



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:RICHARD S. GROSSLEY MIDDLE SCHOOL 8Q

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

PRINCIPAL: ANGELA GREEN

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SUPERINTENDENT: DR. BEVERLY FFOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Angela Green	*Principal or Designee	
Phillip Henry	*UFT Chapter Leader or Designee	
Sidney McNeil	*PA/PTA President or Designated Co-President	
Patricia Richards	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sharon Odwin	Member/CSA- Principal's Designee	
Ada McGraw	Member/UFT	
Jennifer Mundy	Member/UFT	
Aisha Haye	Member/UFT	
Cassandra Kennedy	Member/UFT	
Beverly McLeod	Member/Parent	
Dionne McNeil	Member/Parent	
Elliot Famutimi	Member/Parent	

Lavelle McCoy	Member/Parent	
Christopher Lawrence	Member/Parent	
Jeanetta Rivers	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE)[HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current city-wide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.

- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).
- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

Refine and ensure that all goals include specific short and long term measurable outcomes to monitor progress for individual and groups of students.
DQR – pg. 2.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1 Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected.

- By June 2013, the principal will develop and implement systematic tools to evaluate effectiveness that would assist the school and teacher teams in making targeted adjustments and tracking benchmarked progress for subgroups and individual students towards all goals (Victoria Bernhardt Model with the four types of data: demographics, perception data, student learning and school programs the Data-Driven Instructional System (DDIS)).
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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) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Various forms of *shared or distributed leadership* and *decision making* are encouraged. This is articulated in Commissioner's Regulation 100.11 in the state of New York at the building level by groups representative of the major stakeholders such as administrators, staff, parents, and community (Preuss, 2003). Evidence of this shared leadership is expressed through administrative leadership, instructional leadership, teacher leadership, parental leadership, and student leadership in the different Professional Learning Communities (PLCs). An integral and necessary part

of our school culture is the School Leadership Team (SLT). According to Chancellor's Regulation A-655, School Leadership Teams (SLTs) play a significant role in creating a structure for school-based decision making and shaping the path to a collaborative culture. Therefore, it is about distributive leadership. Functioning in a collaborative manner, SLTs assist in the evaluation and assessment of a school's educational program and their effect on student achievement. The responsibility of the SLT is to develop an annual school Comprehensive Educational Plan (CEP) that is aligned with the school-based budget. The principal is required to consult with the SLT in developing the school-based budget. SLTs are required to meet at least once per month during the school year, and meetings must take place on the school premises and be scheduled at a time convenient to parent members.

Distributed leadership in our school, however, is also exemplified with teachers in the roles of mentors, trainers, leaders of committees, and serving a dual instructional or administrative role. One major area of focus is based on *restructuring* and *reculturing*. A professional learning community is an important way of *reculturing* the school's environment (Fullan, 2001) so that teachers become *reflective* practitioners. Professional Learning Communities (PLCs) is the new and evolving paradigm for professional development (Darling-Hammond, 2009) as opposed to the "drive-by" workshop model or the traditional one-shot workshop. They are featured increasingly in the literature as a way of improving teacher practice, and analyzing how students learn specific content to improve student achievement As articulated by Fullan, (2001), one cannot reculture without restructuring. Hence the use of staff and student time are organized and structured into teams or *Professional Learning Communities* (PLCs) that meet weekly and utilize common procedures or protocols for discussing and examining student work. One example includes examining student work collaboratively and identifying trends in the inquiry teams. Creating a collaborative community of learners requires school leaders to leverage both human and financial resources that serve all students. These strategies and activities include:

- Planning with school leaders and teachers --in student goal setting using data, teacher effectiveness, and curriculum--for student learning.
- Strategic utilization of the school budget to maximize instructional delivery and resources (staffing, technology, and materials)
- Identification and development of Instructional Lead staff members to help build capacity and encourage shared leadership.
- Professional Learning Communities model implementation used to analyze and identify problems, devise solutions, and develop improvements in practice. These teams are; ELA, Math and Data Discovery Teams, Core Leadership Team, Curriculum Planning Team, Instructional Leads, S.O.L.E. Mentoring Team, and the School Leadership Team.
- Principal holds weekly Cabinet meetings
- Monthly School Leadership meetings

- Principal publishes weekly school calendar that is distributed to staff
- Principal informs the school community through a monthly newsletter.
- Principal hosts monthly parent teacher meetings
- Principal hosts Student Government Meetings
- Collaborative planning and implementation of a well-coordinated instructional program and a safe and secure facility
- (August through June)
- Key personnel and other resources utilized for implementation will include the Principal, Assistant Principals, the School Leadership Team, the Instructional Leads lead teachers, National Board Certified Teacher, guidance staff, and paraprofessionals. External support staff includes Network specialists and the CFN support team

Targets to evaluate our progress, effectiveness, and impact, will include setting mid-year benchmarks and utilization of end year evaluation tools. By January 2013, the following assessments will assist in monitoring our progress:

- A full day of instructional walk-through performed by Network professionals in collaboration with school administrators, Core Curriculum Team members and Instructional Leads. Evaluation of goals and feedback from teacher observations will inform next steps.

By June 2013, we will use the following assessment tools to measure progress and plan next steps:

- Feedback from PD 360 for differentiating professional development
- Quality Review Feedback
- Final Compliance Reports
- Principal Performance Review (PPR)
- The Learning Environment Survey
- Feedback from Network Leader and Superintendent
- Collaborative self-evaluation conducted by school leadership

This year Middle School 8 administrators, and teaching staff, will utilize PD 360, an online professional development and observation tool. This tool incorporates Danielson's *Framework for Teaching* for low inference and formal observations. Teachers are frequently observed and given immediate feedback with recommendations which could include viewing a video or accessing professional resource(s) as part of the observers recommendation. PD 360 will assist in addressing how our teachers approach important Common Core themes and student learning.

Our teachers are writing CCLS aligned curriculum maps for grades 6-8 in ELA, Mathematics, Science, and Social Studies. This on-going curriculum mapping project is a school-wide initiative that includes map, assignments, resources, Common Core Standards, essential questions, Common Core Performance Tasks, assessments, vocabulary, and mini lessons.

Our UFT Teacher Center consultant is a National Board Certified Teacher (NBCT) who teaches curriculum mapping, mentors teachers seeking National Board Certification, as well as provides professional development activities that are designed to deepen content knowledge and enhance pedagogical skills. Activities range widely and include intensive in-classroom support, after-school study groups, lunch and learn mini workshops, on/off site conferences. In addition, staff members participate in inter/intra visitations to schools, and classrooms, to examine and evaluate best practices.

Our ELA and Mathematics Lead Teachers have developed, and utilized, a year-long Professional Development Plan. Professional development is the strategy we use to ensure that our teachers and administrators continue to strengthen their practice throughout their career. Lead teachers mentor their peers, model best practices, coach, and use their classrooms as model learning laboratories. The Testing and Data Teams will work collaboratively to measure and analyze data for the purpose of informing teacher practice.

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school are met. We strive to coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS, including teacher, paraprofessional per session, as well as per session for professional development, and supplies/materials to support instruction.

GOAL AND ACTION PLAN#2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

Promote greater consistency in differentiated instruction based on data so that lesson planning reflects purposeful groupings, students are challenged, tasks accommodate different learning styles and questioning extends thinking, to maximize student learning at all levels. DQR pg. 1

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, all classroom teachers will design and implement engaging, rigorous and coherent curricula that are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

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) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation.

Understanding by Design (UBD) by Wiggins & McTighe, Differentiated Instruction (DI) by Tomlinson and Dunn & Dunn), and Learning Progression Maps by Popham will provide the framework for mapping of our curriculum. Progression Maps are particularly important for the Tri-State Quality Rubric. The CCLS will guide the rigor of our curriculum development. According to the New York State Education Department, the main goal of CCLS is to align work and post secondary education expectations inclusive of the higher order skills needed. The research based instructional activities that will be used to support the goal have been selected based on the premise that all learners must be prepared for college and professional life include:

- Analyzing data including AYP, ARIS, ACUITY, Achieve 3000, formative and summative assessment reports, to identify subgroups and plan targeted instruction. Teachers utilize key data from subgroups to inform planning, curriculum mapping, unit studies, and unit assessments and create benchmarks in order to assess the effectiveness of our work.
- Developing weekly quizzes, pre and post assessments to inform the development of differentiated group tasks and goals folders.
- Using the Embedded Assessment Checklist for cooperative learning to differentiate instruction and monitor student learning, progress and performance.
- Identifying problem-solving as the key standard in mathematics to develop students' conceptual understanding.
- Re-evaluating teaching practices to transition from procedural knowledge to conceptual thinking in mathematics and across all content areas. These include: Regents level courses, Specialized High School prep courses and Springboard Pre-AP curriculum in ELA.
- Incorporating Research) Based instructional activities which will be embedded in lesson plans. These activities will be implemented across all content areas, they include: Socratic Questioning, Six-Traits of Writing, Word Generation, Achieve 3000, Skillstutor, Four-Square Writing and American Reading Company.
- Utilizing the Springboard curriculum is used in ELA which is a Pre-AP curriculum designed by the College Board.
- Utilizing Impact Math in Mathematics, Glencoe curriculum in Science and NYC Core Curriculum in Social Studies.
- Core Curriculum team will meet weekly with administrators and teacher leaders, join team meetings on a regular basis, and coordinate this work across grades.
- Teachers will develop a shared understanding of the Danielson Framework for engaging students in learning. (Danielson Competency 3c: Engaging Students in Learning)
- Teachers will engage in job-embedded professional learning as they explore ways to implement pedagogical practices that focus on the following instructional shifts:
 - In Math; require fluency, application, conceptual understanding and constructing viable arguments.
 - In Literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.
- Teachers will develop a shared understanding of effective planning identified by the Danielson Framework (Danielson Competency 1E Designing Coherent Instruction)
- Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS
- Teacher teams will meet regularly to design and edit formative and summative assessment tools and update curriculum maps for changes,
- Teachers of Students with Disabilities (SWDs) will receive training in co-teaching strategies. Paraprofessionals who work with (SWDs) will provide small- group tutoring within the classroom setting.

Budget and resource alignment

• Indicate your school’s Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Q008 is a Title I SWP school, thus conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies as defined in the SCEP action plan.

GOAL AND ACTION PLAN#3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

Further expand the use of the school's observational tools to provide feedback to teachers that intentionally aligns teacher goals with school wide goals and professional development to ensure continued strategic improvements in all classrooms. - DQR Pg. 2

- Extend the range of instructional strategies
- Provide opportunities for students to work collaboratively and independently
- Engage students, increase rigor and use data to inform practice

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school community will continue to adopt and implement a research-based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, 3c, and 3d; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

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) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for college and career readiness which are a focus of the teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and colleagues to high standards of practice. Thus, (2007) Danielson will serve as our research based model. Danielson states: “The framework for teaching is based on important assumptions about what is important for professionalism” (2007) In support of the work of teachers, our strategies and activities will with a timeline promote a professional learning community around the framework which include:

a professional development plan that provides for whole school and individual teacher support (August thru June, ongoing). Research says that all children and adults do not learn the same way (Dunn & Griggs, 2007) and the same applies to our staff. Our professional staff is a collective group of individuals who possess various strengths and weaknesses, as well as different levels of teaching experiences (novices and veterans). Therefore, our professional development plan is designed to continue to be differentiated to suit the needs of these stakeholders. Although much of the training will be differentiated with *PD 360*, on-line system to meet the specific needs of individual teachers as well as subjects, all teachers will receive training and support in implementing the following:

- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups
- September roll out of systematic analysis of data collection, monitoring and teacher conferencing, January check in for progress evaluation, June assessment, reflection and next steps
- Opportunities for differentiated professional development for staff members.
- Prepare teaching in CCLS’s and Instructional Expectations (on-going).
- Formal and informal cycles of observations will be conducted by school leaders using feedback and tracking progress September through June.
- Identification of point personnel, lead teachers, critical friends and opportunities for their support
- Principal and Assistant Principals provide workshops and teacher conferencing. Key personnel and other resources will include leadership, network support instructional leads and external consultants.
- Targets to evaluate our progress, effectiveness and impact will include: By November 2012 Our Network will complete a full day instructional

walk with school leaders. Report will be generated and shared with teachers. Professional development will be designed based on needs assessment from the instructional walk-through.

- Weekly visits from our network support group will be conducted as follow up in order to document progress.
- Frequent cycles of informal and formal observation
- Teacher mid-year, end-year evaluations and self-evaluation
- October thru June, on- going – teacher feedback sessions, October thru June ongoing Looking at Student Work protocol implementation
- January midterm student periodic assessment data
- June through September: Analysis of state assessment data

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Q008 is a Title I SWP school, thus conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies as defined in the SCEP action plan.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Extend the range of social and emotional supports
- Provide all students with individualized supports and opportunities for healthful living

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, we will develop a youth development program that is geared toward celebrating and acknowledging student accomplishments and promoting a positive school culture.

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:

1. strategies/activities that encompass the needs of identified student subgroups,
2. key personnel and other resources used to implement these strategies/activities,
3. identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

4. timeline for implementation.

5.3 The goal is to improve student academic success through social and emotional support by building student coping skills and employing conflict resolution strategies for transitioning from middle school to high school to college and beyond. It is derived from *social and emotional learning*, and psychologist, Abraham Maslow's pyramid of *Hierarchy of Needs* that motivates humans to act in the following order: physiological needs, safety needs, belonging and love needs, self-esteem and competence needs, and self-actualization needs. In helping students to feel safe, secure in the classroom, and out of danger (*safety needs*) deans and teachers have been working together to reduce disciplinary /behavior issues, address bullying and inappropriate behavior, and increase the amount of respect shown to classmates and teachers. To feel love, appreciation, a sense of acceptance, and be treated as a valued member of a group (*belonging and love needs*) in a multicultural school with immigrants from many countries is an important part of character education.

Our approach to culture building and socio-emotional support is informed by a theory of action. Positive Behavioral Interventions and supports is the research-based model that will support our work. Respecting the **3 P's** people, property and persons. These standards guide the development of effective school counseling and youth development programs around three domains: academic, career and personal/social development. Strategies include: Utilization of data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work. Effective use of school counselors to support academic program planning, collaboration with teachers to present lessons and work with students addressing absence and lateness. Training for all staff in behavioral intervention and classroom management, Opportunities for student choice and voice through student government, Transitional supports, High School night, college night for families. College Tours and University trips for students, Attendance plan (September to June), Guidance and Crisis Intervention plan, Establish student goals and future plans, monthly parent workshops, evening events, Student Recognition, Expand our Jr. Leader program.

5.4 Develop and equitably enforce a code of conduct for the district and the building. Distribution of the Citywide Standards of Discipline and Intervention Measures (Discipline Code) to staff members, students and parents. Staff members will receive a copy of the code and receive training on

the contents of the document and be informed of changes that were made to the Discipline Code during the September faculty orientation. Staff members will also receive a copy of the ladder of referral and be instructed on how to use it. Students will be provided with a copy of the code and also receive classroom instruction. Parents will receive a copy of the Discipline Code and the parent coordinator will provide an overview of the code during the first parent teachers meeting. Develop District safety plans and building emergency response plans to deal with serious situations and conduct drills, tabletops, and functional exercises to increase the level of preparedness. Personalized the school environment. Analyze Violent and Disruptive Incident Reporting, Online Occurrence Reporting System data in New York City, and other student conduct data to provide information regarding pockets of concern that require attention and program strengths that could be replicated.

5.5 Weekly review of VADIR and/or OORS data. Bi-Weekly review at safety meetings to ensure all is covered and which students we are working with. Weekly review of student conducts infractions. Such as; Daily cutters' sheet, Student report card, number referrals per week, student surveys, teacher referrals, teacher evaluations, parents surveys, review OORS data at safety meetings, weekly review of class attendance, making sure that classroom logs are kept accurately on students that have left a pass.

Targets to evaluate the progress, effectiveness, and impact will include: decrease in student lateness, reduction in classroom management issues, reduction in suspensions, increase in student participation in activities and after school, Increase in academic achievement

- **5.2** Implement programs and activities that have a proven track record of achieving positive results such as our differentiated web based program for reading; Achieve 3000, and the American Reading Company's 100 Book Challenge. In addition to our web-based program for reading, we will utilize our web based program for math, Skills-tutor. Continue The Young Men's Initiative where we are taking many of our most at-risk males and work with them to build their self- esteem, build leadership skills, expose them to new adventures and make them aware of their world around them all in an effort to focus them in the path of careers and college. Our Student Government will continue to be the voice of the school population with one student serving as class president for each class in the building who speaks on the behalf of their constituents. We will continue our Junior Deans program, Soul Mentoring and implement G.E.M.S (Girls Empowerment Mentoring Supports. Young Men's Initiative program focuses on African American and Latino boys. To summarize:

a) Participants meet 3days per week after school for instruction, book club and physical conditioning.

- b) Teacher mentors meet twice per month.
 - c) Participants are reading Motivating Black Males to Achieve In School & In Life.
 - G.E.M.S (Girls Empowered and Motivated to Succeed) program focusing on girls and their individual needs.
 - a.) Trips and outings.
 - b.) Participants are reading: Seven Habits of Highly Effective Teens.
 - Success Academy – After School and Saturday program
 - a) Focuses on students scoring at levels 1 and 2
 - b) ESL component focuses on ELL’s
 - New Prep Scholars Academy – Partnership with Kaplan’s SHAST (Specialized High School Assessment Test)
 - a.) Focuses on students scoring at levels 3 and 4, 3 days per week.
 - Use of web based programs to address students needs as follows:
 - a) Achieve 3000 – ELA and S.S. for all learners.
 - b) Skillstutor – Math instruction for all learners.
 - c) Successmaker – ELA and Math instruction for ELL’s
 - d) Sound Reading Solutions – ELA for SWP’s.
 - e) Learnzillion.com – instructional support for all students.
- Word Generation – vocabulary development for all students

Budget and resource alignment

Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction and coaching and administrative staff based on programming needs using Tax Levy and Title 1 funds. Once all pedagogical staff is assigned, we will manage funds to cover rewards for improved behavior and funds to cover OTPS including: Teacher. Para per session to support instruction and extra- curricular activities.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Increase parent involvement

- Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

- | | |
|--|---|
| <input type="checkbox"/> 6.2 Welcoming environment | <input checked="" type="checkbox"/> 6.4 Partnerships and responsibility |
| <input checked="" type="checkbox"/> 6.3 Reciprocal communication | <input checked="" type="checkbox"/> 6.5. Use of data and families |

Annual Goal #5

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the school community will increase parent involvement and outline how parent will share responsibility for improved academic achievement through increased participation and communication, as well as increased opportunities for parents to become involved in each child's education and the recipient of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Strategies to increase parental involvement and engagement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.

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

The No Child Left Behind Act (2002) broadens the parameters for parental involvement from *engagement* to that of *empowerment* inside and outside of the schools. New legislation requires schools to design and implement specific plans for involving parents beyond fundraising events and the century-old "factory-model school" that scarcely invited parents to be active participants (Rick Allen, 2004). Parental workshops and training are important. It is on-going and important for enabling parents to become active in their child's education. Our school hosts two parent-training workshops per month to help parents in understanding the Common Core Learning Standards and its impact on the tests their children are now required to do.

When schools, families and communities work together, children are more successful in school and schools improve. Family, school and community partnering across these tiers consist of the following: effective partnerships including parents, families,' students, community members and educators. Indicators of an effective partnership include: sharing information, problem solving and celebrating the success of students. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes. We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will involve the following:

- Utilization of current data to identify subgroups and analyze the needs of individual students

- Planning and implementation of a family outreach plan
- New Parent Orientation/ Open House (Fall and Spring)
- Retention of full time Parent Coordinator and allocation for Parent resource room
- Identification of funding resources to engage parents in their child’s education vis annual parent orientation, workshops, events, celebrations (August- June) on going
- Monthly recognition of students, quarterly honors’ breakfast
- Key staff will work to support this work, including the School Leadership Team, parent coordinator, community assistants, guidance staff, and network supports.

Budget and resource alignment

Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. Fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)		Description			
		Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).	
AIS	Participants				
	Literacy	10 Teachers 112 Students	vocabulary development, writing, cloze reading, editing, and paragraph development	Small group sessions, Guided group sessions, one-on-one tutoring, Differentiated tasks; and Achieve 3000	Two 45 minute sessions per week
	Mathematics	69 Students	problem solving, order of operations, algebraic expressions, geometry, vocabulary development, manipulatives, and writing skills		Two 45 minute sessions per week
	Social Studies		writing in the content area, using primary source documents, analyzing photographs, and vocabulary development		
Science		lab skills, reading and writing in the content area, and vocabulary development			

ESL	Participants 2 teachers and 38 students	Learn Zillion Explicit teaching (taken from patterns and trends of the grade) Sound Reading Solution	Small group work Guided practice	Regular sessions run for two hours from 9 a.m. to 11 a.m. on Saturdays Provided three times per week for 70 minutes after school on Tuesdays, Wednesdays, and Thursdays (3:30— 4:20 p.m.) Regular sessions run for two hours from 9 a.m. to 11 a.m. on Saturdays

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Recruitment

To recruit teachers, we work closely with our Network's human resources, traditional teacher education programs, and alternative licensure programs. We have attended hiring fairs to identify and recruit highly-qualified teachers. We continue to work closely with our Human Resources to ensure that all required documentation and assessment deadlines are met.

Retention and Support

In our efforts to retain highly qualified teachers and ensure they have the supports and strategies to grow professionally, we are highly invested in professional development. We offer professional development to teachers on current topics provided by other teachers, administrators, as well as support staff from our POS, CEI-PEA. Mentoring is implemented as per teacher requirements.

We believe in individualized professional development plans that are designed to focus on each teacher's needs. Teachers are active participants in the process and collaborate with administrators to review their goals and monitor progress and development. Each teacher will develop an Individual Improvement Plan (IIP) mainly to move teachers toward highly-effective practice. The Danielson's Framework for Teacher Effectiveness (2007) will be used as a professional course of study. Teachers self-assess on a regular basis and confer with school leaders.

All professional development is research and evidence based. Research Based Strategies (RBIs) are emphasized in our trainings. Inter-visitations are encouraged for all teachers as well as participation in external professional development opportunities. Our network specialists support teacher retention by providing on-site trainings, modeling, and teacher team development.

We are committed to ensure that teachers have the resources and support needed to succeed. Additionally, we will continue to fund our UFT Teacher Center so that teachers have professional development opportunities and a space for collaboration We encourage celebrations of success and sharing.

National Board Certified Teacher:

. Our UFT Teacher Center designated consultant is National Board Certified. We have hired one National Board Certified Teacher and have just started a National Board Pre-Candidacy Class for mentoring teachers seeking to become board certified. *National Board Certification* is our country's highest teaching credential. The latest report (2008) by the National Research Council (NRC) stated that National Board for Professional Teaching Standards (NBPTS) has had a positive impact on student achievement, teacher retention, and professional development. Secretary of Education, Arne Duncan has pledged federal funding for NBPTS. Prior to becoming the Secretary of Education, Mr. Duncan increased the number of NBCTs from 11 to 1200 in less than a decade in the Chicago School District.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS
ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school’s current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school’s policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

The No Child Left Behind Act (2002) broadens the parameters for parental involvement from *engagement* to that of *empowerment* inside and outside of the schools. New legislation requires schools to design and implement specific plans for involving parents beyond fundraising events and the century-old “factory-model school” that scarcely invited parents to be active participants (Rick Allen, 2004).

Parental workshops and parental academy training are important. It is on-going and important for enabling parents to become active in their child’s education. Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families.

Additionally, we will incorporate the six National Standards for Family-School Partnerships as our framework in shaping our parental involvement program. They are:

Standard I: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard II: Communicating Effectively—Families and school staff engage in regular, two-way and meaningful communication about student learning.

Standard III: Supporting student success—Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard IV: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard V: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard VI: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Our school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school’s Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school’s Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

1. Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
2. Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills
3. Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
4. Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
5. Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
6. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
7. Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
8. Host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
9. Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

10. Translate all critical school documents and provide interpretation during meetings and events as needed;
11. Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school encourages school-level parental involvement by:

1. Holding an annual Title I Parent Curriculum Conference;
2. Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
3. Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
4. Supporting or hosting Family Day events;
5. Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
6. Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
7. Encouraging more parents to become trained school volunteers;
8. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
9. Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
10. Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

1. Using academic learning time efficiently;
2. Respecting cultural, racial and ethnic differences;
3. Implementing a curriculum aligned to the Common Core State Learning Standards;
4. Offering high quality instruction in all content areas;
5. Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

6. Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
7. Convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
8. Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
9. Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

10. Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
11. Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
12. Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
13. Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

1. Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
2. Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
3. Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
4. Supporting parental involvement activities as requested by parents;

5. Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
6. Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

1. 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;
2. ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
3. check and assist my child in completing homework tasks, when necessary;
4. read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
5. set limits to the amount of time my child watches television or plays video games;
6. promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
7. encourage my child to follow school rules and regulations and discuss this Compact with my child;
8. volunteer in my child's school or assist from my home as time permits;
9. participate, as appropriate, in the decisions relating to my child's education;
10. 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;
11. respond to surveys, feedback forms and notices when requested;
12. become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
13. 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;
14. take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
15. share responsibility for the improved academic achievement of my child;

2. Student Responsibilities:

1. Attend school regularly and arrive on time;
2. Complete my homework and submit all assignments on time;
3. Follow the school rules and be responsible for my actions;
4. Show respect for myself, other people and property;
5. Try to resolve disagreements or conflicts peacefully;
6. Always try my best to learn

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														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. ①

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	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: _____
 Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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 ⓘ

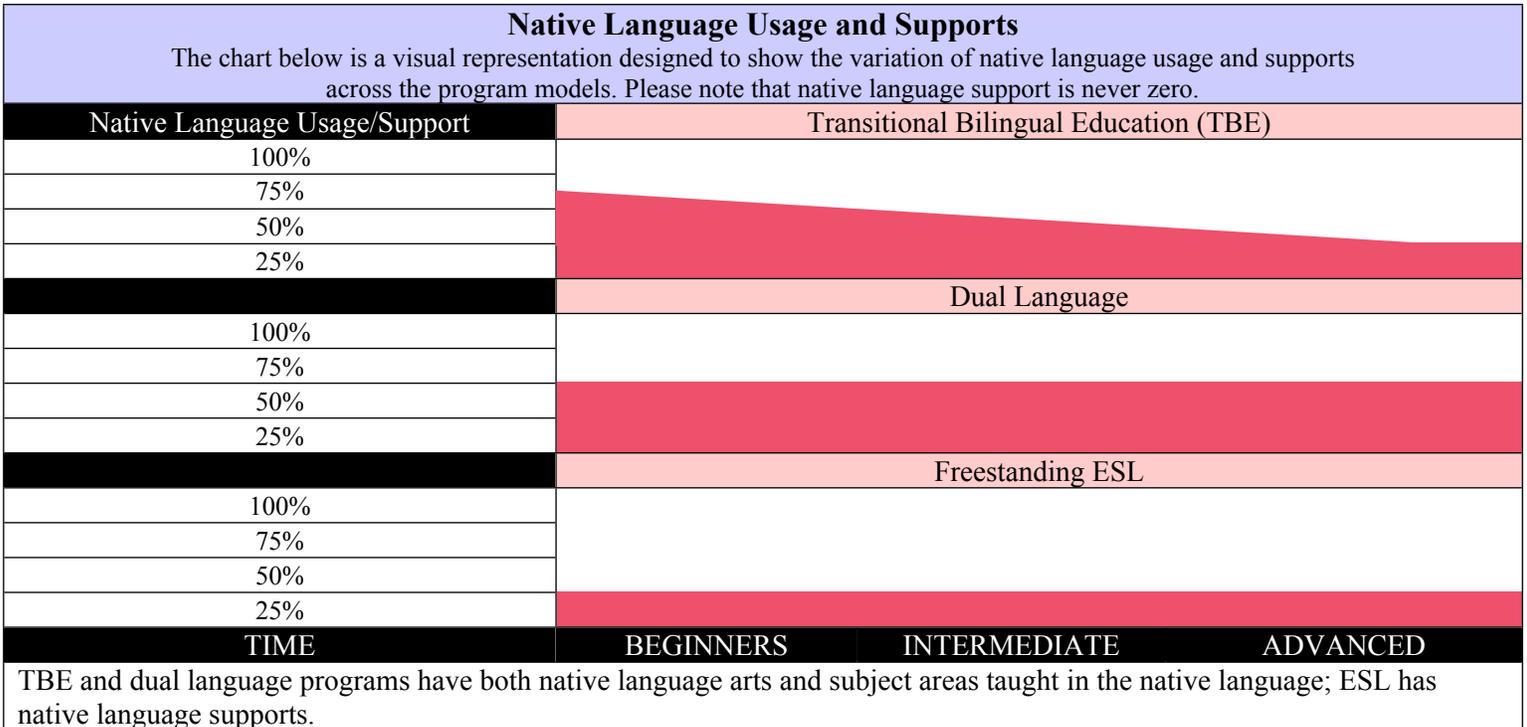
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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.
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 this program by pairing ESL students with other same native language speakers, by a monthly focus on different cultures, by celebrating diversity through classroom projects and activities, by native language books and texts, and through conversations with our tri-lingual teacher and other native language speaking staff.

Each year in late August or early September but always before school begins, MS8Q invites all parents, including parents of ELLs, to a parent orientation. At this time parents tour the school, meet teachers and administrators and review the student handbook. This year all MS8Q ELLs including students who would be new to the school in September, were invited to participate in our new ELL Summer Program. We hope to make the ELL Summer Program an annual program.

Grade 6 ELLs are offered Korean or Spanish, while grade 7 and 8 ELLs are offered Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our UFT Teacher center will offer ongoing PD throughout the year to support differentiation of instruction and best practices and strategies for language 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 be given opportunities to attend OELL PD as deemed appropriate by administration. All teachers attending OELL PDs will be given opportunities to turn key to staff. The pupil accounting secretary will be given an opportunity to attend appropriate ELL PD as offered through DOE. The ESL/Science Supervisor will continue to provide ESL Science support for the Science Department.

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

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

MS8Q continues to see to improve parent involvement in our school. This year we continue to build on the activities and programs we have put into place. In addition to the regularly scheduled parent-teacher conferences, we have introduced: August Parent Orientation, a fall Meet and Greet Night, an annual Open House and, to communicate facilitate with with parents on an on going basis, School Messenger.. We now have an active and functioning SLT. Principal Angela Green established our PTA Suite which includes the PTA office, the Parent Coordinator's office and a seating area with computer work stations and a color printer for parents. Principal Green has also instituted a policy whereby parents of newly admitted students or parents who visit the school have an opportunity to meet with administration, a member of the PTA Board and the Parent Coordinator. On the day of registration, parents of new ELLs meet with the ESL teacher and the administrator and are introduced to the PTA officer and the Parent Coordinator. Our school programs are reviewed with the parent. The parent is given all necessary surveys. This open door policy has improved our parent-school connection and increased our PTA membership and participation for parents of ELLs.

BEACON and SPORTS AND ARTS have offices in our building. These organizations provide services which include family and individual counseling, anger management classes, dance and music classes, homework help, sports opportunities, and GED programs. During the initial interview, we describe the services and programs offered by our school and BEACON for their student and their families. We offer these services and programs to them.

We let the parents know about our after school and Saturday ESL programs and the culminating ESL program June trip and invite them to come along and celebrate their child's achievements. We also put parents in touch with their local library for English instruction when requested or indicated.

Our ELL parents are very much interested in the promotional criteria for their children and the High School application process. We offer workshops on the NY State ELA, Math and Science Written and Performance Tests. The Guidance Department organizes Hugh School Night for our eighth graders and their parents. ELL parents are encouraged to meet with Guidance Counselors on an individual basis to receive assistance in selecting the best high school choices for their student.

Presently a staff members are able to translate and speak with our parents. However, The ESL Administrator, Carol Hughes and the Pupil Accounting Secretary, Ms. Shannon, continually monitor the translation needs of MS8 parents by referring to the language choice report report on ATS. If the need arises we will rely on the DOE translation services to provide us with assistance for parent activities such as PTA meetings and parent-teacher conferences.

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
Intermediate(I)							4							4
Advanced (A)							6							6
Total	0	0	0	0	0	0	19	0	0	0	0	0	0	19

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

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

MS8Q uses the Brigance and Acuity Data to evaluate the reading levels and skills of our ELLs. This year all our current ELLs are Level 1 and 2 in ELA. To support our struggling readers and writers our instructional plan will include instructional strategies to support the SIX TRAITS of WRITING, the Springboard curriculum, high interest leveled books, note taking skills, grammar activities, dictation, the Harvard based Word Generation curriculum, organizational strategies and graphic organizers to support quality writing. The ELA Department will develop a weekly ELA skill focus. The weekly ELA skill will be reinforced in all core subjects. All ELLs will attend 37.5 tutorial on Tuesday and Wednesday mornings. All teachers will be engaged in Inquiry. Our Inquiry Teams will meet every Thursday afternoon. ELLs will be included in our Inquiry Team targets.

LAB-R and NYSESLAT data reveal that only 7 of our 49 (14%) of our ELLs are proficient in Listening and Speaking, 20 out of 49 () are advanced in Listening and Speaking while only 2 out of 49 are proficient in Reading and Writing and 9 of 49 are advanced in Reading and Writing. 11(%) earned beginner and 15 (%) earned intermediate in Reading and Writing. Our newcomers so far this year have all scored beginner on the LAB-R test.

While our students show strengths in listening and speaking, they are struggling with reading and writing. 50% of our grade 6 ELLs are intermediate or beginner in Reading and Writing. Only two of our grade 7 ELLs and three of our grade 8 ELLs scored advanced in Reading and Writing. Our focus this year will be on improving reading comprehension and writing skills.

ELL Periodic Assessments will assist the ELL teacher in identifying the instructional focus for each child. The ELL Periodic assessments have been very accurate in predicting Beginner Scores on the NYSESLAT but below 25% in predicting Advanced, Intermediate or Proficient scores.

We evaluate the success of our program for ELLS by examining the growth for each student. Ideally we would expect a student to achieve proficient in both modalities after no more than 4 years as an ELL. We have been successful in achieving proficiency in listening and speaking and intermediate and advanced in reading and writing. Our shortfall has been moving students who are advanced in reading and writing to proficient. Last year we were successful in moving % of our ELLs to proficient in both modalities. We attribute this to the Writing for ELLS program; a focus on informational text and weekly ELA skills across the curriculum; a mandatory writing portfolio, Achieve 3000; a monthly book read mostly as a read aloud to expose students to rich text; and tier two vocabulary development with interactive word walls, debate and essay writing through the Word Generation program. This year we will continue to provide all of the above and initiate dictation, interactive word wall across the core subject areas and a reading portfolio.

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.

2012-13 Comprehensive Education Plan (CEP)

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 Prep Middle School 8Q	DBN: 28Q008
Cluster Leader:	Network Leader: Gerard Beirne
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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. The program will be taught in English by a certified ESL teacher and a certified mathematics teacher. The ESL after school and Saturday programs will follow the instructional mandates of our regular education after school program. These mandates include implementation of the common core state standards through rigorous Math and ELA instruction, reading informational text in the content areas, use of technology based programs (Success Maker, Achieve 3000 and Skills Tutor) and differentiated instruction. Materials to be used also include Vantage Math, Content Reading: mathematics, NY Content Reading for the CCSS, Curriculum Associates CARS and STARS Program as well as trade books. Classes will be held on Saturdays from 9:00 a.m. -11:00 a.m. and on Tuesday Wednesday and Thursday from 3:05 p.m.- 4:20 p.m. The program will begin on December 4, 2012 and extend through April 25, 2013.

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, and network specialists all ready to support teachers to create differentiated standards based lessons. The ESL teacher, ELA classroom teacher and Title III Program teacher will all receive PD to implement the Success Maker program for our ELLs. Our ESL administrator as well as our CEI-PEA specialist will provide our ESL teacher and content area teachers of ELLs with support to interpret data to provide data driven instruction for our ELLs.

Our ESL teacher and along with the ESL Administrator and CEI-PEA Specialists will provide staff with 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. ESL PD is held through out the year during Common Planning Meetings, faculty meetings, and on Election Day. Throughout the year our ESL teacher collaborates with and assists our teachers of ELLs in differentiated

Part C: Professional Development

lesson planning and researched based strategies.

ESL Professional Development schedule:

Vocabulary Development-Tier 2 Vocabulary through Word Generation - Sep. 4, 2012 (Teacher Orientation for 2012-13)

An Introduction to ESL Standards, Tasks and the NYSESLAT- November 6, 2012

Bi monthly collaborative PD for core subject teachers of ELLS

Grade 6 - 2nd and 4th Tuesdays per 5

Grade 7- 2nd and 4th Wednesdays per 5

Grade 8 - 2nd and 4th Wednesdays per 3

December - Accessing Background Knowledge to make Connections, Turn and Talk

January- Scaffolding (Zone of Proximal Development) and Contextualization

February- Text Cards and Semantic Web

March-Jump start students' schema: KWE and Word Sorts

April- Picture observation charts and Cloze

May-Take a Field Trip to develop key concepts and vocabulary

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 an overview of our Saturday and P.M. Program as well as parent workshops focusing on NYSELAT skills and data (February) the ELA and Math State Exams (March), and an introduction to the Grade 8 NYS Science Written and Performance Tests (April). These workshops will be lead by teacher leaders, the ESL administrator and a grade 8 Science teacher. parents will be notified by a flyer back-packed home, announcements in the school calendar and by automated phone calls through School Messenger

Parent Workshop Schedule:

Promotional Requirements and an Overview of ESL Success Academy Program - January 5, 2013 9:30 a.m. and January 8 10:00 a.m.

Introduction to Skedula- November 15, 2012 6:30 p.m.

NYSESLAT SKILLS and the CCLS- February 28, 2013 6:30 p.m.

Introduction to the new ELA and MATH State Exams- March 21, 2013-6:30 p.m.

Part D: Parental Engagement Activities

The Grade 8 Science Test: Written and Performance- April 25, 2013 6:30 p.m.

New York City High School Application Process-May 23, 2013 6:30 p.m.

We will continue to encourage our ESL students to borrow books to share with their families.

Midway through the sessions, we will host a multicultural evening/afternoon (TBA) to share ethnic foods, enjoy the music and dancing of the many cultures represented at our school and to showcase and recognize improved speaking, writing and reading skills.

To encourage excellent program attendance and expose our students, and especially our newcomers, to a hands on history experience of different boroughs, we will sponsor 3 trips. parents are invited and encouraged to attend.:

*The New York Historical Museum (West side of Manhattan) - The Effect of the Erie Canal on N.Y. City

*The Museum of the City of New York (East side of Manhattan) - The History of Manhattan through Artifacts

and our fifth annual culminating trip:

*The Brooklyn Historical Society Museum at the Brooklyn Navy Yard - Exciting views of Manhattan plus

These are the People of Your Navy Yard

Part E: Budget

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

Allocation Amount: \$11200

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 	\$ 8915.98	Supervisor - 18hours@\$52.21 per hr. = \$939.78 Teacher - 190 hours@\$41.98 per hr.= \$7976.20 Teacher -
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be 	\$ 1,875.42	Continental Press: Content Reading: Mathematics- 10 each level F, G, H \$7.70 ea = \$231

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<p>supplemental.</p> <ul style="list-style-type: none"> • Additional curricula, instructional materials. • Must be clearly listed. 		<p>T.E. \$3.85 = \$11.55</p> <p>NY Content Reading for CCSS- 12 each 6,7,8 @ \$9.63 = \$346.68</p> <p>T.E. \$4.68 = \$14.04</p> <p>Exercises in Basic English 10 each 6,7,8 at \$6.50 ea = \$195</p> <p>T.E. \$3.75ea = \$11.25</p> <p>Curriculum Associates: New York STARS CCLS - 15 ea levels f,g,h @ \$10.90 ea = \$490.50</p> <p>T.E. \$10.90 ea = \$32.70</p> <p>New York CARS- 15 ea level f,g,h @ \$4.35 ea = 195.75</p> <p>T.E. \$ 5.65 ea = 16.95</p> <p>ESL Wonder Workbook #1 15 @ \$11 ea = \$165.00</p> <p>ESL Wonder Workbook #2 15 @ \$11 ea = \$165.00</p>
<p>Educational Software (Object Code 199)</p>		
<p>Travel</p>	<p>\$400.00</p>	<p>\$250- 2 tours- N.Y. Historical Society</p> <p>\$ 150- 2 tours - Museum of the City of N.Y</p> <p>\$ 0- FREE- Brooklyn Historical Museum at the Brooklyn Navy Yard</p>
<p>Other</p>	<p>\$8.60</p>	<p>hard candy for parent workshops</p>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	\$11,200	