



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: M.S. 8
DBN (i.e. 01M001): 28Q008
Principal: ANGELA GREEN
Principal Email: AGREEN2@SCHOOLS.NYC.GOV
Superintendent: DR. BEVERLY FOLKES BRYANT
Network Leader: ELLEN PADVA

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Angela Green , Principal	*Principal or Designee	
Philip Henry	*UFT Chapter Leader or Designee	
Watisha Medlock	*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, A/P	Member/	
Cassandra Kennedy	Member/	
Rochelle Brown	Member/	
Jenifer Mundy	Member/	
Leon Prentice	Member/	
	Member/	

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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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 citywide 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
----------	---

School Information Sheet for 28Q008

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	574	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	11	# Drama	N/A
# Foreign Language	26	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.1%	% Attendance Rate		88.7%	
% Free Lunch	86.5%	% Reduced Lunch		4.0%	
% Limited English Proficient	8.8%	% Students with Disabilities		21.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	3.8%	% Black or African American		61.2%	
% Hispanic or Latino	17.6%	% Asian or Native Hawaiian/Pacific Islander		16.2%	
% White	1.2%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	3.41	# of Assistant Principals		4	
# of Deans	1	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	1.9%	% Teaching Out of Certification		23.1%	
% Teaching with Fewer Than 3 Years of Experience	9.3%	Average Teacher Absences		9.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4		8.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		35.7%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		90.9%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	No	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	Yes
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Our SCEP was developed in a collaborative process using current data; the most recent Progress Report, Quality Review, LES, and the data collected during our school walk throughs. All stakeholders were included in the process.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our SCEP focus areas for improvement include deepening CCLS, improving teacher effectiveness, providing deeper supports for at-risk students, and further developing our parent engagement process.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Due to the time frame of the due date and the need to be current with our data we had to ensure we were working with the best data possible. We also had to ensure that all stakeholders understood the process and were available to meet and collaborate.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We were successful to a large extent in moving forward across the board on our goals.			
Were all the goals within your school's 12-13 SCEP accomplished?	Yes	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Major barriers that we see as a yearly challenge include continuing to identify and plan for the individualized needs of our subgroups and improving communication with families who can support the work with their youngsters.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
We are focusing on the following subgroups: African American males and ELLs. Our target for African American males is to demonstrate a 2% increase in ELA on the NYS examination. Our target for ELLs is to demonstrate a 2% increase on the NYS math examination.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders communicate through emails, during planned meeting times, using newsletters, memos, and school messenger.			
Describe your theory of action at the core of your school's SCEP.			
Strengthening the instructional framework and teacher practice is the theory of action at the core of our school's SCEP. We will accomplish this by deepening an understanding of teacher effectiveness, employing research-based strategies, utilizing action research through our school-developed inquiry teams, inviting student input in the conversations, meeting with teacher teams, conveying high expectations through the standards, and ensuring that all students are provided with individualized supports and a safe and nurturing environment.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Engaging in ongoing collaboration with all stakeholders is our main strategy for executing the theory of action as expressed in our SCEP. This is evident in our SCEP goals that are guided by our vision and mission statements, collaborating with all stakeholders, the NYS P-12 <i>Common Core Learning Standards</i> (CCLS), our new <i>Annual Professional Performance Review</i> (APPR), the <i>Danielson Framework for Teaching for Teacher Effectiveness</i> , and using multiple measures of the four types of data (Bernhardt, 2004), both qualitative and quantitative: demographic data, perception data, student learning data, and school programs.			
List the key elements and other unique characteristics of your school's SCEP.			
The unique characteristic of our school's SCEP is a <i>leadership</i> culture. We nurture <i>student leadership</i> through our Student Inquiry Teams (SITs), Student Government, <i>Extended Parent-Teacher Conferences</i> facilitated by students showcasing their portfolios, and their daily morning announcements. We also encourage a <i>teacher leadership growth mindset</i> . It's in keeping with our culture of growing, and in this environment teachers are encouraged to take the initiative and lead our professional development sessions, Vertical Inquiry Teams, a 90-minute block for common planning/common professional development (Horizontal Teams), a Core Leadership Team, and an Instructional Task Force. Another unique characteristic is our			

various partnerships with York College Teacher Education Program, an *Institution of Higher Education* (IHE) the *Beacon Program @ MS8Q*, and with *Making Proud Choices* (MPC), a Community Based Organization. Some of our programs are also unique: single gender classes, independent learning centers in all classrooms, *Project Boost* for our gifted and talented students, *Girls Empowered and Motivated to Succeed* (GEMS), *Young Men Initiative* (YMI), *Arts in Education* (AIE), and web-based programs such as *rubiconatlas.com*, *learnzillion.com*, *Achieve 3000*, *Skills Tutor*, *Success Maker*, *Sound Reading Solutions*.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Both teacher leaders and school administrators are at the center of our school's organizational infrastructure for overseeing and managing our improvement plan. School leaders, the National Board Certified Teacher (NBCT), our UFT Teacher Center Consultant, and the ELA Lead Teacher will meet weekly to monitor our implementation and progress. We will also engage our Horizontal and Vertical Team Leaders in our professional inquiries to make adjustments as needed. We will also utilize our Network Leader and team members for their support in specific areas and with assistance in assessing and evaluating our work.

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by a research-based, common teaching framework.			
Review Type:	Quality Review	Year:	2013
		Page Number:	7
		HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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		2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June, 2014, 100% of key personnel will have goals and responsibilities and demonstrate evidence that aligns with the instructional focus as directed by the NYC Citywide Instructional Expectations for 2013-2014. Specifically, the school will implement a plan of action that will organize the school to meet the needs of all students and improve the structures of the school.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
---	--

A. Strategies/activities that encompass the needs of identified subgroups	
1. All teachers who received “developing” on the teacher effectiveness rating from the 2012-2013 school year were matched with a mentor. Assistance will be given to teachers to create learning centers in their classrooms. Learning centers are a key component of a differentiated classroom; it also aligns with Domain 2e (Organizing Physical Spaces) of the Danielson Framework. Currently, professional development takes place in many forms at our school: a 90-minute Common Planning by grade level, Common Planning by departmental level/content area, One-on-One mentoring and small study group sessions, Inquiry Teams, Data Discovery Team, turnkeying information to other staff members, Teacher Leadership via the Instructional Task Force, Teacher Center and Collegial support groups. According to our school’s professional development plan, teachers receive ongoing support on a variety of topics. They include the following: Examining and analyzing student work, research-based instructional strategies and skills, Victoria Bernhardt’s Model of the four types of data: demographics, perceptions, student learning, and school processes, gathering, analyzing, and using data in making instructional decisions, creating and applying classroom rubrics, classroom management principles, interdisciplinary planning and teaching, incorporating literacy and mathematics across all subject areas, the Dunn and Dunn Learning Style Model, Bloom’s Taxonomy, differentiated instruction, Howard Gardner’s Theory of Multiple Intelligences, leveling classroom libraries, collaborative planning groups, hands-on and inquiry-based learning, incorporating technology in instruction, use of primary and secondary resources, Understanding By Design, progression maps, fostering strong parent relations, and flexible grouping.	
B. Key personnel and other resources used to implement each strategy/activity	
1. School Administrators, ELA Lead Teacher, Teacher Leaders, UFT Teacher Center Consultant, and External Consultants.	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Progress will be measured using indicators from the School Quality Review Rubric, the Principal Practice Observation Tool (PPOT), and Danielson’s Framework for Teaching	
D. Timeline for implementation and completion including start and end dates	
1. 2013-2014	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Our 2012-2013 Professional Development Plan and the 2013-2014 Addendum to the Professional Development Plan serve as a guide and framework for our professional learning. It 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. Our staff’s pedagogical beliefs on how students learn best range from a variety of approaches including single gender classes, learning centers, cooperative learning and learning styles. The Dunn and Dunn Learning Style Model is the most comprehensive with more than 40 years of research on deepening and developing the learning of materials through flexible grouping and the four modalities/preferences/ learning styles: visual, tactual,	

auditory, and kinesthetic. It is the rationale for why our professional development sessions have introduced staff members to teach vocabulary with visual and tactual approaches. Evidence of this can be seen with our implementation of Shift Six (Vocabulary Acquisition and Use) of the ELA Standards using linguistic and non-linguistic representations of words (especially for our ELLs and SWDs), vocabulary brochures, and semantic maps. We are in our second year of having a National Board Certified teacher serve as staff developer and facilitator of our Teacher Center where teachers can meet and plan. Having a board certified teacher is most helpful for us in “norming” the Danielson Framework for Teaching with our pedagogical beliefs. The knowledge that Danielson’s Framework was created using the National Board Framework of Accomplished Teaching makes it a valuable resource and support for our pedagogical beliefs. The Professional Development Pacing Calendar is our planning tool for scheduling all of our professional learning activities. The lead teacher is used as a resource to create standards based weekly quizzes which encompasses key instructional shifts.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	x	Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI				PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Ensure that Common core aligned units and instructional shifts integrate engaging tasks for all students including relevant subgroups to emphasize deep reasoning that promote higher-order skills

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	------	---------------------	---	---------------------	------------

Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

By June, 2014, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the City-wide Instructional Expectations in all content areas. Specifically in literacy, Social Studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will engage in mathematical study which requires fluency, application, and conceptual understanding.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Deepening the work around the CCLS means increasing students’ Lexile or Reading Levels in preparation for college and career readiness. This will be addressed through our continued use of *Achieve 3000*, a research-based online reading program. This instructional decision on reading for an entire population including our subgroups was informed by quantitative data obtained from *Achieve 3000*. In an action research conducted by our *Data Discovery Team* toward the end of the last school year (2012-2013), we studied the impact of *Achieve 3000* on students’ reading or Lexile Levels over a six-month period. Triangulating the data from other sources also revealed what we had uncovered: more than 75% of our middle-school students were reading below their grade levels. School-wide emphasis on

encouraging all students to use the APA style for citation and research as required by the CCLS. In the February faculty conference our UFT Teacher Consultant modeled a scaffolded approach for helping students with this particular research skill. It is another one of our school-wide initiatives for all students including the subgroups. Addressing the ELA Instructional Shifts, but specifically focusing and deepening our understanding of Shifts One (Balancing Informational and Literary Texts), Four (Text-Based Answers), Five (Writing from Sources), and Six (Vocabulary Acquisition and Use) in all content areas. Professional development, particularly instructional strategies for Shift Six has focused on a more hands-on approach to reach our subgroups. This is evident through the use of vocabulary brochures, linguistic and non-linguistic representations of words, and semantic mapping of vocabulary on word walls that have been established in each classroom. Formative assessments and bi-monthly vocabulary quizzes will help to monitor student progress. The expectation is that each lesson plan will include a vocabulary component and activities for extending and deepening students' understanding of new words. Addressing the Instructional Shifts for Mathematics, but specifically addressing Shifts One (Focus), Four (Deep Understanding), and Five (Applications). We address Shift Four through our weekly Math *Problem Solving Initiative and constructing viable arguments*.

B. Key personnel and other resources used to implement each strategy/activity

1. Classroom teachers, meet regularly in their horizontal and vertical teams to analyze data, adjust and refine curriculum.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Regular unit monitoring throughout the school year by school leaders and lead teachers, Rubicon Atlas

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The Core Instructional Team and faculty have collaborated in using *City-wide Instructional Expectations* to articulate an instructional focus, develop an instructional goal, and define an instructional approach. The outcome was a school-wide instructional focus that was expressed as: using evidence from informational text to support arguments in discussions and writing; a school-wide instructional goal that stated: using textual evidence from documents to support both claim(s) and counterclaim(s); and a school-wide instructional approach expressed as scaffolding the learner using multiple entry points. These three—the instructional focus, the instructional goal, and the instructional approach—were developed using language from both the CCLS and the *City-wide Instructional Expectations*. Use of resources that are aligned with the CCLS. They include *Achieve 3000* for increasing reading levels, *Code X* for ELA and *CMP 3* for Math. Students also engage with *myON*, another web-based reading program that focuses on students' interests and Lexile Levels and vocabulary development. They and their parents have been given user names and so they can log on to it from home or in school. This program addresses the whole continuum of reading levels: below, on, and above grade levels, making it ideally suited to the needs of our subgroups. Classroom observations using the Danielson Framework for Teaching, data collection, use of inquiry in leadership meetings that informs best use of curriculum and research based strategies that promote higher order thinking skills, and college and career readiness in academics.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen the school's collective set of beliefs about how students learn best to regularly include entry points and strategies that support curricula accessibility across classrooms for all students.

Review Type:	Quality Review	Year:	2013	Page Number:	5	HEDI Rating:	Developing
---------------------	----------------	--------------	------	---------------------	---	---------------------	------------

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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	4.3 Comprehensive plans for teaching
---	---

Annual Goal #3

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

By June, 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's *Framework for Teaching*.

By June, 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's Framework for Teaching to make students college and career ready,

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 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. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and colleagues to high standards of practice. Thus, Danielson (2007) 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:

1. preparation in the use of data to inform instruction and understand the progress of all learners/subgroups.
2. 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.
3. opportunities for differentiated professional development for staff members.
4. preparation in the CCLS and City-wide Instructional Expectations (on-going).
5. formal and informal cycles of observations will be conducted by school leaders using feedback and tracking progress from September through June.
6. Identification of point personnel, lead teachers, critical friends and opportunities for their support.

B. Key personnel and other resources used to implement each strategy/activity

1. UFT Teacher Center Consultant, ELA Lead Teacher, teachers, assistant principals and the principal will provide trainings, workshops and peer conferencing. Key personnel and other resources will include leadership, network support instructional leads, and external consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets to evaluate our progress, effectiveness and impact will include: By November 2013 the instructional team 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.

D. Timeline for implementation and completion including start and end dates

1. 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.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Fullan's (2001) work on restructuring and reculturing has guided our systemic approach in creating the necessary structures to simultaneously deepen our collective set of beliefs on how students learn best and support curricula accessibility across classrooms for all students. The structures we have created are Professional Learning Communities or PLCs (Du Four, 2004). We have programmed or restructured our school to enable our teachers to participate in many of these PLCs as a way of growing and developing professionally. They include our Core Instructional Team Study Group, UFT Teacher Center Study Group on using primary sources from the Library of Congress, three grade level horizontal teams that meet for a 90-minute common planning period, six vertical teams for deepening our understanding and use of data to inform our instruction. During programmed weekly 90-minute common planning sessions, all staff members meet to plan instruction using the electronic curriculum mapping program, *Rubicon Atlas. Understanding by Design (UBD) or Backward Design Planning* is used as our curriculum mapping process (see chart papers on teachers' boards and uploaded maps on Rubicon Atlas as our evidence). However, here in our middle school culture, UBD is also referred to as *Assessment is the Roadmap to Rigor*. This was informed by a book that is part of the Core Instructional Team's Study Group for this school year. This book, *Leveraging Leadership* by Bambrick-Santoyo (2012), continues to guide our focus on *organizational and instructional coherence*. We also use the *Danielson*

Framework to assist us with instructional coherence.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
According to the Learning Environment Survey, 43% of students feel that "most students at my school treat each other with respect".											
Review Type:	Learning Environment Survey	Year:	2013	Page Number:	11	HEDI Rating:	N/A				

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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		X	5.3 Vision for social and emotional developmental health							
	5.4 Safety			5.5 Use of data and student needs							

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, the school will implement a plan to identify and develop systems for students at risk and will provide all students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps as they transition to high school, and become college and career ready.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
Our research-based instructional strategies and activities for achieving this goal are derived from social and emotional learning, and grounded in the work of psychologist, Abraham Maslow's pyramid of Hierarchy of Needs. According to Maslow, humans 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, guidance counselors, teachers, and the Pupil Personnel Team 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 their education. We use Positive Behavioral Intervention (PBI). It emphasizes respecting the 3 Ps: 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. We started the year with a program entitled Overcoming Obstacles to help students develop coping skills and conflict resolution strategies for solving problems. These skills will ultimately help them in making a successful transition from middle school to high school to college and beyond. In early November, support staff from this program came and provided us with half a day of professional development in using this curriculum. PAWS, an acronym that stands for Practicing Respect, Accepting Responsibility, Working Together, and Safety Matters is our new behavior initiative to motivate all students to aim higher toward becoming college and career ready. All students in compliance with weekly targeted behaviors will earn PAWS raffle tickets from their teachers and school staff. Weekly raffle drawings and prizes are awarded to winners. Obviously, the more PAWS that a student receives, the greater his/her chances are of becoming a weekly winner. 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. This class president will speak on the behalf of their constituents. Through student government, our learners will have increased opportunities for voicing their opinions and participating in the life of the school community. Our students are responsible for leading us into The Pledge of Allegiance and making the morning announcements. Opportunities for student choice and voice will continue to exist through student government and participating in College Week and College Tours.

1. Developing and enforcing a code of conduct, and for this, we distributed the City-wide Standards of Discipline and Intervention Measures (Discipline Code) to staff members, students, and parents. Staff members received copies of the code and training on the contents of the document. They were also informed of changes that were made to the Discipline Code during the September faculty orientation. Staff members also received a copy of the ladder of referral and instructions on how to use it. Students were provided with a copy of the code and also received classroom instruction. Parents received copies of the Discipline Code and the parent coordinator provided an overview of the code during the first parent-teacher meeting. We use our district's safety plans and develop a building emergency response plan to deal with serious situations and conduct drills and functional exercises to increase the level of preparedness. With respect to the academics, we will 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 Skills Tutor, a web-based program for math. Guidance and Crisis Intervention Plan and Attendance Plan (September to June), for creating student goals and future plans, monthly parent workshops, evening events, student recognition, and expanding our Jr. Leader Program. We will continue with the Young Men's Initiative (YMI) where we work with most of our at-risk males to build their self-esteem through leadership skills, exposure to new adventures and increase their awareness of their world around them, all in preparation for careers and college. We will continue our Junior Deans Program, Soul Mentoring and implement Girls Empowered and Motivated to Succeed (GEMS). Young Men's Initiative program focuses on African American and Latino boys. To summarize:
 - a. Participants meet three (3) days 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 and In Life*
- Girls Empowered and Motivated to Succeed (GEMS) program focusing on girls and their individual needs.
 - Trips and outings.
- Success Academy – After School and Saturday program
 - Focuses on students scoring at levels 1 and 2
 - ESL component focuses on ELLs
- New Prep Scholars Academy – Partnership with Kaplan's SHAST (Specialized High School Assessment Test)
 - Focuses on students scoring at levels 3 and 4, 3 days per week.
- Use of web-based programs to address students needs as follows:
 - d. Achieve 3000 – ELA and S.S. for all learners.
 - e. Skills Tutor – Math instruction for all learners.
 - f. Success Maker – ELA and Math instruction for ELL's
 - g. Sound Reading Solutions – ELA for SWDs.
 - h. Learnzillion.com – instructional support for all students.
 - i. Word Generation – vocabulary development for all students

B. Key personnel and other resources used to implement each strategy/activity

1. School counselors will be enlisted to support academic program planning, and engage in collaboration with teachers to present lessons, and work with students addressing absence and lateness. Training for all staff in behavioral intervention and classroom management will be conducted by the Youth Development Team, the RTI Inquiry Team, Guidance Counselors, and the Pupil Personnel Team (PPT) members.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets to evaluate the progress, effectiveness, and impact, include a decrease in student lateness, reduction in classroom management issues, reduction in suspensions, and an increase in academic achievement as evidenced by an increase in student participation in activities and after school, To evaluate our progress with these initiatives, we will utilize and disaggregate data to monitor all systems that support student social and emotional health. For example, attendance and participation data in after-school programs and activities are key indicators that will help inform us on the impact this is having on our students. In turn, this will guide the continuity of our youth development work. We will also analyze violent and disruptive incident reporting on the *Online Occurrence Reporting System* (OORS) 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. A weekly review of VADIR and/or OORS data will be conducted. We will also have bi-weekly reviews of the data at safety meetings to ensure we address all data. They include student infractions, daily "cutters" sheets, student report cards, number of referrals per week, student surveys, teacher referrals, teacher evaluations, parents surveys, reviewing OORS data at safety meetings, weekly reviews of class attendance, and classroom logs.

D. Timeline for implementation and completion including start and end dates

a. September 2013 - June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

a. 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.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

According to the Learning Environment Survey, 33% of parents strongly agree that the school communicates to me and my child what we need to do to prepare my child for college, career, and success in life after high school.

Review Type:	Learning Environment Survey	Year:	2013	Page Number:	6	HEDI Rating:	N/A
---------------------	-----------------------------	--------------	------	---------------------	---	---------------------	-----

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June, 2014 the school will increase parental engagement and involvement and provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Parental workshops and training are important and will be scheduled throughout the year. It is ongoing and important for enabling parents to become active in their children'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. A school calendar of school events will be created and sent home to share information and celebrate the success of students. It will also be updated and sent home throughout the school. Our Annual School Orientation for parents and students will take place in late August. A *Meet and Greet Night* will be scheduled for late September.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead Teacher, Assistant Principals, Qualified Teachers and Guidance Counselors will conduct Parent Workshops

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Parent sign-in sheets for meetings, events, workshops etc... will be analyzed to determine parental involvement

D. Timeline for implementation and completion including start and end dates

1. August 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. 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).
When schools, families and communities work together, children are more successful in school and schools improve. We also support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. MS8Q will have a parent coordinator as well as two community assistants and a pupil personnel secretary who will be available to greet our parents to create a welcoming atmosphere. We will continue to maintain our parent suite which is equipped with two computers and a color computer for our parents to use. Topics will include ELA and Math State Tests, NYSESLAT, NY State Grade 8 Science Exam and Performance Skills, the New Common Core Learning Standards and High School Night. To maintain accurate and ongoing records of parent-teacher communications, both telephone and in-person conferences will continue to be logged on a conference form and placed in students, files. All parents who visit our building will have the opportunity to meet with an administrator, dean and/or guidance counselor as well as the teacher.

Our Partnerships: We believe in the strength of partnerships and our school has existing relationships with other organizations in the community. One of our partnerships that is housed right on the premises is the research-based national model *Beacon Program. The Beacon Community School Model*. In *Making the Difference: Research and Practice in Community Schools* (2003), Beacon centers are described as community centers located in public school buildings, offering students and their families recreational, social services, educational enrichment, and vocational activities before and after school, in the evenings, and on the weekends. Supports and services include providing safe places, leadership skills development, supervised engaging activities, promoting positive behaviors and practices, adult education, parent involvement, family support, family and community service activities, and health services (p.98). “

In a qualitative research design that studied 39 Beacon Centers in NYC, in two phases, data were collected through interviews, focus groups, surveys, and observations. Findings were: “eighty-five percent of youth reported feeling safe at the Beacon Centers...They found that homework help and academic support are vital aspects of the Beacon’s Program—youth frequently responded that the homework assistance was what they liked most about the Beacon’s Centers and why they would recommend it to their friends. Parents of youths attending the Beacon’s Centers cited the Beacon’s workshops and counseling for aiding them in communicating better with their children and their children’s teachers. More than 50% of responding parents reported attending meetings and activities in their children’s schools. Community residents who know of the Beacon’s Centers had a somewhat more positive perspective on the social cohesion of their neighborhood. They were more likely to agree that people looked out for each other’s children and that people did not isolate themselves in their communities (p.99).”

Our site was one of the first ten (10) Beacons offered in the City of New York through the leadership and vision of the Dinkins Administration. Essentially, the Program site is the primary point of contact between at-risk families and critical service providers. It is the hub for varied support services for children and their families, and features two types of programs: a family and individual support called the *Beacon Preventive Program (BPP)* and an after-school program and a summer camp referred to as *Beacon Program @ MS 8Q*. It is a goal of the SQPA Beacon to address the needs, concerns, and desires of the community by maintaining year-round programs and offering an array of activities. These services are funded (in part) under an agreement with the City of New York Children’s Services and the Department for Youth and Community Development.

The Beacon arm known as *Beacon Program @ MS 8 Campus* that offers the after school and summer programs, uses our school facilities to serve both elementary and middle-school students, Monday to Friday, from 3:00 p.m.– 6:15 p.m. This aspect of the Program offers both academic support and recreational activities. According to its brochure, this Program offers the following after-school programs: Performing and Theatre Arts, Dance, Computer Technology, Lego Robotics Competition, General Recreation & Open Gym, Arts and Crafts, English Language Arts and Math, Youth Leadership Initiative, Beacon Newsletter, Homework Help, Group and One-on-One Tutoring, Girls & Boys Basketball, Track and Field, Educational Trips, and Aerobics.

This site is a full-service community center, offering a wide range of programs to residents when not in use as an after-school program. Community groups and individuals interested in offering programs, have access to space, free of charge, with the proper clearances. There is a free summer camp subsidized by the NYC Department of Youth and Community Development. Camp enrollment is offered in two tiers, priority enrollment is for academic year users of the program. Any remaining slots are made available to the general public that reside in the zip codes closest to this Beacon.

Institutions of Higher Education (IHEs)

Another type of partnership is with an *Institution of Higher Education (IHE)*. Middle School 8Q also has an existing partnership with York College and their teacher preparation program. It is our intent to continue this relationship with the IHE to provide the necessary field experience that their pre-service teachers require for working in high-need schools such as ours. This type of school-based university partnership and collaboration to support teacher education preparation programs is also a state-wide

expectation of the New York State Education Department (NYSED), the Board of Regents, and the Governor's Reform Agenda. Our other collaborative efforts include working with the *Attendance Improvement Dropout Prevention Program (AIDP)* and *The Black Spectrum Theatre*.

Other Partnerships

We have just launched the *Overcoming Life Skills Program (OLSP)*. This program from *Community for Education Foundation (CEEf)* is part of our initiative to address the social and emotional needs of our student population. We adopted this program also because each of its lessons is explicitly aligned with the *Common Core State Standards*, and that affords us the opportunity to provide life skills instruction to our students: communication, decision making, and goal-setting skills. The Foundation was created in 1992 and the organization created the OLSP that provides curriculum materials, teacher training, and ongoing support. Its modular format gives educators the flexibility to select lessons based on theme, teaching time, student needs, and learning environment, and the curriculum covers over 20 topics including, all important life skills that will help students find success in school and in their careers: communication, decision making, goal setting, confidence building, teamwork, problem solving, conflict resolution, study skills, service learning, respect and tolerance.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.
ELT time programs will be offered to 100% of all students in the school: those below proficiency and at /or above. By June, 2014, one third of our student population (including 50% of AIS students) will have received ELT support and demonstrate completion of learning tasks required by the program curriculum.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. The work of Dunn and Dunn, and Marzano support teachers of ELT programs with strategies that engage students. We implement clear program goals to guide teachers and staff of ELT. We monitor the program carefully by looking at data regularly, conducting classroom walkthroughs, and examining student work. Students receive recognition for their good work and participation. We also utilize the CBO program, Beacon to provide students with engaging experiences.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. School Principal, assistant principals and teacher staff.

C. Identify the target population to be served by the ELT program.

1. All students scoring below proficiency on the NYS ELA and Math examinations. We also offer support to those at/or above proficiency.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century		Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Beacon is our CBO

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

We have a partnership with York College and we utilize the " I will Graduate" Program and Making Proud Choices. These programs are structured to support students who attend ELT based on the individual needs of students.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The proposed ELT program will increase the amount of quality and learning time, through before and after-school and Saturday programming. Students will be provided with opportunities for enrichment and accelerated curriculum. By employing the Dunn and Dunn and Marzano strategies students will be engaged in hands-on learning that is differentiated and informed by their individual learning styles and data

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

Components of the program will include a focus on increasing student academic achievement through enrichment. Achieve 3000, MyOn, and Project Boost are utilized. The program's academic program aligns with the CCLS and The NYC Chancellor's city-wide expectations taking into account the learning shifts. Highly qualified staff is selected to implement the program and certified

administrators carefully monitor the program. Physical activity such as Zumba is included in the program.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

Each student in our program is planned for in advance by our staff who carefully looks at their academic data, meets with their parent, and assess their individual needs to support their academic success.

D. Are the additional hours mandatory or voluntary?		Mandatory	X	Voluntary
--	--	------------------	----------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

School administrators meet with parents to ensure that they are aware of the need for their child to attend. We carefully monitor attendance and encourage AIS students with rewards and incentives.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

The school has three full-time Guidance Counselors for a population of 500 plus students. That is well above the state requirement for Guidance Counselors. Our counselors work continually to provide interventions for at-risk students and their families. We also actively monitor attendance daily and work closely with families and direct them to outside supports as needed.

G. Are you using an ELT provider procured using the MTAC process?		Yes	X	No
--	--	------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We carefully monitor student work products, attendance, and benchmark assessments created for our ELT programs on a regular basis. School leaders conduct regular walkthroughs and provide continual feedback to teachers. Parents receive phone calls and receive continual feedback. We track data of each individual student.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Sound Reading Solutions, Achieve 3000, ELA test prep	Small group, tutoring	during the school day, after school, Saturday
Mathematics	SkillsTutor, Problem Solving, Math test prep	Small group, tutoring	during the school day, after school, Saturday
Science	reading in the content area, Grade 8 Science test prep	Small group, tutoring	after school and Saturday
Social Studies	reading in the content area, analysis of primary and secondary documents, strategies for and practice in writing an argumentative essay	Small group, tutoring	after school and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	general counseling, goal setting, mediation	One to one, small group	during the school day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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 in school year 2012-2013 began a National Board Pre-Candidacy Class for mentoring teachers seeking to become board certified. This year we used aspects of the National Board Model for norming Domain Four of the Danielson Framework 9 Professional responsibilities) in assisting teachers in knowing how to profile their artifacts *National Board Certification* is our country's highest teaching credential. A 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.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Our professional development plan 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 to meet the specific needs of individual teachers as well as subjects, all staff members will receive training and support in implementing the fo 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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The school based budget is aligned to the SCEP. Specifically, all staffing, purchasing, programming, and organizational decisions are made based upon the goals of the SCEP. This goal aligns with the following budget sources: School Wide Program, Tax Levy, Title I, Title III, and Grants

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- A. Pre-K Teachers align curriculum units to CCLS by creating rigorous Performance Tasks for Pre-K students.
- B. Parents are invited to workshops to learn about student's curriculum and parental support in Pre-K
- C. Pre-K Teachers are familiar with the progression of standards in the subsequent grades and plan to give the preparatory skills necessary to achieve those goals

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers on MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures, professional development had been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

Not Applicable

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Not Applicable

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) for JHS 8, The New Preparatory Middle School

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. 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:

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

- 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;
- 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;
- 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;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT
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:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 28	Borough Queens	School Number 008
School Name The New Preparatory Middle School 8Q		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Angela Green	Assistant Principal Carol Hughes
Coach type here	Coach type here
ESL Teacher Jocelyn Celifie, Andrea Richar	Guidance Counselor Kenneth Goetz
Teacher/Subject Area Aisha Haye, Math	Parent Fatoumata Balde
Teacher/Subject Area Rochelle Brown, Science	Parent Coordinator Judith Rodriguez
Related Service Provider Jennis Brown	Other Ada Mc. Graw, ELA
Network Leader(Only if working with the LAP team) type here	Other John Prince, S.S.

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	577	Total number of ELLs	45	ELLs as share of total student population (%)	7.80%
--	------------	----------------------	-----------	---	--------------

Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							9	23	13					45
SELECT ONE														0
Total	0	0	0	0	0	0	9	23	13	0	0	0	0	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	12
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	8

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0		0	0		0	0		0	0
Dual Language	0		0	0		0	0		0	0
ESL	27		1	10		5	8		6	45
Total	27	0	1	10	0	5	8	0	6	45

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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							4	13	5					22
Chinese														0
Russian														0
Bengali							1	6	3					10
Urdu														0
Arabic														0
Haitian							1		2					3
French							2	2						4
Korean														0
Punjabi									1					1
Polish														0
Albanian														0
Other							1	2	2					5
TOTAL	0	0	0	0	0	0	9	23	13	0	0	0	0	45

Part III: Assessment Analysis

Assessment Breakdown

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

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)							3	9	5					17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	2	6					10
Advanced (A)							4	12	2					18
Total	0	0	0	0	0	0	9	23	13	0	0	0	0	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7				7
7	15	2			17
8	11				11
NYSAA Bilingual (SWD)					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	6		1						7
7	12		8						20
8	12		1						13
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		10		2		1		21
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses Sound Reading and Achieve 3000 to assess our middle school ELLs. We will also refer to the data from the Science and S.S. assessment tasks. Our preliminary data reveals that our students are having difficulty writing appropriate responses of both an argumentative essay and a narrative/procedural essay. The great majority of our ELLs scored level 1 in both reading and math and have difficulty writing appropriate responses which reflect the common core. Our vertical inquiry teams have begun analyzing this student work to develop strategies to support our ELL students to be able to complete these Common Core tasks successfully.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students are either beginner or intermediate. Intermediate is our smallest grouping. Almost half of our ELLs (21) are advanced, while 17 are beginners. Our two newcomers reflect this pattern: none are intermediate (one is advanced and one beginner)
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across the NYSESLAT modalities help us to effectively group our ELLs for instruction and programming. The Annual Measurable Achievement Objectives help us to identify students who need additional support to meet objectives and to create a provide appropriate support to maintain growth and academic success for our ELLs. The data reveals that as a result of the new tests which reflect CCLS, the majority of our ELLs are Level 1 in ELA and Math. Only 2 out of 21 of our advanced ELLs achieved a level 2 in ELA, while 10 of our ELLs are level 2 in Math. None of our ELLs are presently rated 3 or 4 in either Math or ELA. Our 13 recent former ELLs, however, are all level 2 in ELA, 2 are level 2 in Math and one FELL in a level 3 and is in the Math Regents class. Overall, our ELLs will need large amounts of support to succeed under the new CCLS.

4. For each program, answer the following:
 - a. 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?

Our largest population of ELLs (23 students-19 regular ed and 4 SWD) is in grade 7. These 19 regular ed students are in a stand alone ESL class for the second year. We are fortunate to have an ELA teacher who is dual certified in ELA and ESL. She has looped with the students. Presently there are only 2 intermediates in the class, with fairly equal amounts of beginner (6) and advanced students (7). Our grade 6 ELLs are our smallest group with NYSESLAT levels fairly even (beginner-3, intermediate=2 and advanced-4). Altogether we have 17 beginner ELLs, with the greatest number (9) in grade 7. 6 of our long term ELLs are SWD and as per the new information recently distributed about exempting SWD from ESL mandates, we will be evaluating our SWD ELLs on a case by case basis.

In general the Periodic Assessments have been a good predictor of student growth on the annual NYSESLAT exam. The assessments also pinpoint student weakness in a particular skill/concept. Teachers use this data to drive their instruction.

The ESL team reviews the ELL Periodic Assessment identify the trend for each student. Students who are not showing growth will be offered/mandated to attend our Saturday and after school programs and if warranted AIS or RTI.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Each subject area curriculum is instructed in units with a pre and post exam, as well as quizzes, chapter exams and embedded classroom assessments. When a teacher identifies a student as having difficulty accessing the curriculum using regular classroom strategies, she/he will provide additional scaffolding and support. Students who continue to struggle with concepts and accessing the curriculum successfully, may be recommended by their teacher for additional support through our RTI program.

6. How do you make sure that a child's second language development is considered in instructional decisions?
We are aware of the importance of developing both academic and tier 2 vocabulary of children whose second language is English. All subject area classes embed vocabulary development as well as provide direct teaching of vocabulary through interactive word wall. Other ESL strategies such as making connections, turn and talk, accessing prior knowledge and graphic organizers are employed to support ELLs to access the curriculum. Professional development is provided on an ongoing basis throughout the year for all teachers of ELLs. Use of content area glossaries are embedded in instruction.

7. 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?

Paste response to questions here:

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

We evaluate the success of our program by monitoring the growth of each student through their progress reports, quarterly report card grades, yearly NYSESLAT score, ELA and Math exam levels, Periodic Assessment scores and finally meeting AYP for ELLs in ELA, Math and grade 8 Science.

Part IV: ELL Identification Process

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

2. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 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 and/or our ESL Supervisor, Ms. Hughes, review the Home Language Surveys to determine the ELL status of each student and conduct 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. Additional staff who speak Bengali, Spanish, French, Hindi, Korean and Hatian Creole are also available to assist. 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 grade level. The ESL teacher, Ms. Celifie, or parent coordinator, Ms. Rodriguez, notifies the parent of their child's results. The appropriate notification letter is mailed to the student's home. When ESL services are indicated, the ESL teacher immediately invites the parents/guardians to view the placement video. The ESL teacher, Ms. Celifie, notifies the parent that his/her child is elligible, explains the program choices and invites the parents/guardians to view the video and complete all forms. 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 as well as the entitlement letter, will also be mailed to the home. The Parent Coordinator, Ms. Rodriguez, 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, or the ESL Administrator, Ms. Hughes, 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, Administrator and Parent Coordinator will always reach out to the district to find the

program and LAP Team monitor the program selections to insure that we are in compliance and entered into ATS. 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.

3. 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.
After viewing the video, staff is available to answer any questions about the three program choices in the parents/guardians native language. Parents also receive the parent choice form in both English and their native language when possible.
4. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
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 Administrator along with the ESL teacher and the pupil accounting secretary, compile the Parent Survey and Program Selection forms for all newly registered students. The ESL Teacher is responsible to make sure that the program choice for each new admit is entered into ATS. Monthly ELL meetings are held to review lists and monitor compliance. With each new admit, it is the pupil accounting secretary who is responsible to provide copies to update the file of the Surveys and Program selection forms as well as place the originals in the student's record folder. All phone calls to parents (requesting forms) are noted on a parent log. This log is maintained in the office in the student's folder. If necessary, we have staff available to make home visits.
5. 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.
Only students who are identified by the Parent Survey as eligible for the Lab-R will be administered the Lab-R. Only students who are identified as ELLs by the Lab-R will be placed in an ESL and given ESL services. All discussions with parents about the placement of their child is done in the parent's native language or through an interpreter.
6. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each year a staff member attends the NYSESLAT training. Our ESL teachers create a testing schedule which provides each child with a testing time for each section of the NYSESLAT. Children are given notice of their testing times. The testing schedule always provides a time for make-ups in the event that a child is absent. Notices about testing windows are send home and phone announcements are made through school messenger. If a child misses their assigned time, they will be tested during the designated make-up time. Our ESL teachers, Ms. Celifie , Ms.Richards-Jean and other teacher members of the testing team, administer the New York State English as a Second Language Achievement Test annually in the spring following the testing schedule for each section. (The ESL teachers, Ms. Celifie and Ms. Richards-Jean, 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. Students who are absent for their scheduled exam section are rescheduled immediately during the testing window.
7. 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.) 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. 
The majority of our parents want their child to attend the Freestanding ESL model in their Zoned School.

Part V: ELL Programming

D. Programming and Scheduling Information

2. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
Our grade 7 program is a free standing ESL class with the class traveling to all content classes as a group. Our grade 6 and 8 program and SWD is a combination of push-in and pull-out model with collaborative teaching. Due to our low numbers our ELLs are grouped heterogenously.
3. 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)?
 - b. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
The grade 6 and 8 ESL Teacher, Ms. Celifie, together with the ESL Administartor, Ms. Hughes, create a techer's schedule that ensures that all students are receiving their mandated instructional minutes through our chosen models- push-in and pullout. All grade 6 and 8 regular education advanced, intermediate and beginner ELLS are then scheduled to receive 4 periods or 180 minutes of ESL push-in instruction in ELA and Math. Grade 6 and 8 beginner and intermediate ELLS receive an additional 180 minutes of ESL instruction through a pull-out model. Our SWD ELLs receive the required instructional minutes in a pull-out model. Our grade 7 ELLs are in a self contained ESL class . They receive 360 Minutes of ELA/ESL instruction from a dual certified ESL/ELA teacher. ALL ESL students are scheduled for content area instruction in English and infused with ESL strategies.
4. 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 foster language development and meet the demands of the Common Core Learning Standards.
Content areas are taught in English using ELL strategies such as turn and talk, graphic organizers, making connections, vocabulary cards, interactive word walls. Native language support for the content areas is given through native language glossaries, technology enrichments and the buddy system.
5. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Paste response to question here:
6. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Besides using data from the ELL Periodic Assessments, our teachers use the NY State Empire NYSESLAT Program to monitor students' progress in reading, writing, listening and speaking.

7. How do you differentiate instruction for ELL subgroups?

- b. Describe your instructional plan for SIFE.
- c. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- d. Describe your plan for ELLs receiving service 4 to 6 years.
- e. Describe your plan for long-term ELLs (completed 6+ years).
- f. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All ELLs are invited to attend our after school and Saturday Program which includes both ELA/ESL support and Math tutoring by a certified Math teacher. They also take part in our mandatory 100 minutes of p.m. tutorial (37.5). This time is generally reserved for the Harvard Word Generation Program which develops tier II vocabulary (through the 4 core subjects), debate and argumentative writing through All ELLs have access to the new Core Curriculums which support the Common Core Standards in Math and ELA. All students are made aware of their levels and the urgency to take responsibility for their own learning by writing academic goals and monitoring them with the ESL and classroom teachers. Class room teachers differentiate these programs for their students as needed. Our SIFE students take part in programs which differentiate their instruction: Sound Reading Solutions, Achieve 300, Skills Tutor and Learn Zillion. Newcomers begin ESL -pullout instruction with the Newcomers Program and Sound Reading Solutions. They move on to Keys for Learning which includes a listening, speaking, reading and writing. These students are also enrolled in Achieve 3000 and Math Tutor. ELLs who have received 4-6 years of service are mandated to attend our Saturday and p.m. programs. These students also take part in the Just Write program for ELLs. Our long term ELLs create goals which motivate them to work hard and succeed. They are also mandated to attend the Saturday and after school program. They will receive the new curriculums with differentiation as necessary with a focus on vocabulary development, reading comprehension and writing across subject areas and writing support through Just Write in ESL.

FELLs (in years 1 and 2 after testing proficient) receive 1.5x time on all state and Unit tests. They are expected to attend our After School and Saturday Program. These students participate in Achieve 3000. The boys are enrolled in our all boys class in which they receive mentoring by male role models and are supported by researched strategies designed to support middle school males: Ex.: classroom competition and rewards. When academically appropriate, they are assigned to our regents classes. This year we have one recent FELL in our regents class. Our grade 7 FELLs generally remain in the ELL class to continue to receive ELA/ESL support from our dual certified teacher. Our grade 6 recent former ELLs are identified and will be monitored for continued growth by their teachers. If struggles are apparent and classroom teachers are unable to remediate them increased scaffolding and support, these students may be recommended for RTI support the same way as any of our students.

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

All our ELL-SWD have access to the academic content through the new core curriculum: Codex in ELA and Real Math. Teachers differentiate this curriculum for these students by using learning centers, graphic organizers, collaborative, listening centers, task cards, turn and talk and other research based scaffolding and strategies. ELL-SWD take part in the Achieve 3000 Program and Sound Reading Solutions when indicated.

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

All ELL-SWD receive 8 periods of differentiated ELA plus an additional 360 minutes of ESL instruction for beginners and intermediates and 180 minutes for advanced ESL students. Our ESL teacher plans with core subject area teachers two periods weekly during common planning. During weekly inquiry meetings, our vertical inquiry teams look at student work to determine next steps and drive instruction. They research strategies to support next steps, test them in their classrooms and then share best practices with staff for school wide adoption.

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
--------------------	----------------------------	--------------------	----------------------------

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

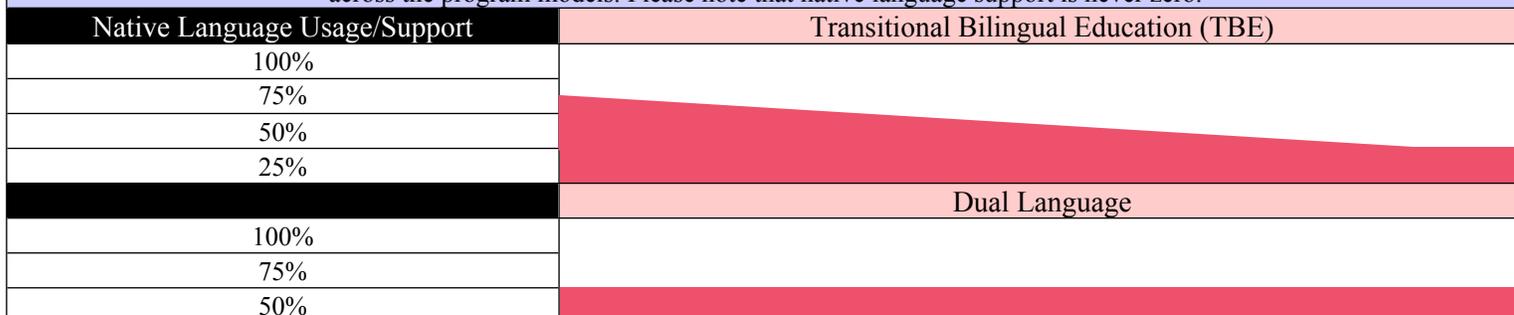
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

E. Programming and Scheduling Information--Continued

10. 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.
Beginner ELLs in the bottom 1/3 will receive targetted intervention in English with ELL strategies for additional support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
NYSESLAT data indicates that 9 of our ELLs took the NYSESLAT for the first time in 2013. Of the 9 students, 8 students scored beginner and one advanced. 22 of our current ELLs showed growth on their 2013 NYSESLAT Exam, while 2 dropped a level and the rest achieved the same rating as the previous year but with no gains in overall score. While we are experiencing real gains in reading comprehension, writing remains a challenge. This year, to improve writing across all grades, we will be focusing on content area (Science and S.S.) writing tasks which support the CCLS.
12. What new programs or improvements will be considered for the upcoming school year?
This year we will continue using Achieve 3000, Math tutor and Learn Zillion. We will continue to improve our writing and task rubrics to reflect the rigor of the Common Core State Standards. Our instruction will be driven by the data developed from the S.S. and Science writing Assessments by our vertical inquiry teams.
13. What programs/services for ELLs will be discontinued and why?
We will most likely discontinue Success Maker due to lack of support from the company.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs, like all our students, are invited to participate in our academic After School and Saturday Success Program, Champs Athletic Teams, Project Boost, Student Government, Junior Deans Program, Young Mens' Initiative (YMI), Girls Empower to Succeed (GEMS), class trips and our Title III After School and Saturday Success Program for ELLs. Our Title III after school program includes a Kick-off Trip and a culminating (rewards) trip. Students participate in the Reading in the Content Area Curriculum for S.S., Math and Science. They also have an opportunity to practice their reading comprehension skills through Achieve 3000 and Sound Reading Solutions.
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
ESL teachers have classroom computers for station learning, research, Sound Reading Solutions and access to Achieve 3000. Each teacher has a leveled classroom library to support student interest as well as reading comprehension. Classrooms are equipped with regular dictionaries as well as picture dictionaries, glossaries, flash cards and listening centers. Instructional materials for ELLs include Just Write, Keys for Learning (Levels A, B, and C), Newcomers and New York Empire NYSESLAT Prep Program and Get Ready for the NYSESLAT.
16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided through content glossaries, Technology/computer access, and the buddy system. Also we are fortunate to have Content area teachers of ELLs who speak the following languages: Art teacher-Bengali, Grade 6 Math teacher-Spanish, ESL teacher-Haitian-Creole and French, Paraprofessionals-Spanish, Haitian-Creole, Bengali and Hindi, SETTS Teacher-Spanish.
Also, each year, to celebrate and showcase our cultural diversity, the ESL teachers along with our Foreign Language Teachers, paraprofessionals and other staff host our annual Multicultural Night to showcase the languages and cultures represented at MS8Q.
17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials are age and grade appropriate. Our materials are written for Middle School students.
18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
Each August MS8Q hosts an Orientation Night. All parents are invited by written invitation. At the orientation ELL parents and students learn about the programs and class structures at MS8. New ELLs who enroll during the school year are paired with a buddy classmate who facilitates orientation into the new environment.
19. What language electives are offered to ELLs?
Grade 6 and 7 ELL students receive instruction in Spanish while Grade 8 ELLs are presently offered Korean Language.
20. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

F. Professional Development and Support for School Staff

2. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
3. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
4. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
5. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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, best practices and researched ELL 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 ELLs. 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 and teachers will continue to attend our monthly network Science meetings to provide ESL Science and STEM 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

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

1.5 hours- Review and Analysis of NYSESLAT Exam data to assess next steps

.75 hours - Using graphic organizers in Math, Science and Social Studies to support writing for ELLs to meet CCLS.

.75 hours- ELL Strategies to support access to CCLS: making connections, developing vocabulary, turn and talk

1.5 hours - ELL Standards and Performance Indicators

.75 hours- LAP Principles

.75 hours- Introduction to the LAP

Additional hours for Sp. Ed. Teachers:

.75 hours-Writing Strategies for ELLs

.75 hours-Developing vocabulary To Meet CCLS

1.00 hours-Making Connections To Meet CCLS

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

At the beginning of the school year, homeroom teachers as well as our ESL teachers provide students with an orientation to the CCLS with an emphasis on career and college readiness. Lessons are introduced with a connection to career and college. In 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/encouraged to make an appointment with their child's guidance counselor to 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 our ELLs. 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.

G. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 seek to improve parent involvement in our school. We continue to build on the activities and programs we have put in place: an August Parent Orientation, a fall Meet and Greet Night, an annual Open House, monthly PTA meetings, SLT, Title III Program Parent Orientation and, to communicate with parents on an on going basis, School Messenger. Our PTA Suite which includes the PTA office, the Parent Coordinator's office, A Guidance Counselor's office, the ESL Administrator's Office and a conference table and seating area with computer work stations and a color printer for parents. We are continuing Principal Green's welcoming policy which requires an administrator, counselor, PTA officer and/ or Parent Coordinator to meet with new admits and their parents (as well as parents who come to school with questions and/or concerns). On the day of registration, parents of new ELLs meet with the ESL teacher and/or the administrator and are introduced to the PTA representative (when available) and the Parent Coordinator. Parents receive a copy of the Student Handbook and School Calendar. Our school programs are reviewed with the parent. The parent is given all necessary surveys and application forms. These surveys and forms are collected and given to the correct parties. A parent conference log is completed with next steps /outcomes indicated. This log is then placed in the students file in the main office for future reference. This open door policy has improved our parent-school connection and increased our PTA membership and participation for parents of ELLs.

BEACON is our CBO. They have offices in our building. BEACON provides 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.

At every PTA meeting, and at other gatherings throughout the year (ex. Meet and Greet) parents are asked to complete a needs or other survey. These surveys guide us in meeting the needs of our parents.

Our ELL parents are very much interested in the promotional criteria for their children and the High School application process. We offer monthly parent workshops on the NY State ELA, Math and Science Written and Performance Tests, CCLS and NYSESLAT The Guidance Department organizes High 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.

H. 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 response to question here:

Part VI: LAP Assurances

School Name: MS 8**School DBN: 28q008**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Angela Green	Principal		11/1/13
Carol Hughes	Assistant Principal		11/1/13
Judith Rodriguez	Parent Coordinator		11/1/13
Jocelyne Celifie	ESL Teacher		11/1/13
Fatoumata Balde	Parent		11/1/13
Ada McGraw/ ELA	Teacher/Subject Area		11/1/13
Aisha Haye/ Math	Teacher/Subject Area		11/1/13
	Coach		
	Coach		
Kenneth Goetz	Guidance Counselor		11/1/13
	Network Leader		
Cisse Samassa	Other <u>parent</u>		11/1/13
Andrea Richards Jean	Other <u>ESL teacher</u>		11/1/13
Rochelle Brown	Other <u>Science teacher</u>		11/1/13
Jennis Brown	Other <u>Rel. svce.</u>		11/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 535

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.

All teachers have access to ARIS and are able to identify their student's native language. ESL Administrator, pupil personnel secretary, community assistants parent coordinator and ESL teacher continuously review preferred language forms, ATS reports concerning preferred language (written and spoken) of our parents as well as the preferred language information on student emergency cards. This information is shared with office staff and teachers. When necessary, MS8 uses the DOE translated versions of parent form letters. We are fortunate to have school staff available to translate in the following languages: Spanish, Bengali, Hatian-Creole and French. Our school also refers to the RAPL report in ATS to determine the parent/guardian's preferred language. Copies are available in the main office and are frequently updated.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Presently we have parents who need interpretation services for Spanish, Bengali, Hatian-Creole, French and sign language. Our staff and teachers are made aware of these needs in September during our initial ELL professional development and are updated as new students are admitted to the school. All new admits and their parents/Guardians meet with their Academy Principal for an Orientation meeting. At this time all documents are reviewed and the preferred language determined and noted. Teachers, guidance counselors and other staff are ready with interpreters for parent conferences and meetings.

Part B: Strategies and Activities

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

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

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

Presently our school staff and parent volunteers are able to provide oral translations in all our identified languages: Spanish, French, Haitian-Creole, Bengali, Hindi and Urdu. Presently we have one parent who is deaf and requires a sign language interpreter for IEP meetings, conferences, workshops etc. The parent coordinator or community assistant will verify the expected attendance of said parent and contact the Translation and Interpretation Unit to provide an interpreter the school event.

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>.

The "availability of translation services" signs from the DOE website will be posted in the entry way, around the main office and in the parent suite. The majority of our parents do come to school activities and meetings with their own interpreters/translators who are generally a neighbor, friend, relative or social worker. We refer to the ATS RAPL report to identify parents who prefer a language other than English and always let the parent know that they are entitled to an interpreter and that we will provide them with one. Our teachers, social worker, family worker and school psychologist all consult the RAPL and let parents know that they are entitled to an interpreter/translator and that one will be provided. MS8Q will maintain a current list of parents who require translation in their native language. The Parent coordinator will assist in securing translation services for these identified parents for all school activities: meetings, activities, workshops and conferences.

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><u>\$8.60</u></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	