Department of Education

PARK SLOPE EDUCATION COMPLEX AT MIDDLE SCHOOL 88

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: K088/15
ADDRESS: 544 7TH AVENUE
BROOKLYN, NY 11215
TELEPHONE: 718-788-4482
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 15K088 **SCHOOL NAME:** Park Slope Education Complex at Middle School 88

SCHOOL ADDRESS: 544 7th Ave. Brooklyn, NY, 11215

SCHOOL TELEPHONE: 718-788-4482 **FAX:** 718-768-0213

SCHOOL CONTACT PERSON: Ailene Altman Mitchell **EMAIL ADDRESS:** Amitche2@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Jason Hoffner
PRINCIPAL:	Ailene Altman Mitchell
UFT CHAPTER LEADER:	Martin Marczika
PARENTS' ASSOCIATION PRESIDENT:	Teresa Byrne
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: **15** **SSO NAME:** **CLSO**

SSO NETWORK LEADER: Lucile Lewis

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE (FAXED IN SEPARATELY)

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

Name	Position and Constituent Group Represented	Signature
	*Principal or Designee	
	*UFT Chapter Chairperson or Designee	
	*PA/PTA President or Designated Co-President	
	Title I Parent Representative *(suggested, for Title I schools)*	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

- Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

M.S. 88 is a comprehensive middle school divided into small learning communities of lifelong learners who will experience success by receiving personalized attention that remains beyond the scope of traditional schools. We have created an environment that allows all students to respect themselves and their abilities. Our aim is to give all students the necessary emotional and academic support to build their self-esteem by setting high expectations that will lead to a sense of personal responsibility.

The Park Slope Educational Complex at M.S. 88 is a three-year, Title I School-wide (6-8) middle school located in the Park Slope section of Brooklyn. The MS 88 school structure is based on vertical theme-based houses for all grades. The theme houses are the School of Media Arts & Technology, School for Medical & Health Careers, and School for Integrated Studies Through the Arts. The School of Media Arts & Technology provides students with the opportunity to connect academic rigor through media and technology. Through a rigorous academic program, students will understand how media and technology create new human environments and change our society. The School for Medical & Health Career offers students a variety of off-site learning opportunities that will help students connect their academic and real-life learning experiences. The academic and elective classes will enrich the theme of healthy living, disease prevention and investigating careers that support health lifestyles. The School For Integrated Studies Through the Arts provides students with a comfortable, personalized educational atmosphere. Students will participate in a rigorous academic program that combines an interdisciplinary model of teaching and learning with an arts emphasis.

With this House structure we create supportive relationships between students and staff that will foster improvement in student achievement, student attitude toward school, social behavior, interpersonal relationships, and student self-esteem. An advisory program in each of the Houses focuses on personal development and social relationships. The aim is to help students gain emotional strength, self-knowledge, and social skills through peer interaction and the acceptance of trusted adults.

This structure also provides teachers with the emotional, moral, and intellectual support they need to focus their attention on teaching and student learning. Teacher planning time is programmed into the Houses to allow ongoing dialogues that focus on looking at standards-setting student work or the purpose of adequately assessing student learning and guiding instructional strategies. Two full-time coaches in Literacy and Math also assist teachers in developing best teaching practices in the classrooms. Ninety-minute block scheduling in literacy and eight periods of mathematics allow teachers and students more learning and instructional time and also help in developing interdisciplinary activities. As added teacher support, a teacher center is located in the school's library.

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	J.H.S. 088 Peter Rouget							
District:	15	**DBN:**	15K088	**School BEDS Code:**	331500010088			
DEMOGRAPHICS								
Grades Served:	Pre-K		3		7	√	11	
	K		4		8	√	12	
	1		5		9		Ungraded	√
	2		6	√	10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	0	0	0		93.4	93.5	93.8	
Kindergarten	0	0	0					
Grade 1	0	0	0	**Student Stability** - *% of Enrollment*:				
Grade 2	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	0	0	0		97.1	95.6	97.1	
Grade 4	0	0	0					
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:				
Grade 6	309	257	311	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	348	285	239		70.0	70.0	70.0	
Grade 8	287	323	283					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		6	6	39	
Grade 12	0	0	0					
Ungraded	18	20	16	**Recent Immigrants** - *Total Number*:				
Total	962	885	849	*(As of October 31)*	2006-07	2007-08	2008-09	
					26	13	16	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	61	57	51	Principal Suspensions	9	14	25	
# in Collaborative Team Teaching (CTT) Classes	27	32	62	Superintendent Suspensions	19	20	18	
Number all others	111	119	108					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	0	0	0	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	129	105	81	Number of Teachers	72	83	78	

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	9	19	15	Number of Administrators and Other Professionals	13	18	18
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	10
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	1	% fully licensed & permanently assigned to this school	100.0	100.0	97.4
				% more than 2 years teaching in this school	70.8	61.4	69.2
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	51.4	48.2	52.6
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	76.0	66.0	73.0
American Indian or Alaska Native	0.8	0.9	0.7	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.1	92.0	91.5
Black or African American	13.9	13.3	15.0				
Hispanic or Latino	60.7	61.2	60.0				
Asian or Native Hawaiian/Other Pacific Isl.	15.5	14.9	14.6				
White	9.0	9.6	9.8				
Male	55.8	54.2	57.0				
Female	44.2	45.8	43.0				

2009-10 TITLE I STATUS					
√	Title I Schoolwide Program (SWP)				
	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
√	NCLB Restructuring – Year 4				
	School Requiring Academic Progress (SRAP) – Year ___				

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	Restructuring Y 4		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–	–			
Black or African American		√	√	√			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
Other Groups							
Students with Disabilities		√SH	√	√			
Limited English Proficient		√SH	√	√			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		8	8	8	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	84.7	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	9.4	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	22.2	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	44.8		
(Comprises 55% of the Overall Score)			
Additional Credit:	8.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$√^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION III – Cont'd

SECTION IV: NEEDS ASSESSMENT

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

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

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

Our current instructional goals are to create a learning environment where: expert instruction occurs; students know what is expected of them; there is fair and credible evaluation; curriculum aligns with performance standards; and accomplishments are recognized. Clear expectations have been a major focus through all subject areas and elective classes this year. Through inter-visitations, departmental and sub-group coaches and our Teacher Leader model, teachers have the opportunity to observe examples of best practices. Support groups, which will continue next year, provide new teachers with strategies and approaches to implement standards. Based on data analysis/findings, we found the following:

- There was a lack of evidence of explicit alignment of ELA and Math curriculum to state and city standards.
- There was a lack of core curriculum guides for the staff.
- Only 8th grade teachers and students were familiar with the ELA assessment.
- There was little evidence of ongoing classroom assessment.
- The staff was unfamiliar with the SASS report (Title I Annual Analysis).

For students at risk of not meeting state standards, MS 88 has developed an array of **academic intervention services**. These students were identified for AIS based on last year's ELA and math scores (Level 1 and 2) and teacher recommendation. Intervention services will support students to read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the world; to acquire new information; and for personal fulfillment. Students will employ strategies to comprehend, interpret, evaluate, and appreciate texts. Based on data analysis/findings, we found the following:

- There was a lack of evidence of explicit alignment of ELA and Math curriculum to state and city standards.
- There was a lack of core curriculum guides for the staff.
- A wide variety of instructional styles were observed.
- Only 8th grade teachers and students were familiar with the ELA assessment.

- There was little evidence of ongoing classroom assessment.
- The staff was unfamiliar with the SASS report (Title I Annual Analysis).

These services include:

- Ninety-minute block of Literacy five times a week.
- Eight periods with 90-minute blocks of Math
- Resource room teachers' push-in and pullout service not only mandated students but also service at-risk students.
- One or two periods per week for advisory in conflict resolution and peer intervention.
- Smaller ratio of students to teachers due to House structure.
- Extended-Day programs in Literacy and Math where students are grouped by ability.
- Outside counseling (located in MS 88 building) for at-risk students (Lutheran, STAR)
- ELL and new teacher labsites.
- Leveled library orders.
- Professional text study groups (e.g. "Matching Texts to Readers").
- Wilson program.
- Weekly literacy meetings by grade level.
- Professional development (Teacher's College calendar days).
- Freestanding ESL program ($6^{th}/7^{th}$) with pull-out/push-in for 8th grade population and Special Education ELL's
- Ongoing assessment.
- CERC training for integrating literacy into content areas.
- Progress reports to keep parents informed.

Our **extended school day program** provides additional reading and math help to our AIS population. This program provides instruction in reading and math four days a week for 37&1/2 minutes each day.

In **Literacy,** Middle School 88 uses the Teachers College Reading and Writing Project as a primary curriculum source. All teachers use the workshop model and teach 90-minute literacy blocks. Classrooms are equipped with up to date leveled classroom libraries of which at least 20% of each library is explicitly leveled using the Fountas and Pinnell leveling system. Teachers follow a common Scope and Sequence, adhere to common publishing dates and use a standard reading assessment to assess student reading growth three times yearly. Block programming in Literacy provides teachers with the time needed to implement the various components of the Balanced Literacy Program. The program increases a student's independence, competency, and appreciation of reading and writing as well as assists students in their efforts to achieve both NYS learning standards and NYC performance standards for English Language Arts. The Literacy classrooms show evidence of teachers and students' writings with work displayed on bulletin boards and charts. Teachers use read aloud to further the enjoyment of reading and also as an instructional reading/writing tool. The Department of Literacy uses a combination of growth tracking and mastery tracking. All teachers use the Teachers College Running Record Reading Assessment three times yearly to track student reading growth. Data is submitted to the coach and is compiled to assess department-wide support needs and to differentiate resources. Teachers are responsible for ongoing assessments, including running records, conference notes, tracking of reading growth and strategy mastery etc., that can be used to develop teacher-directed mini-lessons, small group lessons and conferences that address expected performance standards in ELA. The instructional approaches mentioned above not only exist in the Literacy classrooms but they are also required for the Inclusion and the ESL pullout program. Materials ordered

for the Literacy classes are also ordered for these special programs but vary according to student levels.

For the 2009-2010 school year, we will continue to strengthen our Literacy program through professional development. We have a full-time Literacy coach who will assist us in developing Literacy Lab sites and expand our Teacher Leader program. The Literacy staff developer, coaches and the Literacy lab sites will support the development of new teachers and ESL teachers. We will continue to develop our classroom libraries in Literacy with an emphasis on leveled high interest texts. Additionally, our school library supports our classroom libraries by providing additional resources in fiction and nonfiction. We will continue our development of curriculum mapping aligned with the Reading and Writing Performance Standards with a special emphasis on differentiation strategies across grades. Teachers will be trained to use student reading level data and assessment data to incorporate test preparation into the daily ELA curriculum in an effort to increase the reading and writing standardized test scores. We will also initiate the traveling student portfolio and the traveling student data binder. Teachers will also be provided a system for tracking student progress in reading. The Department of Literacy is currently piloting a tracking tool to track student mastery of reading objectives. This system provides teachers with the tools to track student engagement with the reading strategy curriculum. While this tool is still in development, The Department of Literacy is confident that this tool will serve as the link between student achievement and excellent practice. The Department of Literacy also uses the New York City Acuity Assessments and the State English Language Arts Exams to track student progress.
Although there is a decrease in the percentage of students scoring at Levels 1 and 2, the percentage of students scoring at Levels 3 and 4 has not shown significant increase. The disaggregated results for Special Education and English Language *L*earners also show small representation in Levels 3 and 4. Based on our analysis of the data, and all relevant findings, the following are implications for our ELA instruction program for all our students including students in self-contained and ESL classes:

- Block scheduling (90-minute periods five time a week)
- Full-time literacy coach
- Increased leveled library
- Extended Day Program for Level 1 and 2 students
- Ongoing staff development in using student assessment to plan instruction with the focus of meeting the needs of special populations
- Expanded use of library by scheduling classes with librarian
- Continue developing additional curricula in test preparation
- Train teachers to incorporate ESL methodology in the Balanced Literacy Program
- Midyear benchmarks to monitor student progress
- Integrate technology into class activities
- Focus on reading strategies and word study in the Balanced Literacy model
- Extended Day Program to Target Beginners

- In addition to all of the above applying to our ELL learners as well, we are making a concerted effort to improve achievement among our English Language Learners. In order to move our ELLs out of Level 1, we will use our Title III funding to provide: a program for beginning-level ELL 6th, 7th, and 8th graders using Rosetta Stone in order to equip students with a solid foundation in English Language literacy skills; an extended day program for after-school test prep in ELA and mathematics. This will include a special program for ELL students who will be taking the ELA exam for the first time. Title II funding will also provide: the purchase of dictionaries, thesauri, and significant numbers of beginner-level, high-interest books for ESL

classroom libraries; an intervention program for at-risk ELLs to supplement their literacy and mathematics instruction; professional development for our teachers, and a parent education program. Additionally, there were not enough computer or ELL-related software in the ESL classrooms.

The primary focus of the before-school program will be the development of English vocabulary and the systematic introduction of academic language. The program will provide ELLs with experiences that will expand on the themes and topics that are being developed in the classroom. Teachers will use sheltered English strategies in conjunction with the Rosetta Stone software to assure the acquisition of English. Student assessment is ongoing and will include pretests, unit assessments, project evaluations, teach observations, and post-tests.

Our ESL teachers will continue to be involved with our literacy staff development program. Our literacy and content area teachers will be offered ESL workshops to assist them in addressing the needs of their ELL students. Teachers will focus on identifying scaffolds, language structures, and functions for the literacy, social studies, and math units of study. They will also develop and use performance-based assessment scoring guides to collect evidence of student learning and assess the progress of each student on a trimester basis.

Our **Mathematics** Department implements instruction that helps students become problem solvers with the ability to reason and communicate mathematically. These skills include:

- How to use data (i.e. test scores, the Grow Report, Interim Assessment, looking at student work, longitudinal data) to address the math needs of their students.
- Students' understanding of mathematics is deepened when they discuss, write, read and listen to mathematical ideas.
- Problem solving is a process that permeates the curriculum and provides contexts in which concepts and skills are learned.
- Relating mathematical ideas to everyday experiences and real-world situations.
- How to use the Texas Instrument calculators and wireless laptops to support Math activities.
- Providing experiences that stimulate students' curiosity and build confidence in investigation, problem solving and communication.

Based on our analysis of the data, and all relevant findings, the following are implications for our Math instruction program for all our students including students in self-contained and ESL classes:

- Block scheduling (90-minute periods five time a week)
- Full-time mathematics coach
- Increased use of mathematic manipulatives and activities
- Extended Day Program for Level 1 and 2 students
- Ongoing staff development in using student assessment (i.e. Grow Report, Princeton Review) to plan instruction with the focus of meeting the needs of special populations
- Continue developing additional curricula in test preparation
- Periodic assessments, both traditional and non-traditional, used to focus and address student need
- Midyear benchmarks to monitor student progress

- Integrate technology into class activities
- Focus on mathematic understanding and development utilizing the workshop model format

Our **Social Studies** Department has been redesigned in terms of personnel, resources, and support. The Social Studies Curriculum Development Team meets weekly to plan professional development, map curriculum, and inventory textbooks and additional materials. The curriculum is made up of inquiry-based, in-depth studies of history, geography, economics, government, and culture. Units of study are planned around essential questions of large, enduring concepts. Lessons are presented in the workshop model (including a minilesson, independent/group work and share). Students are engaged in active learning through independent inquiry and cooperative group work in order to make the concepts of Social Studies meaningful and real. Students explore inquiries through authentic research and integration of reading, writing, observation, discussion, and debate. They are guided through an examination of multiple perspectives using primary and secondary resources, interviews, and field trips.

Teachers will be trained on methods to engage and challenge their students by showing the complexities of history in ways that promote critical and creative thinking. We will also adapt several units of study focusing on multicultural awareness and social concerns. Social Studies reading and writing projects will be included in the Traveling Literacy portfolio.

In preparation for the 8th grade state exam, students learn to answer document-based questions (DBQS) in the study of specific Social Studies content. They are also coached in the reading and interpretation of maps, charts, and diagrams.

At the end of 8th grade, students produce an Exit Project in Social Studies in which they research a topic in depth and create a product to demonstrate their skills and knowledge. Projects contain a written, visual, and oral component and are presented in class.

Based on teacher survey and evaluation of student work, students are likely to need assistance with fundamentals in:

Reading—Summarize information, make connections to related topics or information, extend ideas, identify the author's purpose and stance, interpret a variety of resources
Writing—Note-taking, research skills, develop controlling ideas, include facts and details, create an organizing structure

Based on our analysis of the data, and all relevant findings, the following are implications for our Social Studies instruction program for all our students including students in self-contained and ESL classes:

- Collaborate with ELA teachers in teaching basic reading and writing skills in nonfiction area
- Enrich curricula through the use of technology, expeditionary learning, and a diverse range of media
- Include Social Studies teachers in literacy staff development in the area of nonfiction reading and writing
- Use of Social Studies Benchmark and Universal Assessments in order to track student progress

In 2005 we began a partnership and pilot program with the **Center for Environmental Research and Conservation (CERC)**. CERC is providing professional development and working with the entire staff to design an enhanced curriculum via an ecology-driven integrated curriculum. Integration is a collaborative process through which an instructional team designs challenging, consistent, coherent educational experiences that emphasize young people's needs and interests. Essential problems, issues, and questions that form the basis of inquiry transcend academic disciplines through their positioning in thematic and conceptual contexts that lend themselves to broader and deeper understanding of self, humanity, and the world. This integrated curriculum incorporates best practices of all subject areas using inquiry-based approaches and two Inquiry-Based Project Weeks (IPW) each year that will also support authentic exit projects.

This program will allow MS 88 to gain effectiveness in STEM disciplines for all grades. In addition, an international component will allow our students to use real-world data on a comparative basis (the island city of New York and the island nation of the Dominican Republic) to understand similarities and differences in ecosystems. The program is informed by NYC science scope and sequence as well as formative assessment mechanisms and skills acquisition assessment. As part of our commitment to this partnership, we hold weekly meetings with lead science faculty and NSF Fellows engaged in our National Science Foundation (NSF) 5 year grant in which MS 88 faculty partner with Columbia University science, math and engineering doctoral students for inquiry based science enhancements to the current scope and sequence . The program, entitled, Learning through Ecological and Environmental Field Studies (LEEFS) is designed to close the achievement gap in STEM disciplines (science, technology, math and engineering). We are the anchor middle school in a five year program with Columbia's Center for Environmental Research and Conservation. We also have bi-semester meetings with colleagues and faculty from our sister –school in Punta Cana, the Dominican Republic on the use of field based inquiry for science instruction, assessment, and skills acquisition. (Part of the NSF GK-12 partnership)

We will continue to have teachers develop effective hands-on inquiry that involves a series to steps that builds students' investigative skills (i.e. questioning, observation, organizing data, explanation, reflection, taking action). Teachers will integrate reading, writing, speaking, and listening skills into the science curriculum. Money has been allocated for the purchase of equipment and materials necessary for the Science labs, including nonfiction materials to improve the Science classroom libraries and more Prentice Hall Science Explorer Series for classroom reference.

In collaboration with the **science** teachers, we have created the following goals for this department:

- **To provide inquiry based science instruction in all classrooms meeting NYS Standards in Gr. 6 – 8.** Teachers will facilitate 6 periods of science for each class. Each Unit will include investigations, research and written lab reports. Students will be assessed throughout the year in classroom and lab participation, written reports and journal responses, the investigative process and quizzes.
- **To improve the nonfiction reading and writing skills of all students**. Teachers will incorporate the same nonfiction literacy strategies as the literacy teachers when reading textbooks, current events and research information. Literacy teachers will 'push in' to science classes to help teach nonfiction writing strategies for lab reports, current events, and exits projects.
- **To provide extensive hands-on experiences with scientific equipment and materials.** The department will purchase appropriate materials and equipment each year, inventory lab room quarterly and communicate with administration for needed equipment and materials.

- **To integrate science exit project in grades 6, 7 and 8.** The Science administrator will work with Science Teacher Leaders to organize the project on each grade, have weekly meetings to develop a timeline and lessons to implement the project within the curriculum and develop an exit project binder with templates and rubrics for each grade.
- **To increase test scores of the NYS Intermediate Level Science Test**. We will conduct an after school test preparation program specifically for the ILST taught by 8th grade science teachers. Eighth grade teachers will meet to improve and develop new lesson plans for the after school test-prep program for the ILST. Teachers will also be provided with an ILST review book for all students.

Based on our analysis of the data, and all relevant findings, the following are implications for our Science instruction program for all our students including students in self-contained and ESL classes:

- Collaborate with ELA teachers in teaching basic reading and writing skills in nonfiction areas
- Enrich curricula through the use of technology, expeditionary learning, and a diverse range of media
- Include Science teachers in literacy staff development in the area of nonfiction reading and writing
- Increase the number of Teacher Leaders in Science

In our **Foreign Language** department, based on data analysis (85% of students passed Spanish), teacher survey, and evaluation of student work, students are likely to need:

- Intense focus on reading and writing
- Increase time to three periods a week
- Test preparation for the Spanish Proficiency

Based on our analysis of the data, and all relevant findings, the following are implications for our Foreign Language instruction program for all our students including students in self-contained and ESL classes:

- Increase time for reading and writing using the workshop model (mini-lesson, independent reading/writing, share)
- Increase frequency to three times a week
- Create after-school workshops in preparation for Spanish Proficiency exam

According to the Blueprint Standards, students have met the requirements in the **arts**. Portfolios, student performances, and classroom assessments indicate that students have achieved sufficient skills in aesthetic expression.

The implications for our instructional programs in the arts are as follows:

- The arts will be integrated across content areas to enhance academic skills.
- Enrichment programs will focus on dramatic literacy, ceramics, and contour drawing.
- Rubrics will be created for all art genres

We have **community services** that assist our students and their families. We have an on-site health clinic through Lutheran Medical Center, which provides physical and mental health services. Big Brothers/Big Sisters services 20 of our students in the 7th and 8th grades in a corporate mentoring program. Our Shadow program places our students in internships in businesses throughout Brooklyn

for the summer. We also have the STAR program, which provides us with counseling, social work, and psychological help for our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.
Notes: *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

- **Goal Number 1**

To increase the number of students achieving proficiency on the 2010 NYS English/Language Arts exam

- 72% of student population (639 students) will achieve proficiency (level 3/level 4) on 2010 NYS ELA exam

- **Goal Number 2**

To increase the number of students achieving proficiency on the 2010 NYS Mathematics exam

- 80% of student population (710 students) will achieve proficiency (level 3/level 4) on 2010 NYS Mathematics exam

- **Goal Number 3**

To increase the implementation of technology within the school community

- 80% of teachers will have individual classroom access to computers (either desktop or laptop)
- Establishment of a 30 desktop student computer lab
- Establishment of three portable computer labs (two PC; one MAC)
- 40% of all elective classes will utilize computer lab
- Implementation of technology throughout the development and pedagogy of the Integrated Curriculum/Independent Projects Week (from point of inquiry, which includes student course selection, through the second and final IPW Showcase)
- 90% of students will utilize technology in completing the 2009-2010 Learning Environment Survey
- 50% of teachers will utilize technology in completing the 2009-2010 Learning Environment Survey
- 25% of parents will utilize technology in completing the 2009-2010 Learning Environment Survey

- **Goal Number 4**

To continuously expand and strengthen our partnerships with universities and utilize grant resources with the goal of enhancing academic rigor

- 90% of the student population will engage in the project based learning integrated curriculum

- **Goal Number 5**

To increase parent involvement within the school community

- An increase from 10 to 12 parents in participation/attendance in monthly PTA meetings
- 5% increase in parent satisfaction on parent surveys

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. ***Reminder:*** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase the number of students achieving proficiency on the 2010 NYS English/Language Arts exam • 72% of student population (639 students) will achieve proficiency (level 3/level 4) on 2010 NYS ELA exam
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Teachers will engage in creating, modifying and utilizing subject area assessments designed to plan and implement targeted instruction areas including but not limited to: ELL students, Special Education students and students achieving proficiency (level 3/level 4) in ELA • Principal will establish lead teachers by grade in each subject area to develop teacher practices and support the instructional school vision. • Departments will set teaching and learning goals for student achievement and track and monitor student progress • All departments will administer 3-4 departmental assessments
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Bi-monthly faculty conferences facilitated by the administration to inform faculty of school-wide goals, objectives, initiatives and schedules relating to data plan implementation • Weekly common planning meetings by subject meetings facilitated by coaches and teacher leaders to modify and utilize subject area assessments to plan and implement targeted instruction • Department faculty will design and implement assessment schedules and distribute teacher designed assessments throughout the year
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Departmental agendas and minutes modeling evidence of data driven instruction to promote academic rigor and differentiated instruction • Student tracking templates from student data binders and student school planner • All ELA teachers will have binders and electronic files (Microsoft Excel spreadsheets, etc.) as evidence to their data collection and lessons that reflect their use of data, documented by formal observations

	• Report Cards/teacher formal and informal observations • Evidence of assessed reading level growth through use of Teacher's College data collection program Assessment Pro, Fountas and Pinnell Independent Reading Levels • Lead teachers, consultants, and coaches meet to integrate department doals; create surveys and professional develop menu for teachers. • School will utilize benchmark assessments, universal assessments and comprehensive post-assessments (including Assessment Pro - TCRWP) in order to monitor student progress throughout the 2009-2010 school year as shown in teacher binders and student trackers • Circular 6 selection choice of grade level department planning sessions – 80% of staff • ARIS/Acuity reports, ATS NYS Exam reports (RSSE RESI, etc.)

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase the number of students achieving proficiency on the 2010 NYS Mathematics exam • 80% of student population (710 students) will achieve proficiency (level 3/level 4) on 2010 NYS Mathematics exam
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Teachers will engage in creating, modifying and utilizing subject area assessments designed to plan and implement targeted instruction areas including but not limited to: ELL students, Special Education students and students achieving proficiency (level 3/level 4) in Mathematics. • Departments will set teaching and learning goals for student achievement and track and monitor student progress • Bi-monthly faculty conferences facilitated by the administration to inform faculty of school-wide goals, objectives, initiatives and schedules relating to data plan implementation • Weekly common planning meetings by subject meetings facilitated by coaches and teacher leaders to modify and utilize subject area assessments to plan and implement targeted instruction • Department faculty will design and implement assessment schedules and distribute teacher designed assessments throughout the year • All departments will administer 3-4 departmental assessments
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Bi-monthly faculty conferences facilitated by the administration to inform faculty of school-wide goals, objectives, initiatives and schedules relating to data plan implementation • Weekly common planning meetings by subject meetings facilitated by coaches and teacher leaders to modify and utilize subject area assessments to plan and implement targeted instruction • Department faculty will design and implement assessment schedules and distribute teacher designed assessments throughout the year • Weekly meetings with lead science faculty and NSF Fellows engaged in our National Science

	Foundation (NSF) 5 year grant in which MS 88 faculty partner with Columbia University science, math and engineering doctoral students for inquiry based science enhancements to the current scope and sequence. The program, entitled, Learning through Ecological and Environmental Field studies (LEEFS) is designed to close the achievement gap in STEM disciplines (science, technology, math and engineering). We are the anchor middle school in a five year program with Columbia's Center for Environmental Research and Conservation • Bi-semester meetings with colleagues and faculty from our sister –school in Punta Cana, the Dominican Republic on the use of field based inquiry for science instruction, assessment, and skills acquisition. Part of the NSF GK-12 partnership
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Departmental agendas and minutes modeling evidence of data driven instruction tracking academic rigor and differentiated instruction • Student tracking templates continuously in data binders and student school planner • Math teachers will incorporate binders and electronic files to back up data collection and lessons that reflect the translation of using data to plan instruction. • Report Card grades/ formal and informal teacher observations • Evidence of mathematics level growth through use of data collection program that utilizes Microsoft Excel and DataLink data collection and analysis software • School will utilize benchmark assessments, universal assessments and comprehensive post-assessments (including DYO Assessments in Math) in order to monitor student progress throughout the 2009-2010school year as shown in teacher binders, student binders and planner • Circular 6 selection choice of grade level department planning sessions – 80% of staff • ARIS/Acuity reports, ATS NYS Exam reports (RSSE RESI, etc.)

Subject/Area (where relevant): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase the implementation of technology within the school community • 80% of teachers will have individual classroom access to computers (either desktop or laptop) • Establishment of a 30 desktop student computer lab • Establishment of three portable computer labs (two PC; one MAC) • 40% of all elective classes will utilize computer lab • Implementation of technology throughout the development and pedagogy of the Integrated Curriculum/Independent Projects Week (from point of inquiry, which includes student course selection, through the second and final IPW Showcase) • 90% of students will utilize technology in completing the 2009-2010 Learning Environment Survey • 50% of teachers will utilize technology in completing the 2009-2010 Learning Environment Survey • 25% of parents will utilize technology in completing the 2009-2010 Learning Environment Survey

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Creation of a Technology teacher position • Creation of a clerical assistant to aid the technology department • Reso-A grant ($50,000) to purchase various technology (including upgraded desktops, an additional portable PC laptop lab and SMARTboards) • Professional development: • Individual teaching training with technology teacher • Technology consultant (from C.E.R.C.) to create technology topics for training • SMARTboard training from a NYCDoE certified technology consultant firm – Tequipment, Inc. • Professional development sessions on various software application which include MS Office (MS Word, MS PowerPoint, etc.), Adobe Photoshop, Mac Garage Band) • Design of a technology curriculum
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• National Science Foundation (NSF) 5 year grant in which MS 88 faculty partner with Columbia University science, math and engineering doctoral students for inquiry based science enhancements to the current scope and sequence. The program, entitled, Learning through Ecological and Environmental Field studies (LEEFS) is designed to close the achievement gap in STEM disciplines (science, technology, math and engineering). We are the anchor middle school in a five year program with Columbia's Center for Environmental Research and Conservation. • Bi-semester meetings with colleagues and faculty from our sister –school in Punta Cana, the Dominican Republic on the use of field based inquiry for science instruction, assessment, and skills acquisition. Part of the NSF GK-12 partnership
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Computer lab log • Mobile computer lab log • Student log of computer usage • Student programs • Teacher programs • Computer lab program • Development and utilization of Google Docs and a • Network log tracking student and teacher use throughout the school year • Formal individual classroom observation by administration • Professional development session minutes • Lists of Professional Development utilized to enhanced technology within the school

Subject/Area (where relevant): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To continuously expand and strengthen our partnerships with universities and utilize grant resources with the goal of enhancing academic rigor . • 90% of the student population will engage in the project based learning integrated curriculum

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Departments will set teaching and learning goals for student achievement and track and monitor student progress • Development of a faculty leadership team to address common goals and strategies across subject areas within the school • Bi-monthly faculty conferences facilitated by the administration to inform faculty of school-wide goals, objectives, initiatives and schedules relating to data plan implementation • Weekly grade level common planning meetings to modify and utilize subject area assessments to plan and implement targeted instruction • Grade level house faculty teams will design and implement inquiry-based curriculum, projects and assessments throughout the year • Meetings with lead faculty and doctorate student interns engaged in our National Science Foundation (NSF) 5 year grant in which MS 88 faculty partner with Columbia University science, math and engineering doctoral students for inquiry based science enhancements to the current scope and sequence. The program, entitled, Learning through Ecological and Environmental Field studies (LEEFS) is designed to close the achievement gap in STEM disciplines (science, technology, math and engineering). We are the anchor middle school in a five year program with Columbia's Center for Environmental Research and Conservation. (Bi-semester meetings with colleagues and faculty from our sister – school in Punta Cana, the Dominican Republic on the use of field based inquiry for science instruction, assessment, and skills acquisition.) • Brooklyn College Teacher Academy partnership – Aspiring teachers (undergraduate students) partnered with teachers • Teaching artists from Theater for a New Audience & Arts Connection will work with classroom teachers to enhance themes in the art house • Use of Teacher's College staff developers, calendar days, & data collection programs (Assessment Pro, Fountas and Pinnell Independent Reading Levels) across all content area classrooms • Programs from Lutheran to enhance medical and health themes • Utilizing undergraduate interns and graduate interns to work alongside faculty including teacher leaders and consultants
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Meetings with lead faculty and doctorate student interns engaged in our National Science Foundation (NSF) 5 year grant in which MS 88 faculty partner with Columbia University science, math and engineering doctoral students for inquiry based science enhancements to the current scope and sequence. The program, entitled, Learning through Ecological and Environmental Field studies (LEEFS) is designed to close the achievement gap in STEM disciplines (science, technology, math and engineering). We are the anchor middle school in a five year program with Columbia's Center for Environmental Research and Conservation. (Bi-semester meetings with colleagues and faculty from our sister – school in Punta Cana, the Dominican Republic on the use of field based inquiry for science instruction, assessment, and skills acquisition.)

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Departmental agendas and minutes modeling evidence of data driven instruction to promote academic rigor and differentiated instruction • Student tracking templates from student data binders and student school planner • All ELA teachers will have binders and electronic files (Microsoft Excel spreadsheets, etc.) as evidence to their data collection and lessons that reflect their use of data, documented by formal observations • Report Card reports/grades • Evidence of assessed reading level growth through use of Teacher's College data collection program Assessment Pro, Fountas and Pinnell Independent Reading Levels • School will utilize benchmark assessments, universal assessments and comprehensive post-assessments (including Assessment Pro - TCRWP) in order to monitor student progress throughout the 2009-2010 school year as shown in teacher binders and student trackers • Circular 6 selection choice of grade level department planning sessions – 80% of staff • ARIS/Acuity reports, ATS NYS Exam reports (RSSE RESI, etc.)

Subject/Area (where relevant): _____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase parent involvement within the school community • An increase from 10 to 12 parents in participation/attendance in monthly PTA meetings • 5% increase in parent satisfaction on parent surveys
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• All parent correspondence will be distributed in a timely fashion in order to allow for optimal parent attendance and two-way communication between school and home • To ensure that communication between home and school is on-going, two-way, and meaningful, the following measures will be initiated: • Creation of a school-wide Parent Liaison position along with that of a parent liaison for each house • Formation of a Parent Involvement Committee consisting of administration, teachers and parent liaisons which will meet 2 times monthly in order to discuss upcoming school-wide events • Creation and distribution of Parent Involvement calendar to disseminate information regarding a variety of school-wide happenings including but not limited to PTA events, Community Day celebrations, Parent Language nights, Awards evenings, Potluck meals, and Curriculum/Art galas.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Formation of a Parent Involvement Committee consisting of administration, teachers and parent liaisons which will meet 2 times monthly in order to discuss upcoming school-wide events

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Minutes from Parent-Involvement Meetings • Parent Involvement calendar • PTA/Parent Event sign-in sheets • PTA/Parent fundraisers • Parent environment surveys

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	11	41	26	82	23		18	7
7	84	66	18	2	14		3	3
8	66	49	14	94	14	8	5	1
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).	
ELA:	**During one to one tutoring sessions to at-risk students our SETSS teachers do academic intervention using the following programs Rewards, Wilson. This service is provided on a one to one basis and also in small groups during the school day. During after school programs, teachers provide instruction two days a week, two hours a day. During 371/2 minutes our students are engaged in independent reading to build stamina.**	
Mathematics:	**Our SETSS teachers also provide academic intervention services to at-risk students using the Great Leaps program as well as Finish Line test prep. These sessions are provided during the school day. Students also receive academic intervention in mathematics during our 37 ½ minutes program (extended day).**	
Science:	**During our after school program instructors use a content area based program which includes Science to provide academic intervention services to our students. During our school day teachers provide academic intervention both during one to one tutoring and small group instruction using non-fiction science text to assist our students.**	
Social Studies:	**During our after school program instructors uses a content area based program which includes Social Studies to provide academic intervention services to our students. During our ELA academic intervention services students use non-fiction text in Social Studies to build stamina, vocabulary and content based area knowledge.**	
At-risk Services Provided by the Guidance Counselor:	**The guidance counselor provides at-risk services during the school day on a one to one basis and also in small groups.**	
At-risk Services Provided by the School Psychologist:	**Our school psychologist runs an 8th-grade girls group during the students lunch period. These are the same group of eight students that received services during seventh grade last year. Since these students are not mandated for counseling these are at-risk services.**	
At-risk Services Provided by the Social Worker:	**Our social worker provides at-risk counseling once a week in small groups, the subject is conflict resolution. She is also running small groups once a week that deal with violence prevention.**	
At-risk Health-related Services:	**A dedicated health professional will provide information and awareness on Health-related issues included but not limited to: Raising Awareness on Nutrition, AIDS, and Asthma.**	**A designated**

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

Language Allocation Policy
Middle School 88
CDS 15
2009-2010

L.A.P. Team Members:

Principal……..…Ailene Altman Mitchell
Assistant Principals…….…..…Mr. Gary Nusser, Mr. Vito DiLeo, Ms. Mary Gilgoff,
Mr .Matthew Barone, Mr. Joseph Bonomi
ESL Liaison…….…….……. Mr. Jack Wasylyk
Literacy Coach….…...……..……Ms. Nelia Wolosky
Related Services Providers……Ms. Sylvia Castro, Mr. Jared Cohen

Middle School 88 currently has a total enrollment of 863 students and 99 English Language Learners (or 11%), all of whom are served by a freestanding ESL program. Our program serves 71 General Education and 28 Special Education students in 6th, 7th and 8th grade. Our school currently has no bilingual program. All of our entitled students receive above and beyond their mandated minutes from a combination of a freestanding block program and a push-in/pull-out program for regular and special education, respectively. 10 of our Special Education ELLs are X-Coded and therefore ineligible for ESL instruction based on their IEPs. X-Coded students are still given the NYSESLAT exam as per federal mandates.

We employ four fully licensed TESOL teachers, yielding a staff to student ratio within the department of 1 to 20 and an average class size of 16 among our dedicated (block) ESL classes. All instruction is done in the English, but our ESL teachers are all fluent in at least Spanish as well. Our school offers Spanish as a foreign language to 7th and 8th grade classes and has two teachers employed in that regard. All teacher licenses are kept on file.

Our ELL students span come from Central and South American countries, Asian countries, Eastern Europe, India, Bangladesh, the Middle East and other locations. The native languages spoken by our ELLs include Spanish, Bengali, Chinese, Arabic, Polish, Russian and Vietnamese.
In the sixth grade, only 6 students scored at the beginner level on the NYSESLAT. The seventh grade has 8 beginners (2 regular education and 6 in special education). The eighth grade has 5 beginner ELLs, (2 regular education and 2 special education). These beginners are targeted by our extended day program and AIS periods. Our school has 41 Long Term ELLs and 18 ELLs who are designated SIFE. 39 of our ELLs have received 4-6 years of service, and we have only 1 newcomer. All of our English Language Learners receive above and beyond the mandated 180 or 360 instructional minutes per week, and teacher schedules allow for additional push-in periods to be arranged in content area classes as necessary.

Parents have the right to select a transitional bilingual education program for their child. Since our school does not currently offer bilingual classes, parents must either request a transfer or wait for more parents in the same grade and language group to select the bilingual option. This option is explained both verbally and in writing at enrollment and again in a letter that goes home in September to all parents of ELLs. The overwhelming trend has been the selection of our ESL program, and in the last three years no parents have decided to pursue a transfer for the sake of bilingual education. For this reason, our current program model is aligned with parent choice. The students of parents who do not return a parent survey are included in our ESL program as per state and federal regulations pending any further communication from the family. Should the parents of 15 children in two consecutive grades who speak the same home language select the TBE option, our school is prepared to create a transitional bilingual program. Parents also receive prompt written notification when students test in or out of NYSESLAT eligibility, and at the beginning of the year when it is demonstrated that they continue to be entitled based on their NYSELSAT score. Twice a year our school holds "Language Night" for parents of ELLs. These occasions serve as Orientation Meetings in which parents receive detailed explanations of their rights as parents of ELLs as well as opportunities to participate in their child's education by bolstering native language support at home. Professional translators are hired for these events for all of our school population's major language groups.

In looking at NYSESLAT data, we have observed a two distinct trends in regard to the relative strength and weaknesses of students in each modality of the exam. 67% of our 6th and 7th graders struggled most with the writing modality, while 55% of the 8th graders scored lowest on the reading modality of the test. In addition, 22 students scored lowest on the listening portion of the test. This has allowed our Literacy Coach, in conjunction with our staff developers from Teachers College, to react accordingly. 6th and 7th grade departmental meetings focus most on developing writing skills among ELLs, while for 8th graders, the scaffolding of reader's workshop receives the greatest attention. The students who needed the most help on their listening skills, since they are spread among grades, are targeted on a more individual basis. They are allowed extra time using our listening centers and our computer lab to develop the skills they need to be successful on the exam.

An analysis of last years aggregate math scores among the subgroup of ELLs (13.48 % of our 2008-9 student population) revealed the following findings: 19.47 % Level 1, 28.32% Level 2, 46.9 % Level 3 and 5.31% Level 4. As this year's data becomes available, we will continue to analyze and use them to inform our instruction.

Because of a favorable student-to-staff ratio, a great amount of communication is possible between the ESL teacher and the general education/special education teachers. Conversations are held both informally and formally to determine students' individual needs and how they may best be met. This process will determine both how instruction is carried out in the pull-out classes as well as who will receive individualized instruction (either push-in or tutoring) and how often. Between two teachers, our department has 12 weekly push-in periods to target at-risk subgroups, such as SIFE students and Long-term ELLs. These push-in periods are considered supplementary since they are not counted in our school's completion of mandated service minutes. All IEPs are carefully adhered to for Special Education students and the ESL teacher takes part in the IEP review process.

Our ESL teachers work in close cooperation with the rest of our school's literacy faculty and attend weekly department meetings. In addition, the presence of a dedicated ESL Literacy Coach, with weekly ESL meetings, ensures even greater program coherence and collaboration than would be otherwise possible. The ESL department, under the direction of the Literacy coach, works to augment the normal literacy curriculum with additional scaffolding, language structures, visual representations, and content area materials. Our school makes a large investment in technology for ELLs,

including extensive leveled classroom libraries including two significant Native Language libraries in Spanish, listening centers and iPods for ESL classrooms, up to date Rosetta Stone software, and classroom document cameras. ESL teachers and ELL students have priority over the school's computer lab, and each ESL class enjoys dedicated time in the lab as part of its weekly schedule. Because of our strengths as an ESL department and the priority we place on ELLs as a school community, we believe we could serve as a model for other programs for years to come.

Attached is the worksheet we used to formulate our LAP, and a signed copy is kept on file. Our school's Language Allocation Team reviews this Language Allocation Policy twice annually, in September and in June.

Type of Program: ___ Bilingual _X_ ESL ___ Both Number of LEP (ELL) Students Served in 2009-10: _____99_____
(No more than 2 pages)

I. We currently employ a free-standing (block) instructional program for our general education ELLs. This population is divided among 4 classes: 2 classes in the 6th grade and 1 class each in the 7th and 8th grades. The program is taught exclusively in English but all of our 4 ESL teachers are fluent in Spanish as well. Special Education students are served through a combination push-in/pull-out program. All students receive their mandate minutes of service according to NYSESLAT level. Instruction of ESL is differentiated based on data from the NYSESLAT or LAB-R, ELA Exam, Reading Level and IEP where appropriate. This differentiation is further tailored to student need based on an ongoing dialogue between ESL and content area teachers.

A. Since our ELLs are programmed into designated classes for ESL, they receive all of their mandated periods of ESL services during the normal literacy block from a certified ESL teacher. Advanced students receive their mandated periods of ELA instruction from periods in which a Licensed literacy teacher pushes into the ESL classroom. ELLs thus receive same quantity of mathematics and content area instruction as do all of our students. Teachers of mathematics and content areas to ELLs are programmed based on their willingness to collaborate with ESL specialists in the school to appropriately differentiate and scaffold instruction for ELLs. Academic Achievement of our ELL population is further targeted by our extended day AIS as well as our after-school SES program.

B. ELLs are offered equal opportunity to participate in all of our school's extra curricular activities, which include LEGO Robotics, Band, Yearbook, and Theater.

II. Parents of English Language Learners are informed of every major decision that is made regarding their child, from placement in the ESL program based on the LAB-R to exit from the program based on the NYSESLAT. Letters and surveys are sent home to inform parents of upcoming instructional initiatives, school-wide programs, enrichment programs, parent orientations and cultural events. This year we hosted two parent workshops to provide information about the rights and responsibilities of parents of ELLs, as well as testing schedules, curriculum expectations, enrichment opportunities and intervention services to ensure that English Language Learners meet and exceed state performance standards.

III. Some of the programs and activities to assist newly enrolled LEP students are:

- Orientation for Incoming 6th Graders with special component for parents of ELLs
- Advisory services to support emotional and social needs
- This summer we will create one class of non-mandated summer school as an Institute for English Language Learners

IV. In an effort to implement instructional initiatives to build language and social skills, teachers and coaches will be participate in a variety of workshops that will focus on:

- Scaffolds to support content- area knowledge
- Instructional modifications to support content learning
- SIFE Identification and Intervention strategies workshop with Rachel Hoff
- Alternative assessment to track language acquisition

- Scaffolding test preparation for ELLs taking the ELA exam.
- Aligning reading and writing curriculum to the NYSESLAT
- Test sophistication to prepare students for the NYSELAT
- Analyzing data to support curriculum goals
- TC Lab site: Reading and Writing Project
- Participation in the new Teacher's College ESL Calendar, with two of our ESL teachers attending all TC ESL Calendar Days.

V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

VI. Not applicable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: MS 88 **District** 15

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2008-9				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
N/A	4	N/A	0	N/A	0	4

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: _X__ Free-Standing ___ Push-in ___Pull-out
Indicate Proficiency Level: _X__ Beginning ___Intermediate ___Advanced

School District: _____15_____ School Building: ____MS 88_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:35 To: 9:20	**Science Azcona 254**	**Literacy Wolosky 224**	**Science Azcona 254**	**Social Studies Torres 220**	**Science Azcona 254**
2	From: 9:21 To: 10:06	**Math Sullivan 231**	**Literacy Wolosky 224**	**Literacy Wolosky 224**	**Math Sullivan 231**	**Social Studies Torres 220**
3	From: 10:07 To: 10:52	**Math Sullivan 231**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Math Sullivan 231**	**Literacy Wolosky 224**
4	From: 10:53 To: 11:38	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	From: 11:39 To: 12:24	**Math Sullivan 231**	**Science Azcona 254**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Literacy Wolosky 224**
6	From: 12:25 To: 1:10	**Literacy Wolosky 224**	**Gym**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Math Sullivan 231**
7	From: 1:11 To: 1:56	**Literacy Wolosky 224**	**Social Studies Torres 220**	**Auditorium Assembly**	**Science Azcona 254**	**Math Sullivan 231**
8	From: 1:57 To: 2:42	**Social Studies Torres 220**	**Social Studies Torres 220**	**Social Studies Torres 220**	**Gym**	**Math Sullivan 231**

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: _X__ Free-Standing ___ Push-in ___Pull-out
Indicate Proficiency Level: ___ Beginning _X__Intermediate ___Advanced

School District: _____15_____ **School Building: ____MS 88_____**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:35 To: 9:20	**Science Azcona 254**	**Literacy Wolosky 224**	**Science Azcona 254**	**Social Studies Torres 220**	**Science Azcona 254**
2	From: 9:21 To: 10:06	**Math Sullivan 231**	**Literacy Wolosky 224**	**Literacy Wolosky 224**	**Math Sullivan 231**	**Social Studies Torres 220**
3	From: 10:07 To: 10:52	**Math Sullivan 231**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Math Sullivan 231**	**Literacy Wolosky 224**
4	From: 10:53 To: 11:38	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	From: 11:39 To: 12:24	**Math Sullivan 231**	**Science Azcona 254**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Literacy Wolosky 224**
6	From: 12:25 To: 1:10	**Literacy Wolosky 224**	**Gym**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Math Sullivan 231**
7	From: 1:11 To: 1:56	**Literacy Wolosky 224**	**Social Studies Torres 220**	**Auditorium Assembly**	**Science Azcona 254**	**Math Sullivan 231**
8	From: 1:57 To: 2:42	**Social Studies Torres 220**	**Social Studies Torres 220**	**Social Studies Torres 220**	**Gym**	**Math Sullivan 231**

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: _X__ Free-Standing ___ Push-in ___Pull-out
Indicate Proficiency Level: ___ Beginning ___Intermediate __X_Advanced

School District: _____15_____ **School Building: ____MS 88_____**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:35 To: 9:20	**Science Azcona 254**	**Literacy Wolosky 224**	**Science Azcona 254**	**Social Studies Torres 220**	**Science Azcona 254**
2	From: 9:21 To: 10:06	**Math Sullivan 231**	**Literacy Wolosky 224**	**Literacy Wolosky 224**	**Math Sullivan 231**	**Social Studies Torres 220**
3	From: 10:07 To: 10:52	**Math Sullivan 231**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Math Sullivan 231**	**Literacy Wolosky 224**
4	From: 10:53 To: 11:38	**Lunch**	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	From: 11:39 To: 12:24	**Math Sullivan 231**	**Science Azcona 254**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Literacy Wolosky 224**
6	From: 12:25 To: 1:10	**Literacy Wolosky 224**	**Gym**	**Math Sullivan 231**	**Literacy Wolosky 224**	**Math Sullivan 231**
7	From: 1:11 To: 1:56	**Literacy Wolosky 224**	**Social Studies Torres 220**	**Auditorium Assembly**	**Science Azcona 254**	**Math Sullivan 231**
8	From: 1:57 To: 2:42	**Social Studies Torres 220**	**Social Studies Torres 220**	**Social Studies Torres 220**	**Gym**	**Math Sullivan 231**

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) : 6, 7, 8 Number of Students to be Served: _____99____ LEP _____ Non-LEP

Number of Teachers _____4_____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

To supplement the achievement of ELLs in our school, we have in place:
An Afterschool program for Newcomer and Long Term ELLs, from 3-5pm on Tuesday's and Thursdays. The teacher per session will be at no cost to the Title III program. Students are instructed in English communication skills using the latest version of Rosetta Stone language software. A Smartboard will be purchased and used solely in conjunction with the Rosetta Stone software. The smartboard will be etched with the label "Title III." The smartboard will be located in a central location (ESL classroom), which will be accessible only to the ESL teachers. The dedicated laptop and lcd projector, which was purchased with tax levy funds, will be housed with this smartboard.

- **After school Test Preparation for the ELLs taking the English Language Arts Exam and NYSESLAT. This program begins in January and will run for 24 sessions over 12 weeks, from 3:30 to 4:30pm, until the administration of the ELA and NYSESLAT exams. Three fully licensed ESL teachers will instruct three groups of 10-15 students differentiated into beginner, intermediate and advanced levels. Instruction is carried out in English, but all our ESL teachers are bilingual in at least Spanish, which may be used to provide additional support for native language Spanish speakers, especially beginners. Depending on ability level, students will utilize listening centers, Rosetta Stone software, as well as to study the format of both exams and do practice tests with an increased emphasis on writing skills. To carry out the above initiatives, we will be using $4,074.125 towards per session pay. This, along with our entire ESL program, falls under the direction of Assistant Principal Gary Nusser. This will be at no cost to the program.**

3 TRs x 1 hr x 24 sessions x $49.89 = = $3,592.08

- **12 brand new laptops have been purchased and dedicated as the Mobile Language Lab. This technology is used before and after school in the aforementioned programs, as well as during designated lunch periods, for extra help in both listening and speaking skills.**

- **In order to reduce the student-teacher ration in the ESL classes and arrange for supplementary push-in services, .1 (10% or one half of a day per week) of Mr. Wasylyk's program is to be considered supplementary to the mandate. All students in the school receive well above their mandated minutes of ESL services with a qualified teacher. Therefore, because of the priority our school places on ELL achievement, $7,759.20 of his salary is to be paid for with Title III funding to allow for Mr. Wasylyk to push in with the 4 dedicated ESL classes during their content area subjects 8 periods per week. The teacher will take student attendance, keep student folders, progress notes, and administer pre- and post test to measure the students' growth.**

- **Students will be taken on trips to various NYC-based cultural institutions as listed below:**

Institution	Price per ticket	Number of Students	Total Cost	Tentative Trip Date
MoCa	- (Free on Thursdays)	40	-	January 7, 2010
El Museo de Barrio	$4.00	25	$100.00	February 3, 2010
Museum for African Art	$3.00	30	$90.00	February 3, 2010

Professional Development Program

To improve teaching practices for the achievement of our ELLs, we:

- **Have a dedicated ESL coach, Ms. Wolosky. 15 periods of Ms. Wolosky's weekly program is devoted to the development of our ESL instructional program, including the creation of an explicit ESL curriculum, one weekly departmental meeting, one weekly meeting one-on-one with each of the other 3 ESL teachers, data analysis with the school's data team, and coordination with the school's regular literacy department. Therefore, .1 (10% or one half of a day per week) of Ms. Wolosky's program is to be considered for LEP staff development, and $7,277.30 of her salary is to be paid for with Title III funding. Led by Ms. Wolosky, the ESL department attends subject and inter-subject faculty meetings, conducting regular staff development on how our faculty can better address the needs of our ELLs.**
- **Have developed an extensive Professional Development program in concert with Teachers College. In addition to sending ELL teachers to TC calendar days that support the curriculum, we have programmed dedicated cycles to have our staff developer work with ELL teachers on strategies in reading and writing, content area skills and data analysis and its implications on planning.**
- **Offer a series of afterschool professional development cycles centered around the following areas: word study, NYSESLAT prep and curriculum planning.**

Teacher's College Calendar of Workshops 2009– 2010

Date	Workshop	Teachers Attending
Fri. Sept. 25	A Fast-Paced, Intensive Overview of the TCRWP's Latest Thinking on Reading and writing	Mr. Frosina, Mr. Pellizzi
Tues. Sept. 29	Differentiated Instruction Through Conferring and Small Group Work:	Ms. Douglas
Mon. Oct. 5	Reflection, Revision, and Goal Setting in the Writing Workshop	Ms. Bradley
Tues. Oct 6	As Readers Move to More Complicated Stories, How Can We Teach in Ways That Lead to More Interpretive Thinking, Writing, and Talking about Fiction?	Ms. Bomberger
Wed. Oct. 14	Supporting Students to Develop Fluency**.**	Mr. Rumage, **Mr. Wasylyk**
Tues. Oct 27	The Personal Essay	Ms. Kaufman

Tues. Oct 27	Help Students With IEPs With November's Units of Study	Mr. Cohen
Mon. Nov. 2	Teach Students to Not Just Mine Nonfiction Texts for Answers to Questions and for Facts, But to Actually Read Those Texts, Determining Importance and Taking in the Main Thrust of What the Author is Trying to Teach**.**	Mr. Paris, **Mr. Torres**
Wed. Nov. 4	Turn Effective Writing Inside Out to See How It Is Made: Understanding and Being Able to Talk About, Demonstrate, and Teach the Qualities of Powerful Expository Writing**.**	**Ms. Kaufman**
Thurs. Nov 5	Turn Effective Writing Inside Out to See How it is Made: Learn the Simple, Do-able, Teachable Strategies That Allow Writers To Write Effective Texts	Mr. Hoffner, Ms. Zala
Thurs. Nov. 12	Correlate Your Differentiated Instruction with Your Students' Reading Level: Practical Teaching Suggestions to Deal with the Wide Spread of Student Abilities in a Special Education Classroom	Mr. Dotson
Wed. Nov. 18	Teach Students to Outgrow Themselves as Writers in a Historical Fiction Unit	Mr. Rosenzweig
Fri. Nov 20	Seeking Magic, Justice, and Empowerment – Reading and Writing Fantasy Narratives**.**	Mr. Hoffner
Mon. Nov 23	A Powerful Combination: Studying Social Studies, Reading Historic Fiction, Writing Historic Fiction	Ms. Bomberger

Tues. Nov. 24	Scaffolding Our Upper Grade Students to Promote Academic Language and Literacy Development	Mr. Krywanczyk
Mon. Dec. 7	Support Differentiated Reading Skills in Book Clubs	Mr. Pellizzi
Tues. Dec. 8	Teaching Grammar Inside and Outside of Writing Workshop	Ms. Bradley, **Mr. Wasylyk**
Tues. Dec. 15	Teaching Grammar Inside and Outside of Writing Workshop	Ms. Archer
Thurs. Jan. 7	Digging Deeper into Interpretation and Critical Reading to Raise the Bar of Our Historical Fiction Reading Unit	Ms. Bomberger
Fri. Jan 22	Thinking About a Continuum of Comprehension	Mr. Hoffner, **Ms. Wolosky**
Tues. Feb. 23	Inquiry Circles Within the Social Studies and Science Classroom	Ms. Medina
Wed. Feb. 24	Extra! Extra! Kids Take on the World: Teaching Journalism in the Company of an Expert Journalist	**Ms. Rios**
Fri. Feb. 26	Teaching Young Writers to Craft Their Ideas about Reading: Literary Essay Work that Lifts the Level of Reading and Writing in the Classroom	Ms. Archer, Mr. Frosina
Tues. March 16	ELA Test Preparation – Planning for April: A Chance to Prepare Students for the ELA Without Losing Sight of Our Beliefs About the Best Instructional Practices for Students' Literacy Learning	Mr. Nusser, **Ms. Wolosky**
Thurs. March 18	Putting the Dimensions and Outcomes of Understanding to Work	Ms. Bradley

Sat. March 20	Saturday Reunion	**All teachers invited.**
Wed. June 2	Imagining the Year Ahead: June Planning for Teacher-Leaders: K-8 Reading and Writing	Mr. Hoffner, Ms. Bradley, Ms. Bomberger

Form TIII – A (1)(b)

School: Middle School 88 **BEDS Code:** 33150001088

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
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) - Per session - Per diem	**11,351.28**	**$7,759.20 to pay .1 ESL TR salaries to provide additional support to ELLs during the content area instruction and professional development.** **After school— After school Test Preparation for the ELLs taking the English Language Arts Exam and NYSESLAT. This program begins in January and will run for 24 sessions over 12 weeks, from 3:30 to 4:30pm, until the administration of the ELA and NYSESLAT exams.** **3 TRs x 1 hr x 24 sessions x $49.89 = = $3,592.08** **Total: 11,351.28**
Purchased services - High quality staff and curriculum development contracts.	$1250.00 $1480.00	Technology Integration Program-Columbia University Theatre for a New Audience arts program—this is an arts program in which ESL students will participate in a bilingual performance.

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$1478.70	**Rosetta Stone software** **A Smartboard will be purchased and used solely in conjunction with the Rosetta Stone software. The smartboard will be etched with the label "Title III." The smartboard will be located in a central location (ESL classroom), which will be accessible only to the ESL teachers. The dedicated laptop and lcd projector, which was purchased with tax levy funds, will be housed with this smartboard.**
Educational Software (Object Code 199)	0.00	
Travel	0.00	
Other	0.00	
TOTAL	$15,560	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
    a. School will determine within 30 days of student enrollment the primary language spoken by the parent of each student.
    b. If more than 10% if the students speak a primary language that is neither English nor a covered language, additional translations will be provided.
    c. We will use student enrollment data, home language surveys, and demographics to determine translation needs
    d. Teachers of English Language Learners and Foreign Language will set up a Parent Orientation night to survey language preferences
    e. All memos and school phone master will inform parents of school events, testing dates, students' absences and lateness in multiple languages

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.
    - Demographics: White: 9.78%, Black: 14.97%, Hispanics: 59.90%, Asian and others: 14.62%. Written translation and oral interpretation needs are English, Spanish, Chinese, Arabic, and Bengali.
    - Findings were reported to the school community by the parent coordinator, guidance counselors, and the PTA president. The local school community was informed through memos and parent orientation night at the beginning of the school year.

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.
    a. All school activities and events will be translated by the parent coordinator in Spanish
    b. Parent volunteers are available to translate in Chinese
    c. All written translations will be translated by the NYC Department of Education Translation Unit at no expense to the school, with the exception of Spanish, which will be translated in house.

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.
    i. In-house staff will translate in Spanish
    ii. Teachers of Foreign Language and English Language Learners will also translate

iii. Legal Interpreting Services (an approved vendor for the NYC Department of Education) will be contracted for all live translations in languages other than Spanish.

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 parent coordinator will inform parents who require language assistance services with written notifications and instructions in obtaining appropriate translations and interpretation services
- Written notifications will be posted on the security desk at the entrance of the school.
- The school safety plan will specify designated people who will translate and interpret safety procedures

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	$758,483	$227,584	$986,067
2. Enter the anticipated 1% set-aside for Parent Involvement:	$7,585	$2,276	
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$37,924	$9,305	
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	$75,848	$22,758	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____97.4_____

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.
Those teachers who are teaching outside of their license area and seeking a supplementary license in a shortage area were offered an opportunity to apply to the DOE's Conversion Program. Additionally, one teacher who was teaching out of license has been moved into his licensed area.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

***Explanation**:* In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Parent Involvement Policy

(Please note the Parent Involvement Policy was distributed to all parents by October 15th 2009. It was included in the parent packet that was printed into our mandatory student planners. The parent involvement policy was created in conjunction between the parent action committee (comprised of parents) and parent involvement committee (comprised of school faculty) and reviewed at the school's first SLT meeting on September 23rd, 2009.)

Parents and families of students in MS 88 will be provided the opportunities to participate on the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, child development and accessing the services of community resources will also be available. To increase parent involvement, MS 88 will offer the following:

- Parent workshops/meetings related to:
  - Transition from elementary school for 6th grade parents.
  - How to support literacy and math at home (include for the ESL and Sp.Ed. students).
  - Transition from middle school to high school for 8th grade parents.

- High School information for 7th grade parents.
- Test preparation.
- Curriculum night in September.

❖ Encourage parents to network with each other and to communicate with the school staff.

❖ Encourage parental involvement in our school by:
  - Informing parents through personal contact and a newsletter the services offered by the school (i.e., school nurse) and community based organizations (i.e., Lutheran and Maimonides).
  - Develop informational packets to familiarize parents with goals, academic expectations, standards, code of conduct and consequences and an overview of work to be expected for the academic year.
  - Upgrade telephone notification system (PhoneMaster) to disseminate information to parents.
  - Encourage parents to volunteer at the school (i.e., libraries, trips).
  - Increase communication with parents through a monthly calendar of school events.
  - Translate all communication to parents.

A parent room has been established so parents will feel welcome and can coordinate activities for parent involvement.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Middle School 88, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the

students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Middle School 88 will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: [The MS 88 school structure is based on vertical theme-based houses for all grades. The theme houses are the School of Media Arts & Technology, School for Medical & Health Careers, and School for Integrated Studies Through the Arts. The School of Media Arts & Technology will provide students with the opportunity to connect academic rigor through media and technology. Through a rigorous academic program, students will understand how media and technology create new human environments and change our society. The School for Medical & Health Career will offer students a variety of off-site learning opportunities that will help students connect their academic and real-life learning experiences. The academic and elective classes will enrich the theme of healthy living, disease prevention and investigating careers that support health lifestyles. The School For Integrated Studies Through the Arts will provide students with a comfortable, personalized educational atmosphere. Students will participate in a rigorous academic program that combines an interdisciplinary model of teaching and learning with an arts emphasis.

With this House structure we create supportive relationships between students and staff that will foster improvement in student achievement, student attitude toward school, social behavior, interpersonal relationships, and student self-esteem. An advisory program in each of the Houses focuses on personal development and social relationships. The aim is to help students gain emotional strength, self-knowledge, and social skills through peer interaction and the acceptance of trusted adults.

This structure also provides teachers with the emotional, moral, and intellectual support they need to focus their attention on teaching and student learning. Teacher planning time is programmed into the Houses to allow ongoing dialogues that focus on looking at standards-setting student work or the purpose of adequately assessing student learning and guiding instructional strategies. Two full-time coaches in Literacy and Math also assist teachers in developing best teaching practices in the classrooms. Ninety-minute block scheduling in literacy and eight periods of mathematics allow teachers and students more learning and instructional time and also help in developing interdisciplinary activities. As added teacher support, a teacher center is located in the school's library.

1. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
   September: Parent Orientation Night

October: Curriculum Night
November: First Marking Period (Report Cards must be picked up by parents)
March: Second Marking Period (Report cards must be picked up by parents)

2. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - Progress reports are distributed bi-monthly to parents.
    - All reports are mailed home and returned to school
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Parents have access to teachers' emails and school phone number.
    - Parent and teacher conferences are held by appointment during the school day to review student's progress
4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - Teachers have open-door policies and welcome parents to visit any time.
    - Parents are invited to literacy classrooms to celebrate student publications.
5. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
6. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
7. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
8. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
9. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
10. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
11. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

<u>Parent Responsibilities</u>

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
   - Data analysis on summative assessments (NYS ELA, Math, Science, and Social Studies)
   - Identify students who need academic intervention services and enrichment support based on summative and formative data
   - Focus on three year performance trends in ELA and Math (aggregate and disaggregate by grade, subgroups, notations of differences on achievement level

2. **Schoolwide Reform Strategies**
   - AIS services provided for all students to support their academic, social, and emotional needs
   - Extended school day curriculum will focus on students reading, writing, and mathematical skills
   - AIS is during the school day, using a push-in and pull-out approach in small groups and/or one-to-one tutoring
   - Regents classes, classroom libraries, and after school programs will enrich and challenge student learning
   - Afterschool internship, counseling, pupil services, and mentoring opportunities are offered to all students to foster their emotional and social development
   - Scholarships to specialized high schools and enrichment programs will be offered to students
   - Common planning time by department and grade will allow teachers to plan, assess, and monitor teaching and learning

3. **Instruction by highly qualified staff.**
- All teachers will implement an integrated curriculum that focuses on concepts of ecology
- All teachers will plan interdisciplinary activities(i.e. independent projects week)
- All Math teachers will participate in lesson labs and action-research groups
- All ELA teachers will participate in instructional lab-sites and study groups
- All Science and Social Studies teachers will teach content through inquiry-based approach

4. **High-quality and ongoing professional development for teachers, principals, and paraprofessionals**.
- Study groups that focus on data analysis in all content-area
- Conduct power-point presentations in faculty conferences to show statistics and progress
- Conduct forums that focus on individualized instructions, using the data from the formative and summative assessments

5. **Strategies to attract high-quality highly qualified teachers to high-need schools.**
- Professional development will enrich and support professional growth
- Common planning time will be scheduled to promote teacher collaboration
- Resources and materials are available to support teaching and learning
-

6. **Strategies to increase parental involvement through means such as family literacy services.**
- Quarterly progress reports are sent home to inform parents of students' progress
- Saturday reading program for parents and students to read and engage in book conversations
- Curriculum night to inform parents of learning expectations for all academics

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

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

- Set up a Data/Inquiry Team consisting of teacher leaders across all disciplines to collect and analyze student performance data
- Professional development will focus on analyzing student work to collect data, set goals, and identify programs to support and enrich student learning
- Common planning time will promote teacher collaboration on student assessments and curricular needs

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

- Periodic assessments are administered 5 times a year to measure student progress
- Ongoing formative assessments in classroom
- Assessment results will be available in a timely manner for teachers to set teaching and learning goals for monthly units

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

- Health education will be available to students of all grades
- Advisory and peer mediation will be programmed in all student programs to learn positive decision making skills
- Adult technology classes are available for parents starting October 2009

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

11. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

12. Coordinate with and support the regular educational program;

13. Provide instruction by highly qualified teachers;

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

15. Provide strategies to increase parental involvement; and

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

[1] School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	**Review Team Categorized Recommendations** (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	**Actions the school has taken, or plans to take, to address review team recommendations**

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)[2] data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

[2] To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Based on analysis of our 2008 - 2009 ELA and Math scores, M.S. 88 found the potential for gaps between our writing curriculum maps and their alignment to New York State standards indicating relevance to these findings.

- Gaps in the Written Curriculum – We have taken steps in order to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. A committee of ELA/ELL instructors have gone over all of our curriculum maps in order to ensure that they meet the writing standards.
- Curriculum Maps – Our curriculum maps were updated in order to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. In order to create a system of checks & balances within the curriculum maps, standards-based tracking tools were created in order to measure the desired outcome.
- Taught Curriculum – When formal and informal observations are conducted, a greater emphasis will be placed on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – We have found that while teachers do have sufficient amounts of curriculum materials available to them, that more subgroup-specific materials can be provided, particularly for males, Hispanics, and our special education classes.
  English Language Learners- During Professional Development, all teachers who are involved in the instruction of our ELL students will be given the ESL Standards to review. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

x☐ **Applicable** ☐ Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Upon careful analysis of the teaching points in our writing unit maps we found a lack of alignment with New York State Standards and a need for stronger vertical alignment in our ELA curriculum. Further need for alignment was evident in teacher created rubrics and trackers which would otherwise indicate student proficiency in NYS Standards.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

M.S.88 will:

- M.S, 88 will provide professional development in NYS Standards for ELA & Math teachers.
- MS 88 will integrate NYS Standards into the Teachers' College Reading & Project currently in use.
- Teachers will enhance horizontal alignment by revising all Unit Maps so that NYS Standards are addressed.
- Teachers will build vertical alignment in current curriculum so that teaching points are scaffold on the previous year's Unit Map
- Teachers of subgroups will receive professional development on differentiation of instruction and adaptation of school wide Unit Maps so that the NYS Standards are scaffold into the curriculum and there is less variation in our horizontal alignment.
- Teachers will assess student performance and proficiency of curriculum and NYS Standards through the use of Standard based rubrics and trackers.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

<u>Please respond to the following questions for Key Finding 1B:</u>

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
MS 88 has assessed and addressed the above findings in various ways.

Instructional Materials: All MS 88 teachers were provided with the new version of the Impact Mathematics book in September of 2008. All teachers were also provided with professional development sessions addressing all of the material resources available to address the gaps that the Impact book has. In addition, we have a variety of other classroom textbooks, mathematics manipulatives and the Mathematics toolbox provided by the New York State Department of Education website is widely used by the Mathematics teachers.

Depth of Instruction: Every teacher is scheduled to have grade planning meetings in which the state standards, the pacing calendar and the type of instruction needed for students to master each standard are addressed. Each grade gives Universal Assessments every quarter and Universal Homework Assignments every week. These assessments are made as standards are taught and spiral back to help students retain information. The questions in these assessments and homework assignments are closely aligned to the state standards. The results of each assessment are analyzed by class. For any standard which a majority of the grade did not master, Universal Homework assignments are modified to address these deficiencies and teachers spiral back to reinforce the teaching of these standards.

Process Strand Alignment: When the Mathematics teachers make Universal Assessments and Universal Homework assignments, the process standards are included. When teachers analyze student work and data results from the Universal Assessments they also state which process Strands are not being mastered based on the type of questions. Then teachers discuss how to enhance the students' ability to use the process strands for future problem solving.

Also, for every unit, there are different assessments, projects and examples of student activities that address the process strands. Lastly, we have weekly grade planning meetings that focus on ways to integrate the disciplines and culminate into two week-long project-based learning experiences which also address the process standards and experiential learning

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X☐ Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In the past three years, the level of 3 and 4 results of the Math State Exam have gone up from 33.6% to 72.5%. In this same time period, we have instated the data analysis into the common planning time. This dispels the finding that there is a lack of depth in classroom instruction vs. the state standard requirements. Also, before the students take the actual exam, teachers analyze the standards that individual students do not master and create a plan with student to improve the specific standards for which they are having trouble. This system allows teachers the ability to be informed about how a student should score on the exam.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X☐ Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Middle School 88 uses the Teachers College Reading and Writing Project as a primary curriculum source. All teachers use the workshop model and teach 90-minute literacy blocks. Classrooms are equipped with up to date leveled classroom libraries of which at least 20% of each library is explicitly leveled using the Fountas and Pinnell leveling system. Block programming in Literacy provides teachers with the time needed to implement the various components of the Balanced Literacy Program. The program increases a student's independence, competency, and appreciation of reading and writing as well as assists students in their efforts to achieve both NYS learning standards and NYC performance standards for English Language Arts. Teachers' use of read aloud to furthers the enjoyment of reading while also serving as an instructional reading/writing tool. The Department of Literacy uses a combination of growth tracking and mastery tracking. All teachers use the Teachers College Running Record Reading Assessment three times yearly to track student reading growth. Data is submitted to the coach and is compiled to assess department-wide support needs and to differentiate resources. Teachers are responsible for ongoing assessments, including running records, conference notes, tracking of reading growth and strategy mastery etc., that can be used to develop teacher-directed mini-lessons, small group lessons and conferences that address expected performance standards in ELA.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

Classroom Instruction: MS 88 has a total of eleven Mathematics teachers of which four are first year teachers. The first year teachers are receiving extensive PD on mastering the workshop model which includes co-planning a proper workshop model lesson, inter-visitation with teachers who have best practices, and the Mathematics coach modeling a workshop model lesson in the new teacher's classroom. The other seven teachers are receiving PD on enhancing their skills by improving their questioning techniques, analyzing cognitive level of tasks and developing group work which results in a productive share that addresses the standard's objective. We also provide opportunities for all teachers to visit other schools to observe and analyze various instructional methods. Professional development also focuses on providing teachers with unit projects that require extensive group work and reinforce the concepts using discovery/inquiry based learning methods.

Differentiated instruction is encouraged as a best practice and teachers use a variety of resources to differentiate lessons and student work.

- Teachers were given a multiple intelligences test in the beginning of the year to assess their student's learning styles.
- All students completed a resume which included their mathematics strengths and weaknesses and what their goals are for the current school year based on last year's experience.
- All students were given a Mathematics Benchmark that analyzed what knowledge the students are starting the school year with. This helps the teachers prepare lessons and differentiate based on knowledge.
- Teacher Data Binders are kept for all of the classes and teachers use this binder to differentiate their instruction based on mastery of standards.

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

Lastly, the data analysis that the teachers do for their whole class, students do on an individual basis. This is a method of self-reflection that makes the students responsible for their own learning and provides them with a clear picture of what gaps they have in mastering standards. This is a student led activity that is done continuously in the Mathematics classrooms.

Technology: SMART Boards, a 30 unit student computer lab and two 20 unit mobile labs are utilized extensively throughout the Middle School 88 community. Professional development sessions are offered to teachers which address various items of technology to improve and enhance their technology and computer skills. Skills Tutor, an interactive tutorial program is utilized by teachers to address the needs of some students especially as part of the academic intervention services offered.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable ☒ Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Before starting a unit, all math teachers discuss ways to introduce a topic using discovery and inquiry based learning. Projects, activities and manipulatives are utilized to reinforce concepts and assessments are given that verify concept retention rates. Teachers consistently reserve these resources weeks in advance. Over 80% of the Math teachers use some form of technology in their classroom on a daily basis. In addition to utilizing the technology described earlier, teachers have designed and utilized many different forms of technology for their own uses to support enhancing their own educational practice.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY
In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school's administrative Cabinet extensively reviews not only the yearly turnover rate but the underlying causes for each particular case.

In years in which there is a significant (10% or higher) turnover rate, our school taps into staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X☐ Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As a large comprehensive school, there are often several teachers who leave the school but ultimately this number results in only a small percentage of yearly turnover. In order to address the needs of our new teachers, they receive professional development and support from the school's new teacher support staff (principal, coaches, consultants), as well as from their UFT mentors.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

A review of the professional development calendars will determine relevance of the finding

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable **X☐ Not Applicable**

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

There is a strong focus placed upon providing all ELL instructors with professional development support. The Professional Development calendar for 2009 -2010 shows:

- Teacher's College ELL Calendar Days (3 ESL teachers attending)
- ELL Teachers College Labsite with staff developer (4 teachers, 2 per week)
- ELL content area Teachers College Calendar Days Calendar Days (4 teachers attending 4 days)

Additionally, our TC staff developer has worked with our ELL teachers throughout several cycles.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X☐ Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Middle School 88 received an overall score of Proficient for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of Outstanding for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Assistant Principal of Special Education attends planning meetings in subject areas of both special education teachers and general education teachers. This process has been in effect for two years or more. During these meetings teachers are taught how to read a student's IEP, where to find the information regarding modified promotional criteria and testing accommodations, the goals and objectives that the students are working on. Our special education teachers and related service providers are all given copies of the IEP and the general education teachers are given access to student's IEP. The assistant principal of special education has office hours where teachers may come in to the office to discuss instructional approaches and how to implement behavioral supports. Many times the assistant principal visits classrooms to observe both general education students and special education students in the classroom environment to assist teachers in implementing adaptations and modifications to improve student performance. Our special education teachers attend lab sites with Teacher's College for literacy. They also attend mathematics lab sites with Dr. Tarlow to improve their knowledge of presentation

of the mathematics grade level curriculum. In addition when their programs permit they attend planning meeting in the subject areas that they teach.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X☐ Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As indicated in the response to question 6.2 we have many supports to ensure that general education teachers are knowledgeable regarding all students' IEP's and we also support our special education teachers with professional development supports to assist them with adapting and modifying the general education curriculum so that student's with disabilities may have full access to the curriculum. We will continue to send all of our teachers to professional development activities offered to enrich their knowledge. All of our new teachers are attending workshops to learn about different instructional approaches such as the Wilson Reading Program and the Rewards Program/

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. N/A

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)
Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During grade meetings the Assistant Principal in charge of special education spoke to special education teachers of self-contained classes. Students test modifications were explained and teachers were told that they should afford students there testing accommodations for teacher constructed tests, predictive assessments and standardized tests. Students with disabilities in collaborative team teaching classes are also afforded the opportunity of receiving their testing accommodations for teacher constructed assessments, predictive assessments and standardized assessments. The general education teachers who have IEP students within their classes have a more difficult time of

providing the testing accommodations on the students' IEP. Teachers are asked to afford the students the testing modifications and to note if the student attains a greater score under those conditions. In that case the Special Education Support Services Provider can assist by allowing the student extra time to finish the assessment. All promotion criteria for students that participate by taking standardized tests have promotion criteria on their grade level. The also are taught the general education curriculum with modifications and adaptations. The students' academic goals and objectives are aligned with both the general education curriculum and the content on grade-level state tests. Students who are involved in alternate assessment are using a curriculum whose goals and objectives include functional academics and daily living skills to prepare them to be as independent as possible. Most of our students' behavior issues can be addressed by their classroom teacher or other school personnel. If a student has serious behavior problems than a behavior plan is included.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

☐ Applicable X ☐ Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?
It is evident when perusing students' IEP's that goals and objectives are written on grade level curriculum. All special education classrooms have leveled libraries, textbooks on the student's grade level and the curriculum is modified and adapted so that students may learn the grade level curriculum. Our special education teachers attend professional development with general education teachers when applicable, teacher receive the same resources.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.
N/A

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

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

The current number of Students in Temporary Housing currently attending our school is 9.

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

All services that are currently available to our student population are available for our STH population. These include counseling services, after school programs and attendance outreach programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.