, dance and music classes and GED programs. During the initial interview, we describe the services and programs offered by our school and Community Based Organizations for them and their families. We offer these services and programs to them. We let the parents know about our culminating ESL program June trip and invite them to come along and celebrate their child's achievements. We also put parents in touch with their local library for English Instruction when requested or indicated. Our ELL parents are very much interested in the promotional criteria for their children and the High School application process. We offer workshops on the NY State ELA, Math and Science Written and Performance Tests. The Guidance Department organizes Hugh School Night for our eighth graders and their parents. ELL parents are encouraged to meet with Guidance Counselors on an individual basis to receive assistance in selecting the best high school choices for their student.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	5	13					20
Intermediate(I)							3	3	5					11
Advanced (A)							2	5						7
Total	0	0	0	0	0	0	7	13	18	0	0	0	0	38

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

READING/ WRITING	<b>B</b>							1	1	11				
	<b>I</b>							3	3	4				
	<b>A</b>							2	6					
	<b>P</b>													

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
3							0
4							0
5							0
6		2		2			4
7		5		5			10
8		7		5			12
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5		1		1				7
7	4		7						11
8	1		13		1				15
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		5		7		1		14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	14		3		4				21
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

MS8 Q uses the Brigance and Acuity Data to evaluate the reading levels and skills of our ELLs. This year all our current ELLs are Level 1 and 2 in ELA. To support our struggling readers and writers our instructional plan will include instructional strategies to support the SIX TRAITS of WRITING, high interest leveled books, note taking skills, Harvard based Word Generation Curriculum, organizational strategies and graphic organizers to support quality writing, basic grammar activities and writing across the content areas. All ELLs will attend 37.5 Tutorial Monday-Thursday, receive AIS instruction and be included in our Inquiry Team Targets.

LAB-R and NYSESLAT data reveal that 18 of our 38 (47.4%) ELLs are proficient in Listening and Speaking, while only 8 (21%) are Advanced in Reading and Writing. 31 (34%) earned Beginner and 10 (26.3% ) earned Intermediate in Reading and Writing. Our Newcomers so far this year have all scored Beginner on the LAB-R test.

While our students show strengths in listening and speaking, they are struggling with reading and writing. Our grade 8 ELLs are all Intermediate or below in reading and writing. Six grade 7 students and two grade 6 students are advanced in reading and writing. Our focus will be on improving reading and writing skills.

ELL Periodic Assessments have assisted the ELL teacher in identifying the instructional focus for each child. The ELL Periodic assessments were 100% correct in predicting Beginner Scores on the NYSESLAT but only 8% correct in predicting Advanced, Intermediate or Proficient scores.

We evaluate the success of our program for ELLs by examining the growth for each student. Ideally we would expect a student to achieve proficient in both modalities after no more than 4 years as an ELL. We have been successful in achieving proficiency in listening and speaking and intermediate and advanced in reading and writing. Our shortfall has been moving students who are advanced in reading and writing to proficient.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	J.H.S. 008 Richard S. Grossley					
<b>District:</b>	28	<b>DBN:</b>	28Q008	<b>School</b>		342800010008

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		90.8	90.6	89.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	96	91	91				
Grade 7	325	301	336				
Grade 8	399	320	305				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	1	4	4				
<b>Total</b>	<b>821</b>	<b>716</b>	<b>736</b>				

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.8	89.4	88.3

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	61.1	88.4	72.7

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	17	22	26

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	15	9	9

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	88	96	96	Principal Suspensions	111	32	117
# in Collaborative Team Teaching (CTT) Classes	27	30	39	Superintendent Suspensions	60	72	72
Number all others	82	71	61				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	40	29	TBD	Number of Teachers	77	72	66
# ELLs with IEPs	4	13	TBD	Number of Administrators and Other Professionals	14	16	11

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	3	1	8

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	15	10	51	% fully licensed & permanently assigned to this school	100.0	98.6	96.4
				% more than 2 years teaching in this school	42.9	61.1	80.3
				% more than 5 years teaching anywhere	33.8	47.2	59.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	78.0	77.3
American Indian or Alaska Native	1.2	1.0	1.4	% core classes taught by "highly qualified" teachers	92.0	92.9	87.3
Black or African American	65.9	66.9	66.6				
Hispanic or Latino	16.8	16.3	18.5				
Asian or Native Hawaiian/Other Pacific	14.4	12.8	11.8				
White	1.2	1.8	1.5				
<b>Male</b>	54.2	56.0	54.3				
<b>Female</b>	45.8	44.0	45.7				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v					
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>7</b>	<b>7</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	35.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	21						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.3						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)