



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

THE NEW PREPARATORY MIDDLE SCHOOL OF TECHNOLOGY AND THE PERFORMING

ARTS – 8Q

SCHOOL NAME : _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q008

PRINCIPAL: ANGELA GREEN EMAIL: AGREEN2@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Angela Green	*Principal or Designee	
Deborah James	*UFT Chapter Leader or Designee	
Mrs. Q. Abdullah	*PA/PTA President or Designated Co-President	
Patricia Richards	DC 37 Representative, if applicable	
Carol Hughes	A.P./Principal Designee	
Cassandra Kennedy	CBO Representative, if applicable	
Meensawaite Sanchez	Member/ parent	
Stephanie Hall	Member/ parent	
Sidney Neil	Member/ parent	
Laura Flanagan	Member/ Teacher	
Rita Fleming	Member/ Teacher	
O. Familusi	Member/ Teacher	
Ebere Osu	Member/ Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012 we will improve teacher effectiveness by 10%. This increase will occur through the process of MS 8's teachers becoming teacher leaders/trainers. These decisions will be made and measured by peer evaluations and periodic informal observations.

Comprehensive needs assessment

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

As per the results of the 2010-1011 quality review report, our school received a score of “developing” in the areas of instruction and classroom environment. Many of the teachers at Middle School 8 have 5 years or less teaching experience, therefore veteran teachers are encouraged to mentor their colleagues as “critical friends.” Teacher leaders will lead common planning sessions, inquiry team sessions in order to share best practices. Teachers, lead teachers and the UFT Teacher Center Specialist will assist teachers in scheduling inter-visitations to observe effective teaching.

Create a collaborative critical friends list which involves self assessment/reflection of best practices with a focus on classroom environment and instruction. Increase professional development in the use of multiple sources of technology within the classroom. Teacher leaders provide meaningful professional development which develop shared understanding of CCLS, academic excellence and the observation tools. Effective modeling by Lead Teachers and UFT Teacher Center Specialist, frequent pre- and post observations followed by meaningful feedback, use the UDL design in order to write rigorous performance tasks and use of evidenced based research methods. Inquiry team leaders will provide leadership in looking at and analyzing student work. Buddy teachers will collaborative in order to strengthen instruction.

Strategies to increase parental involvement

During “Meet and Greet” Night introduce parents to staff members, school programs, Common Core State Standards and all academic, non academic and after school programs.

Phone messenger used to communicate with parents for daily attendance and punctuation notification.

School messenger used to communicate with parents to notify them of all school events.

Parents who are part of the PTA and the SLT are invited to join school administrators and teachers on instructional walkthroughs during the school year.

Annual Career Day is a vehicle for parents to visit our school, share their career paths and meet with various members of professionals from our community and abroad.

MS 8Q and Community Health/Science Fair is an avenue for parent participation through PTA, SLT and targeted workshops.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers as well as teachers necessary to fulfill relevant vacancies.

The pupil personnel secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling teachers and non-HQT working towards required qualification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our learning support organization will assist with supporting teachers through periodic professional development sessions. Our UFT Teacher's Center Specialist provides weekly breakfast and lunch clubs, daily professional development for individual and groups of teachers and ongoing support. The MET (Measuring Effective Teaching) Program has assisted our teachers with this goal, as well. Teachers attend Think Quest Training sponsored by the UFT. It is an interactive computer based program whereby students will participate in global project based learning. On site and off site professional development provided by the UFT on the Common Core Learning Standards. Teachers turnkey the new learning to staff. Our school community utilizes data to support our instructional goal. Therefore, our data team has regularly scheduled meetings twice a week to analyze and turnkey to the staff. Dataation is used to assist teacher effectiveness to organize and utilize all types of student assessments and school-wide data.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources, to implement this action plan from Sept. 2011-June 2012 as

indicated below:

- Supervisor per session (4 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (3 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, we will improve the overall reading comprehension for all students by 5% as measured by scheduled nine week Word Generation assessments.

Comprehensive needs assessment

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

By analyzing our school's assessment data it is noted that forty-one of our sixth graders performed at level one as measured by the 2010-2011 ELA exams. Reading comprehension continues to be an area whereby students have shown acute deficiencies. Although, there was a 3% increase in ELA, the progress report indicates that our school did not meet AYP in ELA during the 2010-2011 school year. As a result, MS 8Q has been identified as a SINI school – School In Need of Improvement- in ELA. Struggling students will participate in the Success Academy after school program, students scoring at or above grade level will participate in the New Prep Scholars Academy, ELL students will work in our Academy for Global Learners, a Title III funded after school program, and the African American and Latino boys will participate in the Young Men's Initiative Boys Empowerment program.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Word Generation is a research based, inter-disciplinary program developed by Harvard University. It will be utilized during the 37.5 minute tutorial two days a week to promote vocabulary and reading comprehension. Students' comprehension will be assessed through a Word Generation reading comprehension quiz every nine weeks. A school-wide focus on a skill of the week followed by weekly skilled multiple choice quizzes will be administered to monitor progress through-out the school year. Teachers will differentiate instruction based on data results from the pre and post tests, weekly quizzes. Instruction will be executed based on the learner profile and inquiry analysis. Differentiation and scaffolding will be utilized for students with special needs. Teachers make informed decisions based on the results from various data, acuity test scores, and item analysis received from the Data Team and Inquiry Team to evaluate the effectiveness of the strategies and activities.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

During "Meet and Greet" Night introduce the Word Generation program to parents –send booklets home.

Phone messenger used to communicate reading comprehension quiz dates.

Monthly instructional workshops in ELA geared toward parent learning.

Parent coordinator will establish a calendar of activities and support.

Enlist Learning Leaders for in school support.

Ensure that parents are monitoring their child's 25 book campaign.

Development of the weekly homework sheets for parents to monitor student homework assignments.

Annual Career Day is a vehicle for parents to visit our school, share their career paths and meet with various members of professionals from our community and abroad.

Parents will assist students with content area Health Science Fair Projects present to the community stakeholders.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified content area and ELA teachers.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

Mentors are assigned to support struggling and non-HQT teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Prior to the beginning of each school day, students are given breakfast in the classroom. This nutritious breakfast aides students in starting their day of learning on a positive note.**
 - **We utilize the Title III funds to support our ELLs and immigrant students with after school instructional programs.**
 - **A SAPIS worker was hired to support all students.**
 - **Community based organizations such as BEACON and Sports and Arts provide daily instructional support as well as Art enrichment for students during after school hours.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Supervisor per session (2 days per week)**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session (2 days per week) for after school programs and differentiated professional development.**
- **Saturday enrichments program (six week per session cycle)**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, Middle School 8 will minimize the number of superintendent suspensions by 3% as measured by the OORS reporting system through the development of our male empowerment group called the Young Men's Initiative (YMI).

Comprehensive needs assessment

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

As per the OORS data, our school exhibited a significantly high number of students receiving suspensions during the 2010-2011 school year. African American, Latino males and males within our special needs population have high rates of incidents/infractions at Middle School 8. Our African American and Latino boys are not meeting the performance standards in ELA and Math.

□ Establish a Young Men’s Initiative (YMI) empowerment group which focuses on mentoring, ELA/Math tutoring, building motivation and self – esteem, project based learning opportunities, life skills, vocational training, technology interest, college readiness, excursions and physical conditioning. On-going counseling will be readily available at all times. Monthly and weekly meeting times have been scheduled throughout the year. As a sub-group, these students are being targeted during inquiry meetings as research based strategies are targeted using research based strategies to improve academic performance. Struggling students will participate in the Success Academy after school program, students scoring at or above grade level will participate in the Project Boost, ELL students will work in our Academy for Global Learners which is a Title III funded after school program and the African American and Latino boys will participate in the YMI Empowerment program.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

During “Meet and Greet” Night introduce the YMI initiative program to parents –send booklets home.

Phone messenger used to communicate all meetings, activities and incentives.

Monthly instructional workshops for parents and their sons, focusing on instruction, team building, high school preparation, cooking etc.

Parent coordinator has established a calendar of activities and support.

Invite parents to male retreats.

Invite parents to father–son programs.

Annual Career Day is a vehicle for parents to visit our school, share their career paths and meet with various professionals from our community and abroad.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and

assessment deadlines.

Mentors are assigned to support struggling and non-HQT teachers.

Administration will ensure that male teachers are involved as role models integrally as role models to motivate male students. Our licensed gym teacher, licensed special needs instructor, licensed math instructor and licensed music instructor are mentors who meet regularly with YMI.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **Our school has established a SAVE room and funded a SAVE room teacher in order to provide a safe orderly learning environment and establish RESPECT FOR ALL.**
 - **We utilize the Title III funds to support our ELLs and immigrant students with after school instructional programs.**
 - **A SAPIS worker was hired to support all students.**
 - **Our Sole Mentoring Program helps to achieve this goal by providing on site mentors for each youth identified as being at-risk.**
 - **Our breakfast in the classroom has an important nutritious value as students eat nutritious food each school morning.**
 - **Our guidance team, dean and SAPIS worker collaborate to design lessons on anti-bullying, peer mediation and violence prevention.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session (2 days per week) for after school programs and differentiated professional development.**
- **Saturday enrichments program (six week per session cycle)**

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

To improve overall performance of 7th graders by 5% as measured by 2011-2012 NYS ELA and Math exams.

Comprehensive needs assessment

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

During the 2010-2011 school year 23% of 6th graders performed at level one on the ELA exam and 30% of 6th graders performed at level one on the Math exam, 41% of 7th graders performed at levels 3 and 4, 36% of 8th graders performed at levels 3 and 4. Math scores increased overall 9%, however our sub groups did meet AYP.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers will be involved in an eight week cycle of inquiry throughout the school year. They will provide rigorous instruction daily, clear expectations, explicit and implicit teaching, create student centered classrooms, differentiate instruction and use standards based work to model expectations and outcomes. Teachers will align curriculum to CCLS, teach problem solving techniques, student goal setting and conferencing to monitor student growth. Teachers make informed decisions based on results from the Data Team and Inquiry Team to evaluate the effectiveness of the strategies and activities. Students will receive instruction in afterschool programs meet their specific academic needs. Struggling students will participate in the Success Academy after school program, students scoring at or above grade level will participate in the Project Boost, ELL students will work in our after school programs which is a Title III funded after school program and the African American and Latino boys will participate in the YMI Empowerment program.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- **Provide instructional workshops in ELA and Math and forums to equip parents with the knowledge needed to assist their children at home.**
- **Principal will meet with parents of students who are not meeting the standards in grade level reading comprehension to provide an action plan for their children.**
- **Monitor student progress through the use of Skedula, ARIS, Achieve 3000 and Acuity; parents may log onto these sites to obtain information about their child's school activities.**
- **Provide Common Core Learning Standards workshops for parents on a monthly basis.**
- **Annual Career Day and the health science fair are vehicles for parents to visit our school, share their career paths and meet with various professionals from our community and abroad.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers ELA teachers.

The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and deadlines.

Mentors are assigned to support struggling and non-HQT teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- - **We utilize the Title III funds to support our ELLs and immigrant students with after school instructional programs.**
 - **A SAPIS worker was hired to support all students.**
 - **Community based organizations such as BEACON and Sports and Arts provide daily instructional support as well as the Arts enrichment for students during after school hours.**
 - **Breakfast in the classroom has a great nutritious value in that students receive a well balanced nutritious breakfast in the classroom each school day.**
 - **Our Sole Mentoring Program helps to decrease violence in our school.**

- **Our guidance team in collaboration with our SAPIS worker hosts monthly meetings to discuss anti-bullying and violence prevention campaigns. Annual Career Day and the health science fair are vehicles for parents to visit our school, share their career paths and meet with various professionals from our community and abroad.**
- **Annual Career Day and Health Science fair are vehicles for parents to visit our school, share their career paths and meet with various members of professionals from our community and abroad.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- **Teacher per session (2 days per week) for after school programs and differentiated professional development.**
- **Saturday enrichments program (six week per session cycle)**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	52	52			8	2	0	
7	53	53			10	3	2	
8	75	75	40		15	3	2	
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p><u>ELA</u></p> <p>Flexible Grouping After School Success Academy Saturday Success Academy AIS Lunch Tutorial Achieve 3000 Small Group Tutorial Pull-out</p>	<ol style="list-style-type: none"> 1. <input type="checkbox"/> By June 2012 we will <u>decrease</u> the percentage of students performing at level 1 in 6th grade by 3%. 2. To <u>increase</u> the percentage of students performing at levels 3 and 4 in 7th grade by 3%. <ul style="list-style-type: none"> • <input type="checkbox"/> UFT Teacher Center will provide professional development in differentiating workshops to meet the needs of teachers enabling them to provide instruction that is based on student's learning style • Using data to drive the instruction, teacher study groups will be established with one to one coaching and mentoring. • Professional development will be ongoing to assist teachers in the effective use of summative and formative data to inform instruction and integrate the Common Core State Standards in all lessons and activities. • Meaningful professional development will reinforce literacy across content areas. • English Language Arts Lead Teacher will provide one to one assistance for lesson planning and classroom instruction. • Regularly scheduled Principal/Teacher conferences to discuss data and best practices within the English Language Arts Department will continue. • Using data from ARIS and the New York State Exams to group students according to their ability levels and plan lessons accordingly, teacher teams will examine the item and error analysis report from the New York State English Language Arts Exam and the Acuity Interim Assessments to determine skills deficiency This data will inform instruction. • The Core Leadership/Curriculum Team will develop comprehension tests which support the questioning format of the ELA assessment and the Common Core State Standards specific skill focus to increase student achievement by doing the following: Assign level 1 and 2 students to AIS/small group instruction in ELA 3 to 4 times per week. • Assigning higher order critical thinking questions frequently in reading comprehension; Questions will be taken from Blooms Taxonomy's • Collaborate with SQPA after school and Saturday to provide support for at-risk learners • Continue our Saturday Success Academy to support level 1 and 2 students. • Continue our Success programs to support our African American and Latino males

- Implement the Debaters Team Program
- Continue our After School Success Academy program to support level 1 and level 2 students/ and Saturday Program to support ELLs.
- 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 progress and achievement.
- Teachers will create interim assessments, criterion referenced tests, weekly and bi-weekly quizzes to assess progress.
- Bi-weekly skill of the week assessments will be administered
- Achievement benchmarks, revisions and reteaching will be ongoing,
- Licensed ELA Teachers will instruct students based on their learning profile data.
- Licensed ELA Teachers will provide AIS-small group instruction.
- Flexible Friday's will be used as a day of differentiation.
- Licensed ELA Teachers will create skills based work stations in classroom to support flexible grouping.
- The program schedule requires all classes to receive literacy instruction during a 90 minute block period, four times a week.
- Achieve 3000 is a web-base program whereby students will practice reading comprehension at various differentiated levels.
- Flocabulary Instruction will assist students in language development and comprehension.
- School-wide reading portfolios will be assigned as celebrated 25 book campaign
- The Word Generation program will be used as intense vocabulary practice of academic language, Tier 3 vocabulary words are embedded within informational texts. Nine week comprehension test will be administered, assessing the comprehension of three Word Generation stories; all comprehension questions mimic the question stems found on the ELA exam.
- Teachers will target students and confer regularly with them to create goals and monitor progress.
- Teacher teams will plan lessons reflecting results from summative and formative data.
- Students will maintain assessment notebooks with pertinent data (Data Tracking Forms).
- Teachers will create reading and writing goals for each class for each marking period
- Implement afterschool sessions to practice the Specialized High School Exam.
- The ELA Teachers will conference with parents and students regularly through out the school year.
- ELA parent workshops will be given in order to discuss the format of the test and strategies that parents can use at home to help their children
- Work Collaboratively to integrate ELA curriculum in after –school programs with Beacon and

	<p>Sports and Arts</p> <ul style="list-style-type: none"> • 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. . • Implement afterschool sessions to practice he Specialized High School Exam.
<p><u>Mathematics</u></p> <p>Flexible Grouping After- School Success Program Saturday Success Program My Skills Tutor Flexible Grouping After-School Program Saturday Success Program Small Group Tutorial Pull-out</p>	<p>2. By June 2012, we will <u>increase</u> the percentage of our students at the proficiency levels 3 or 4 from 24.5% to 35 % on the NY State math Exam.</p> <ul style="list-style-type: none"> □ <ul style="list-style-type: none"> • 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. • 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. • Students in all grades will have a shared responsibility in their own learning by setting individual goals driven by data. • Regularly scheduled principal / teacher conferences will take place to define teacher goals, objectives and instructional techniques for math. • Problem Solving Fridays will be implemented to support student centered activities. • 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 will increase • Development of after school programs collaboratively with BEACON and Sports-n-Arts • Curriculum support with consumables and manipulatives for the various learning styles. • Individualized mentoring and coaching to support teacher development • Individualized student plans to support individual student needs. • The UFT Teacher Center Director, lead teacher, and the administrative staff,

	<p>will oversee weekly common planning sessions for teachers as per below:</p> <ul style="list-style-type: none"> Ø Meaningful professional development in math literacy for teachers. Ø Study groups and book clubs to analyze professional literature and differentiation techniques. Ø To develop lessons and unit plans. 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. Ø To create interim assessments, criterion referenced tests and weekly quizzes to assess students' progress. <hr/> <p>Goals will be met as evidenced through:</p> <ul style="list-style-type: none"> • Meeting agendas • Common planning teacher sign-in sheets. • Attendance at workshops and common planning sessions. • Formal and informal observations. • Data which drives instruction and informs future planning. • Results of students' weekly teacher assessments and Acuity periodic assessments.
<p>Science Flexible Grouping After-School Program Saturday Success Program Small Group Tutorial Pull out</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 class work, homework and formative assessments. □ 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.</p>

<p><u>Social Studies</u> Flexible Grouping Small Group Tutorial Pull out</p>	<p>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 8th grade students for the Science AIS program that will run for the 4 weeks leading up to the administration of the New York State Science exam. 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 Studies and Science AIS students receive support three to five times per week.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>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.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>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.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The onsite social worker will provide services for students as recommended by staff members with parental consent. These sessions will take place daily.</p>
<p>At-risk Health-related Services</p>	<p>The onsite health service providers will provide services for students as recommended by medical prescription, staff members, emergency situations and student crisis. These sessions will take place as needed.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Effective parental involvement correlates with student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Our number one goal is to by June 2012 increase parent involvement 6%. This is in an effort to strengthen the home school connection and increase 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.

I. School Responsibilities for increased parent participation/Action Plan

- Improve the amount and quality of parent participation by establishing a fully functioning School Leadership Team
- Continue to maintain and support a fully functioning PTA Executive Board.
- Convene monthly meetings with the PTA.
- Collaborate with the PTA to establish a Parents' Awards Night to honor the parents of 100% Attendance students and Honor Roll students.
- Establish a "Meet and Greet" night for parents to meet staff members and learn about the curriculum.
- Encourage parent participation in the Learning Leaders Program.
- Broaden and strengthen parent relationships with the school by providing: instructional workshops, forums, leadership training, ARIS training.
- Utilize the School Messenger System to keep the lines of communication open for all parents.
- Monthly and quarterly mailings to provide parents with important information.
- Establish, maintain and distribute a monthly parent calendar.
- Maintain a parent/family room, equipped with computers, printer and resources for parents.
- Improve parent involvement through the effective use of the parent coordinator.
- Require all staff to maintain parent conference and telephone logs.
- 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.

Indicators of Interim Progress and/or Accomplishment:

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.
- Final Results on 2011-2012 Learning Environment Survey

II. Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Check your child's book bag each night
- Encourage my child to follow school rules and regulations
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Graduation Committee, Title I Parent Committees, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for property, procedures and people
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

School/Parent Compact for the School Year 2011/ 2012

The School will:	The Parents will:
<ul style="list-style-type: none"> <input type="checkbox"/> Convene an annual meeting for the Title 1/PCEN parents to inform them of the special programs and their right to be involved. <input type="checkbox"/> Provide parents with timely information about all programs. <input type="checkbox"/> Provide high quality curriculum, instruction, homework and projects. <input type="checkbox"/> 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.) <input type="checkbox"/> Schedule meetings throughout the school year, specifically on problems preventing children from attending school (housing, clothing, violence, etc) <input type="checkbox"/> 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) <input type="checkbox"/> Provide a learning environment which sets high standards for all children. <input type="checkbox"/> Expose students to 21st century skills (technology problem solving and critical thinking). <input type="checkbox"/> Provide a safe environment to learn. <input type="checkbox"/> Provide homework each evening that will reinforce concepts taught during the day. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Share responsibility for improved student achievement. <input type="checkbox"/> Communicate with the child's teachers regarding educational needs through: <ol style="list-style-type: none"> 1) review of student homework 2) attending regularly scheduled conferences 3) meeting with teachers throughout the year to keep abreast of ongoing progress throughout the year <input type="checkbox"/> Review with students the School Code of Behavior and have students follow the rules. <input type="checkbox"/> Send students to school rested, clean and prepared with supplies. <input type="checkbox"/> Provide a setting at home for the students to complete homework. <input type="checkbox"/> Take part in school and community programs that empower parents to participate in making educational decisions. <input type="checkbox"/> Volunteer time, skills or resources when needed. <input type="checkbox"/> Model in one's own life the behavior we wish to see in our children. <input type="checkbox"/> Reinforce at home the importance of acquiring knowledge, skills and values needed to function effectively in today's society.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 28Q008 **School Name:** The New Preparatory Middle School 8Q

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Middle School 8's sub-groups did not meet Adequate Yearly Progress during the 2010-2011 school year in English Language Arts, students with disabilities and our ELL population did not perform well in Mathematics. Our IEP and ESL population are steadily increasing while many of our African American male students did not make AYP in Mathematics and English Language Arts. Acute learning deficiencies were noted whereby students enter Middle School 8 functioning two to three levels below grade level. SQR indicates that Middle School 8 is a school that is developing, where our need is to create interim accountability measures which measure student progress.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Because many Middle School 8 students come from families living below the poverty line, they have fewer opportunities to use essential technology skills in the home. Our Core Leadership Team planning committee selected web-enabled software, SuccessMaker, to deliver supplemental instruction in order to allow learners who are less familiar with technology to begin building their digital literacy and receive practice in Reading. Students will experience innovative item types similar to what they will encounter on the Common Core Assessments and accumulate valuable individualized data to drive instructional decisions.

Middle School 8 is establishing an afterschool and Saturday Success Academy which will target students with disabilities, our ELL population, our African American Male population and all at risk students. The Success Academies will run in six week cycles focusing on Math and ELA instruction. AIS small group Math and English Language Arts tutorial will be provided weekly in strengthening students their performance.

As vocabulary continues to be an area of weakness for our struggling students in ELA and Math, Math libraries are being purchased to focus on vocabulary as an interdisciplinary approach to learning.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The

professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Teachers will learn how to use common core aligned student data for Reading and Math to implement an instructional program that is research-based and vertically aligned from one grade to the next. The selected program addresses multiple modalities and provides scaffolding, special tutorials, and a broad range of content supported learning from basic to advanced. As an instructional tool, SuccessMaker will provide teachers with the means to individualize and customize the curriculum and assignments to meet students' developmental needs. The literacy content consists of 70% informational texts and 30% literary fiction in the middle grades, as recommended by common core state standards. The curriculum also incorporates print materials that encouraged writing and develop higher level critical thinking skills such as summarizing and predicting. Teachers can print workshops by concept or by standard.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Individualized learning, or differentiated instruction, allows children to learn more effectively and efficiently because they are presented with material and instruction appropriate to their current learning needs. However, Middle School 8's teachers have limited time to assess student performance, interpret assessment results, and create individualized learning plans for each child. To facilitate differentiated learning, teacher's efforts will be supplemented with software that individualizes learning. Reports, including Areas of Difficulty, will be the common thread in data driven discussions during common prep periods.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Teachers will hold parent teacher conferences. During these meetings, teachers will review specific areas in which children are having difficulty, as identified by SuccessMaker progress monitoring. Teachers will discuss classroom strategies to address the area of difficulty and will also suggest ways in which parents can provide intervention in the specific area at home. At the end of the year, parent conferences will focus on ways to continue learning during the summer months, ensuring children are engaged year round and do not fall behind in the development of essential academic skills.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Nancy Ramos	District 28	Borough Queens	School Number 008
School Name The New Preparatory Middle School 8Q			

B. Language Allocation Policy Team Composition

Principal Angela Green	Assistant Principal Carol Hughes
Coach Claudette Pitts (MATH)	Coach Maurine Adams (ELA)
ESL Teacher Jocelyn Celifie	Guidance Counselor Lucille Tzivelekis
Teacher/Subject Area Nordia Brackett, Math	Parent Cisse Samassa
Teacher/Subject Area Andrea Richards-Jean, ELA	Parent Coordinator Alice Yew
Related Service Provider Maria Dominguez	Other Aku Ametepe
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	756	Total Number of ELLs	49	ELLs as share of total student population (%)	6.48%
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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

On the day of registration, our Pupil Accounting Secretary, Ms. Shannon, 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. On the day of registration, parents/guardians complete the HLIS. Our certified ESL teacher, Ms. Celifie, reviews the Home Language Surveys to determine the ELL status of each student and conducts an informal interview with the parent and student. The ESL teacher speaks both French and Hatian Creole and is available to speak with new parents and students in their native language during the intake process. Ms. Yew, our parent coordinator, speaks Chinese. Additional staff who speak Bengali, Spanish, French, Hindi, Chinese, Korean and Hatian Creole are also available to assist Ms. Celifie. When the Home Language Survey indicates that a new student is a candidate for ESL services, our ESL teacher administers the LAB-R within a few days of admittance. When indicated, the The Spanish Lab for Spanish speaking ELLs is then administered by the ESL teacher. The ESL teacher then delivers the scored Lab-R to the appropriate site by the testing deadline. 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, Ms. Celifie, or parent coordinator, Ms. Yew, 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 immediately invites the parents to view the placement video. The ESL teacher, Ms. Celifie, notifies the parent by phone that his/her child is eligible, explains the program choices and invites the parents to school to view the video and complete all forms. At this time she also arranges a convenient time for the parent to come to school to view the program selection video. She also tells parents that their student will be coming home with an entitlement letter, Parent Survey and Selection Form (in English and native language) and that the same forms and invitation with the agreed upon time will also be mailed to the home. The Parent Coordinator, Ms. Yew, or the ESL Administrator, Ms. Hughes, may also be required to outreach to the parent so that the parent is thoroughly aware of the choices in programs and completes the program selection form within the required 10 days time. During the meeting to view the placement choice video, staff are available to speak with parents in their native language to insure that parents understand the three possible choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. After viewing the video and discussing the program choices, the ESL teacher, Ms. Celifie, asks the parents to complete the Program Survey and Program Selection forms. The ESL teacher, Ms. Celifie is responsible for the distribution of entitlement and non-entitlement letters and for maintaining a file of these documents. Copies of all entitlement letters sent to parents and returned Parent Survey and Program Selection forms are kept on file in the main office. The ESL Administrator also monitors the collection and storage of these documents. Copies of all written communication with parents are filed and maintained by the ESL teacher. The trend in program choice is generally Freestanding ESL. When a parent prefers a bilingual or dual language program, we do attempt to connect parent with the placement of their choice. Parent choice is monitored to ensure that our ESL program offerings are aligned with parent preference. The ESL Teacher and LAP Team monitor the program selections to insure that we are in compliance. The Parent Coordinator and ESL Administer monitor new ESL programs. When a new program or program spot becomes available in another school or district, the ESL teacher or ESL Administrator will notify parents who prefer a Dual Language or Bilingual Program for their students.

Continued entitlement letters are distributed yearly. They are mailed home as well as sent home with the student. The ESL teacher is also responsible for filing and maintaining copies of all continued entitlement letters. The ESL Teacher, ESL administrator and the LAP Team monitor parent program choice. If the required number of parents request a bilingual or dual language program, MS8Q would provide the favored program. Up to now, however, the favored choice has been Freestanding ESL. Last year, one parent did request a bilingual program and we were able to locate one for her in another school.

Our ESL teacher, Ms. Celifie, administers the New York State English as a Second Language Achievement Test annually in the spring to monitor student progress. The ESL teacher, Ms. Celifie, ESL Administrator, Carol Hughes and Pupil Accounting Secretary, Ms. Shannon, review the RLER report in ATS weekly to continuously monitor our ELLs. The RLER is used to identify students who are eligible to take the NYSESLAT each spring. The ESL teacher administers the Listening, Speaking, Reading and Writing Sections of the NYSESLAT to all eligible ELLs. To insure that this happens a schedule is created which includes a testing time for each ELL in each of the four sections. Students who are absent for their scheduled exam section are rescheduled immediately during the testing window. Besides using the NYSESLAT to monitor ELLs progress, our school also uses the Pearson Test data to identify ELLs' strengths and weaknesses to differentiate lessons for our ELLs and identify next steps.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	49	Newcomers (ELLs)	36
Special Education	9		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	3

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										0
Dual Language										0
ESL	36	0	1	10		5	3		2	49
Total	36	0	1	10	0	5	3	0	2	49

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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							5	5	10					20
Chinese														0
Russian														0
Bengali							2	3	3					8
Urdu							1	1						2
Arabic							1							1
Haitian							3		2					5
French							1	1	4					6
Korean														0
Punjabi								1						1

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
Polish														0
Albanian														0
Other							4	1	1					6
TOTAL	0	0	0	0	0	0	17	12	20	0	0	0	0	49

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Over the last 3 years our ELL population has ranged from a low of 30 students to a high of 53 students. 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. We are beginning this year, due to a doubling of our grade 6 population, with 17 grade 6 ELLs, 12 Grade 7 ELLs and 20 grade 8 ELLs. Since our ELL's are distributed throughout the grades as well as in Special Education classes, our ELL program is a pull-out model. While our ELLs are predominantly grouped in one class on each grade, 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. This year our grade 6 ESL students have the benefit of a dual certified ESL and ELA teacher who will provide differentiated instruction for our students in the Read 180 program, the Springboard curriculum as well as vocabulary development through Social Studies.

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. The ESL teacher will continue the ESL program

A. Programming and Scheduling Information

WRITING for ELLs. ELA speaking, reading and writing strategies are applied in the core subject areas. This year our Inquiry Team focus will continue to be writing as well as a new focus on reading comprehension. Our Core Subject Area Inquiry Teams will use research based strategies including read alouds, daily dictation, and interactive word walls to improve the SIX TRAITS of WRITING. ESL students will again comprise a targeted group for our inquiry.

Since our ESL program is a pullout model, the content areas are mainly delivered by the content area teachers supported by the ESL teacher. All ESL students are taught to use the content area glossaries. Math, S.S. and Science teachers of ELLs are mindful to develop both academic and content area vocabulary. ELLs are given additional supports in the content areas through the workshop structure and groupwork, collaborative learning and graphic organizers. Last year, our school focus on writing across the curriculum appears to have had a dramatic effect on our writing scores on the NYSESLAT exam. The ESL teacher supported our writing focus with the Just Write program for ELLs. She will continue using the writing program again this year. The ESL teacher supports the content areas by teaching English through the content areas in ESL. The ESL teacher uses the content area texts and topics to teach vocabulary and concepts to the ESL students.

All core subject teachers as well as special education teachers are expected to differentiate instruction. All ELLs, 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 50 minute tutorial on Tuesdays and Wednesdays. The tutorial curriculum will include the Harvard University based Word Generation Program which provides tier two vocabulary development through informational text, debate and "take a stand" essays, as well as ELA and math in small group instruction.

ELLs receiving ESL service for 4-6 years and /or earning a level 1-2 in ELA, will be part of the Achieve 3000 reading program and participate in Skills Tutor for both Math and ELA. Advanced ELLs will receive ELA instruction through our new Springboard Curriculum with a focus on the SIX TRAITS of WRITING.

All Special Education ELLs will be given differentiated instruction based on Acuity data. In addition to differentiated classroom instruction, our Special Education ELLs will participate in Sound Reading Solutions Program to develop reading readiness and also receive 37.5 tutorial on Tuesdays and Wednesdays. Their ELA program will also include the grade level Springboard Curriculum. All Special education teachers use the NYC Core Curriculum texts for Math, S.S. and Science and provide differentiated lessons for their students based on these curriculums. All Special Education Teachers have copies of their students IEPs to insure that all mandates and goals are met. The Special Education Administrator, Ms. Hughes, along with the Special Education Team (School Psychologist, Ms. Klausner; Family Worker, Ms. Richards and IEP Teacher, Mr. Sparagen) review IEPs, monitor SEC and CAP to insure that all ELL-SWDs receive their mandated services. Since we do not have a bilingual program special education program at MS8, any special education student who is mandated to receive bilingual services is given an alternate placement and assigned a bilingual para. Also, all Sp. Ed. ELLs will be offered a spot in our ESL after school and Saturday programs. These programs focus on ELA, Math and Grade 8 Science support, as well as NYSESLAT preparation. The curriculums used include: Math Skill Builder, Newcomers, ELA Skill Builder, and Empire NY State NYSESLAT. A lending library of core subject topic books is also used and available for students to take home.

Courses Taught in Languages Other than English ⓘ

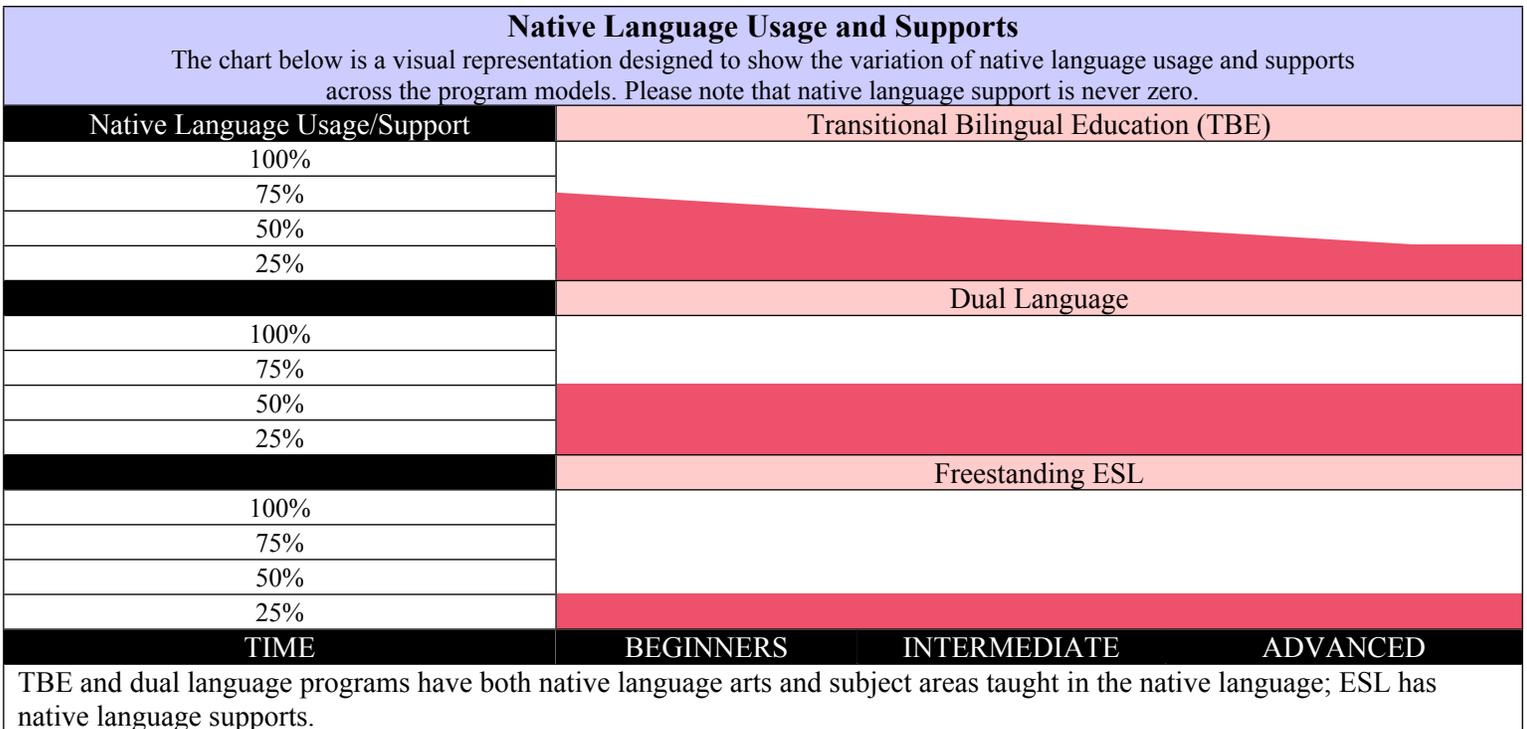
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

B. Programming and Scheduling Information--Continued

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

All intervention services are offered primarily in English. The ESL teacher is able to support student in native languages of French and Haitian Creole. All ELLs receive a 50 minute tutorial on Tuesday and Wednesday morning during period 0. The subgroups targeted will be ELLs who scored Level 1 or a low 2 in ELA and Math, ELLs in our bottom third, ELL-SWD's in bottom third, Hispanic males and Black males in the bottom third.. These targeted groups will 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. The targeted groups will also use the differentiated web-based program SKILLS TUTOR for Math and ELA. Interventions in Science and Social Studies include vocabulary development through interactive Word Walls, glossaries, use of technology during the mini lesson. Science classes for ELLs will also include an increase in hands on labs and investigations.

Our intervention services for ELLs also include our after school and Saturday programs which focus on ELA and math skills as well as NYSESLAT prep. Advanced and level 3 ELLs will be invited to join Robotics and our enrichment after school 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 grade 7 and 8 ELLs will be offered an opportunity to prepare for the Specialized H.S. Test in our after school Specialized High School Test Prep Program

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 will participate in Achieve 3000, the Harvard Springboard ELA curriculum and Skills Tutor (Math and ELA).

This year we hope to continue our project based Summer ELL Program which was newly instituted this summer. This project based program included weekly excursions to museums in NYC (Cloisters, Museum of Natural History and the Historical Society of NYC Museum). Students studied the history of NYC, researched the bridges of NYC, presented their project and had an opportunity to build a bridge at the Historical Society Museum.

Our ELLs are invited to join all our school programs. The ESL Teacher, Ms. Celifie, and all homeroom teachers of ELLs make sure that their ELL students are aware of after school programs and other activities. These teachers make sure their students receive all flyers and applications for these programs. Our principal, Ms. Green, uses School Messenger to call homes of all students, including ELLs, so that parents are aware of all of our many programs. Flyers and program applications are available in the main office and prent Suite. Our parent coordinator, Ms Yew, offers program applications to all parents whenever they visit. During the admission process, the ESL teacher, Ms. Celifie and the Pupil Accounting Secretary, Ms. Shannon, describe all our programs to the parents and provide program applications. ELLs are encouraged to participate in all of our programs. Our programs include: Public Color Paint Club, Sports and Arts, Beacon, CHAMPS Sports Teams, Boy's Baseball Team, Girls Empowered to Succeed (G.E.M.S.), Chess Club, Robotics, After School and Saturday Programs and our Taekwondo Program. This year all female students were invited to try out for the ROWNY middle school crew team. 14 of our students, including a grade 8 ELL, made the team.

ELLs who are high functioning academically and have achieved a a high level 3 or level 4 in math will be placed in our grade 8 Algebra and Earth Science Regents classes or our honors classes. This year we have 1 ELLs and 10 former ELLs in these 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 books in various languages and in English; Pearson Longman's Shining Star Texts; Continental Press' Empire NYSESLAT, NYS ELA and NYS Mathematics; English Now Writing for ELLs and various grade appropriate dictionaries, picture dictionaries and glossaries.

Our services and resources clearly correspond to our ELLs grade levels and ages. All newly admitted ELLs are placed in their appropriate grade. Reading materials (texts, novels etc.) may be leveled but are age appropriate and high interest.

At present our ESL program includes one ESL Teacher in a pull out program (Free Standing ESL).Native language support is delivered in

B. Programming and Scheduling Information--Continued

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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?
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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 and mathematics development for our students.

The ESL teacher and administrator will attend at least 2 sessions of professional development offered by the Office of ELLSs. 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 attend at least 1 OELL PD session each year. All teachers attending OELL PD will

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7.5 hours of ELL Training for all Staff and include assistant principals, the ESL coordinator, paraprofessional, guidance counselors, special education teachers, school psychologist, occupational and physical therapist, speech teachers:

.75 hours - Review and application of MS8Q ELL data

1.5 hours - ELL Standards and Performance Indicators

1.5 hours -Standard 3: Analysis and Evaluation Task

.75 hours- Proper use of glossaries in Math, Science, Social Studies and ELA.

1.5 hours - Using graphic organizers in Math, Science and Social Studies to support writing for ELLs

1.5 hours - Review and Analysis of NYS NYSESLAT Exam and our school data to assess next steps.

Sign-In sheets and PD agendas are kept on file to maintain a record of all PDs offered and attended.

Every December, MS8Q's Guidance counselors host a Career Day. All students have an opportunity to learn about different careers and meet and talk with professionals. All Sp. Ed. ELLs participate in a vocational assessment with their parent and teacher to begin the transition to high school and a career. At the end of seventh grade, High School Directories are distributed and our guidance counselors, begin to have serious class discussions with our students and ELLs in particular about the high school application process. ELL parents are invited to make an appointment with their child's guidance counselor discuss high school choices for their child. Our Guidance counselors and ESL teacher and the ESL Administrator take an active role in assisting our ELLs in making appropriate selections on their high school applications. Our Guidance counselors visit new high schools to better assess these schools for their students. All ELLs are encouraged to attend a High School Fair with their Parents. The Guidance Counselors organize a High School Night for parents and students. High School Night gives parents of ELLs an opportunity to learn about the high school application process and learn how to best select a high school for their child.

E. Parental Involvement

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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)							9							9

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?

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

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	6	5			11
7	6				6
8	6	2			8
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	4		6		3				13
7	4		3		1				8
8	9		5		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	5		9		3				17
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q008 **School Name:** New Preparatory Middle School 8Q

Cluster: 533 **Network:** CEI

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.

Through the ATS report RHLA we have identified the home language of our students and their families. We continually refer to this document when sending out notification letters or DOE translated materials, requiring/requesting a parent to attend a teacher/dean conference or when holding regularly scheduled parent conferences. ESL teachers, regular education teachers and other school staff note parents who have difficulty speaking and understanding English. The Pupil Personnel Secretary will indicate the home language of the family and an ESL notation if applicable on the blue emergency card. We also maintain a list of current staff members who are proficient in another language(s).

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.

During our initial staff meeting in September our staff will be notified that translation services are available for documents and school wide events. Our non-English speaking parent population has been increasing annually. Via the RHLA in the ATS system we have approximately 106 students whose parents would potentially require translation/interpretation services. The languages currently identified include: Spanish, Haitian –Creole, Bengali, French, Fulani, Punjabi, Arabic, Urdu and African Languages. In addition, we also have a parent who is deaf.

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 website and the NYSED web site. In addition, we provide our deaf parent with sign language interpreters at all SLT meetings, PTA meetings and parent-teacher conferences and workshops.

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.

We anticipate an allocation to translation/interpretation services. We will utilize these funds to provide live translators for parent events/conferences in as many languages as practicable. During teacher conferences/parent meetings we will have staff, parent volunteers or outside contractors available to meet the interpretation needs of our parents.

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>.

Our translation plan addresses the requirements and provisions of the Chancellor's Regulation A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: New Preparatory Middle School	DBN: 533
Cluster Leader: Debra Maldonado	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 49 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: With our ESL Saturday and after school program we hope to serve each of our ELLs in grades 6,7 and 8. We will continue our across the content area book lending program and augment our leveled art, math, social studies and multicultural library with high interest leveled science books. The ESL after school and Saturday programs will follow the focus of our regular education after school program. Classes will be held on Saturdays from 9:00 a.m. -11:00 a.m. and Tuesdays and Wednesdays from 3:15 p.m.- 4:45 p.m. The schedule will consist of 6 week sessions with a focus on ESL through ELA, Math and Science as follows:

ELA : December 3, 2011-January 21, 2012

Mathematics: January 24, 2012 -March 10, 2012

ELA and Mathematics Test Prep

March 13, 2012-April 21, 2012

ESL and Science

April 28, 2012 - May 23, 2012

The service provider for these sessions will be a certified ESL teacher as well as a certified mathematics teacher and a certified science teachers knowledgeable in content area and ELL teaching strategies.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Our school has an ELA/S.S. Administrator, a Math Department Administrator, A Special Education/ESL Administrator, a math lead teacher, an ELA lead teacher, a UFT Teacher Center mentor/instructor and network specialists all ready to support teachers to create differentiated standards based lessons. The Title III Program teacher will also receive PD to implement Sound Reading Solutions for select students. We also have a CEI-PEA specialist to provide our ESL teacher with support to interpret data and provide data driven instruction for our ELLs.

Part C: Professional Development

Our ESL teacher and UFT Teacher Center Instructor along with the ESL Administrator And CEI-PEA Specialists will provide staff with the required number of ESL professional development hours. Our ESL teacher and selected core subject teachers of ELLs will attend OELL sponsored PD to enhance data driven instruction and best practices for ELLS. Our ESL administrator begins the roll out of ESL Pd for our staff during our back to school PD in September. Our UFT Teacher Center Specialist assists our teachers of ELLs in differentiated lesson planning and researched based strategies.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: To support parent knowledge and involvement, parents will be invited to a parent orientation for the Saturday Program as well as parent workshops with a focus on the ELA and Math State Exams as well as NYSESLAT skills and an introduction to the Grade 8 NYS Science Test.

We will continue to encourage our ESL students to borrow books to share with their families. This year we will augment our book collection with science books.

Midway through the sessions, we will host a multicultural evening/afternoon to showcase improved speaking, writing and reading skills. Light refreshments will be served.

To encourage excellent program attendance, we will sponsor our fourth annual culminating trip. As always, parents will be invited and encouraged to accompany their students.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,724.32	184 per session hours@ \$41.98per hour
Purchased services <ul style="list-style-type: none"> • High quality staff 	\$00.00	OELLS and CEI-PEA?????

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	2,662.08	15 Keys to Learning Texts @ \$48.68 each = 730.20 20 Keys to Learning workbooks @ 15.19 each =303.80 1 classroom set Science content area books=396.00 25 “Blue” Shining Star Workbook @ 15.19 each=397.50 25 “Red” Shining Star Workbook @ 15.19 each =397.50 2 classroom sets of computer compatible earphones @218.54 each= 437.08
Educational Software (Object Code 199)		
Travel	\$750.00	Culminating trip
Other	\$63.60	Parent workshop materials
TOTAL		