



PARK SLOPE EDUCATION COMPLEX AT MIDDLE SCHOOL 88

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: K088/15
ADDRESS: 544 7TH AVENUE
BROOKLYN, NY 11215
TELEPHONE: 718-788-4482
FAX: 718-768-0213

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

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: Lisa Librera

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

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Ailene Mitchell	*Principal or Designee	
Martin Marczika	*UFT Chapter Chairperson or Designee	
Lisa Librera	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jason Hoffner	Member/Teacher	
Amanda Capalbo	Member/Teacher	
Melissa Archer	Member/Teacher	
Ray Mojica	Member/Parent	
Nora Ball	Member/Parent	
Donna Hilerio	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

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 :				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			93.5	93.8	TBD
Kindergarten		0	0	0					
Grade 1		0	0	0	Student Stability - % of Enrollment :				
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 3		0	0	0			95.6	97.1	TBD
Grade 4		0	0	0					
Grade 5		0	0	0	Poverty Rate - % of Enrollment :				
Grade 6		257	311	316	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
Grade 7		285	239	301			70.0	70.0	80.5
Grade 8		323	283	238					
Grade 9		0	0	0	Students in Temporary Housing - Total Number :				
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		0	0	0			6	39	TBD
Grade 12		0	0	0					
Ungraded		20	16	20	Recent Immigrants - Total Number :				
Total		885	849	875	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							13	16	5
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
# in Self-Contained Classes		57	51	60	Principal Suspensions		14	25	TBD
# in Collaborative Team Teaching (CTT) Classes		32	62	69	Superintendent Suspensions		20	18	TBD
Number all others		119	108	118					
<i>These students are included in the enrollment information above.</i>					Special High School Programs - Total Number:				
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
CTE Program Participants		0	0	0	Early College HS Program Participants		0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)									
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:				
# in Transitional Bilingual Classes		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
# in Dual Lang. Programs		0	0	0	Number of Teachers		83	78	TBD
# receiving ESL services only		105	81	81					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	19	15	38	Number of Administrators and Other Professionals	18	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	10	10	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	TBD	% fully licensed & permanently assigned to this school	100.0	97.4	TBD
				% more than 2 years teaching in this school	61.4	69.2	TBD
				% more than 5 years teaching anywhere	48.2	52.6	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	66.0	73.0	TBD
American Indian or Alaska Native	0.9	0.7	0.2		92.0	91.5	TBD
Black or African American	13.3	15.0	15.5				
Hispanic or Latino	61.2	60.0	58.7				
Asian or Native Hawaiian/Other Pacific Isl.	14.9	14.6	14.6				
White	9.6	9.8	10.5				
Male	54.2	57.0	56.9				
Female	45.8	43.0	43.1				
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		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**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	√	√					
Limited English Proficient	√	√	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	8	8	1				
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			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	22.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	44.8						
<i>(Comprises 60% of the Overall Score)</i>							
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			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				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.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's 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.
- Teachers and students were somewhat familiar with the ELA assessment.
- There was some evidence of ongoing classroom assessment.
- There is a need for staff-wide introduction to the Common Core State Standards.

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.
- Teachers and students were somewhat familiar with the ELA assessment.
- There was some evidence of ongoing classroom assessment.

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 (6th/7th) 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 37½ 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 2010-2011 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 Learners 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 of 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 exit 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

In terms of introducing staff and students to the **Common Core State Standards**, the administrative cabinet attended summer Professional Development based around the CCSS. An Integrated Curriculum pilot program was set up in the 7th grade of the Arts house. Planning sessions relied heavily on the tenets of the CCSS. Teachers within the Integrated Curriculum team are also charged with running school-wide staff development in order to align us with the deadline set before NYS schools in assessing successful alignment of the CCSS into the existing curriculum.

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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- **Goal Number 1**
 - To increase the number of students achieving proficiency on the 2011 NYS English/Language Arts exam
 - 29% of student population (262 students) will achieve proficiency (level 3/level 4) on 2011 NYS ELA exam.

- **Goal Number 2**
 - To increase the number of students achieving proficiency on the 2011 NYS Mathematics exam
 - 51% of student population (475 students) will achieve proficiency (level 3/level 4) on 2011 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 2010 - 2011 Learning Environment Survey
 - 50% of teachers will utilize technology in completing the 2010 - 2011 Learning Environment Survey
 - 25% of parents will utilize technology in completing the 2010 - 2011 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 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students achieving proficiency on the 2011 NYS English/Language Arts exam</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>29% of student population (262 students) will achieve proficiency (level 3/level 4) on 2011 NYS ELA exam.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> ○ 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, coaches and consultants 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 ○ 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. Additionally, existing curriculum will be modified to incorporate Common Core State Standards/College Career Readiness Standards. ○ Department faculty will design and implement assessment schedules and distribute teacher designed assessments throughout the year ○ All departments will administer 3-4 departmental assessments

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ 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 Goals; 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 2010 - 2011 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.)
--	--

<p>Subject/Area (where relevant):</p>	<p>Mathematics</p>
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the number of students achieving proficiency on the 2011 NYS Mathematics exam</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>51% of student population (475 students) will achieve proficiency (level 3/level 4) on 2011 NYS Mathematics exam</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ○ 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, coaches and consultants 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 ○ 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

	<p>leaders to modify and utilize subject area assessments to plan and implement targeted instruction. Additionally existing curriculum will be modified to incorporate Common Core State Standards/College Career Readiness Standards</p> <ul style="list-style-type: none"> ○ Department faculty will design and implement assessment schedules and distribute teacher designed assessments throughout the year ○ All departments will administer 3-4 departmental assessments
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ 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 DY0 Assessments in Math) in order to monitor student progress throughout the 2010 – 2011 school 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.)

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the implementation of technology within the school community</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ 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 2010 - 2011 Learning Environment Survey ○ 50% of teachers will utilize technology in completing the 2010 - 2011 Learning Environment Survey ○ 25% of parents will utilize technology in completing the 2010 - 2011 Learning Environment Survey

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ○ 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: <ol style="list-style-type: none"> 1. Individual teaching training with technology teacher 2. Technology consultant (from C.E.R.C.) to create technology topics for training 3. SMARTboard training from a NYCDoe certified technology consultant firm – Tequipment, Inc. 4. Professional development sessions on various software application which include MS Office (MS Word, MS PowerPoint, etc.), Adobe Photoshop, Mac Garage Band) ○ 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 ○ Design of a technology curriculum
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ 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 ○ 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
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To continuously expand and strengthen our partnerships with universities and utilize grant resources with the goal of enhancing academic rigor</p>

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>90% of the student population will engage in the project based learning integrated curriculum</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ○ 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 ○ Restructuring of one of three houses to create pilot program of pure Integrated Curricular team. Teachers were recruited and intensely trained over summer and throughout the year for Integrated Team which will serve as a flagship that is complementary to the Core Curriuclum. ○ 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 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) 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

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ○ 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 ○ 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.)
<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase parent involvement within the school community</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ○ An increase from 10 to 12 parents in participation/attendance in monthly PTA meetings ○ 5% increase in parent satisfaction on parent surveys
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> ○ 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 ○ Creation of Parent Lounge which will be utilized by the Parent Coordinator to host parents while also providing an access hub for ARIS ○ To ensure that communication between home and school is on-going, two-way, and meaningful, the following measures will be initiated: <ul style="list-style-type: none"> ● 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.

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 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	207	180	27	21	11	2	6	5
7	215	163	42	52	23	-	16	2
8	184	204	21	61	12	-	11	7
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>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 37 1/2 minutes our students are engaged in ELA preparation to build stamina.</p>
<p>Mathematics:</p>	<p>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 1/2 minutes program (extended day).</p>
<p>Science:</p>	<p>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.</p>
<p>Social Studies:</p>	<p>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.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The guidance counselor provides basis and also in small groups.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>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.</p>

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-included but not limited to: Raising Awareness on Nutrition, AIDS, and Asthma.

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 (2010-2011) Language Allocation Policy to this CEP.

Language Allocation Policy

Middle School 88

CDS 15

2010-2011

L.A.P. Team Members:

Principal.....Ailene Altman Mitchell
Assistant Principals.....Mr. Gary Nusser, Mr. Vito DiLeo Jr., 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 899 students and 106 English Language Learners (or 12 %), all of whom are served by a freestanding ESL program. Our program serves 84 General Education and 27 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 NYSESLAT 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.

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

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

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

Section I. Student and School Information

Grade Level(s) 6,7,8 Number of Students to be Served: 106 LEP

Number of Teachers 4 Other Staff (Specify) _____ Related Service Providers (Speech, SETTS) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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 NYSESLAT

- 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.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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 4 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.

Section III. Title III Budget

School: 15K088 BEDS Code: 33150001088

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	\$11259	\$6000 for 120 hours of per session for ESL teacher and content area teacher to provide Rosetta Stone morning instruction \$5,259.00 to pay .1 ESL TR salaries to provide additional support to ELLs during the content area instruction and professional development.
Purchased services	\$4,250	Theater teaching consultant hired to come in and work with ELL

- Theater for a New Audience		teacher for dramatic productions (Listening and Speaking)
Supplies and materials - Audiobooks and listening centers - Low level, high interest texts (Bluford)	\$600	Selection of Audio Books correlated to independent reading classroom libraries and Listening Centers for cooperative book club work centered around Audio Books (Listening)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$16,109	

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.
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.

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.
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.
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>.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$727,660	\$233,440	
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,276.00	\$2,334.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$36,383.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$72,766.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.6
6. 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.

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

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 September 15th, 2010. 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, 2010 .)

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 2010-11.

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.

Parent Responsibilities

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:

- o Monitoring attendance.
- o Making sure that homework is completed.
- o Monitoring amount of television their children watch.
- o Volunteering in my child's classroom.
- o Participating, as appropriate, in decisions relating to my children's education.
- o Promoting positive use of my child's extracurricular time.
- o 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.
- o 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:
o Do my homework every day and ask for help when I need to.
o Read at least 30 minutes every day outside of school time.
o 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 literacy/technology classes are available for parents through the Parent Coordinator

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	<input checked="" type="checkbox"/>				
Title I, Part A (ARRA)	Federal	<input checked="" type="checkbox"/>				
Title II, Part A	Federal			<input checked="" type="checkbox"/>		
Title III, Part A	Federal	<input checked="" type="checkbox"/>				
Title IV	Federal			<input checked="" type="checkbox"/>		
IDEA	Federal	<input checked="" type="checkbox"/>				
Tax Levy	Local	<input checked="" type="checkbox"/>				

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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>

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.)

There are currently nine Students in Temporary Housing who are attending classes at Middle School 88.

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

The following services have been offered or provided to all of our STH population, in addition to the services that all students in the building currently receive: Academic Programs and Educational Support Services, Attendance Outreach, Basic/ Emergency Supplies, Extended Library Hours, Counseling Services, and Continued Access to Transportation Once Students are Permanently Housed.

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 your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 3	District 15	School Number 088	School Name MS88
Principal Ailene Altman Mitchell		Assistant Principal Gary Nusser	
Coach Nelia Wolosky		Coach type here	
Teacher/Subject Area Jack Wasylyk		Guidance Counselor Jessica Karp	
Teacher/Subject Area Aaron Kaswell		Parent Lisa Librera	
Teacher/Subject Area Keith Christiansen		Parent Coordinator Tracy Jordan	
Related Service Provider Kelley Wynne		Other Frederick Torres	
Network Leader Lucille Lewis		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	899	Total Number of ELLs	106	ELLs as Share of Total Student Population (%)	11.79%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool\]](#).)

[kit](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a student is newly admitted to our school system, they are given an interview by Jack Wasylyk, the ESL teacher and ELL Liaison in order to complete the HLIS form. Mr. Wasylyk is fluent in Spanish, but if the parents require translation in Arabic or Chinese, translators are available among our school staff. If the parents speak another language, an appointment is made and a professional translator is hired for the interview. If the HLIS form indicates a home language other than English, the student is considered eligible for LAB-R testing. This test is administered by Mr. Wasylyk within 9 school days of the student's admission date, and the student's program is changed to reflect their placement, if 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 in September 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 NYSESLAT 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. These explanations include an instructional video and question and answer sessions regarding all three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. Professional translators are hired for these events for all of our school population's major language groups.

Part III: ELL Demographics

A. ELL Programs

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

	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	
	<input checked="" type="radio"/> 6	<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12

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

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

Dual Language (50%:50%)															0
Freestanding ESL															
Self-Contained							2	1	2						5
Push-In							4								4
Total	0	0	0	0	0	0	6	1	2	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	27
SIFE	25	ELLs receiving service 4-6 years	44	Long-Term (completed 6 years)	29

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	19	7	44	5	13	29	2	11	106
Total	33	19	7	44	5	13	29	2	11	106

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							30	26	17					73
Chinese							5	6	5					16
Russian														0
Bengali							5	3	1					9
Urdu														0
Arabic							1	4	1					6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1	1						2

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	43	40	24	0	0	0	0	107

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Middle School 88 currently has a total enrollment of 899 students and 106 English Language Learners (or 11.79%), all of whom are served by a freestanding ESL program. Our program serves 63 General Education and 29 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. 15 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 currently employ a free-standing (block) instructional program for our general education ELLs. This population is divided among 5 classes, all of which are heterogeneously mixed by proficiency level. 2 classes in the 6th grade and one class in the 7th grade are entirely comprised of ELLs. The 8th grade ELLs are divided between 2 classes, each with a number of non ELLs in them as well. 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.

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. Beginner and Intermediate level ELLs receive 180 minutes of ESL instruction and Advanced ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week, as mandated by the CR Part 154. 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.

We employ four full-time and 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 3 students (1 regular education and 2 special education) scored at the beginner level on the NYSESLAT. The seventh grade has 4 beginners (1 regular education and 3 in special education). The eighth grade has 4 beginner ELLs, all in regular 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.

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

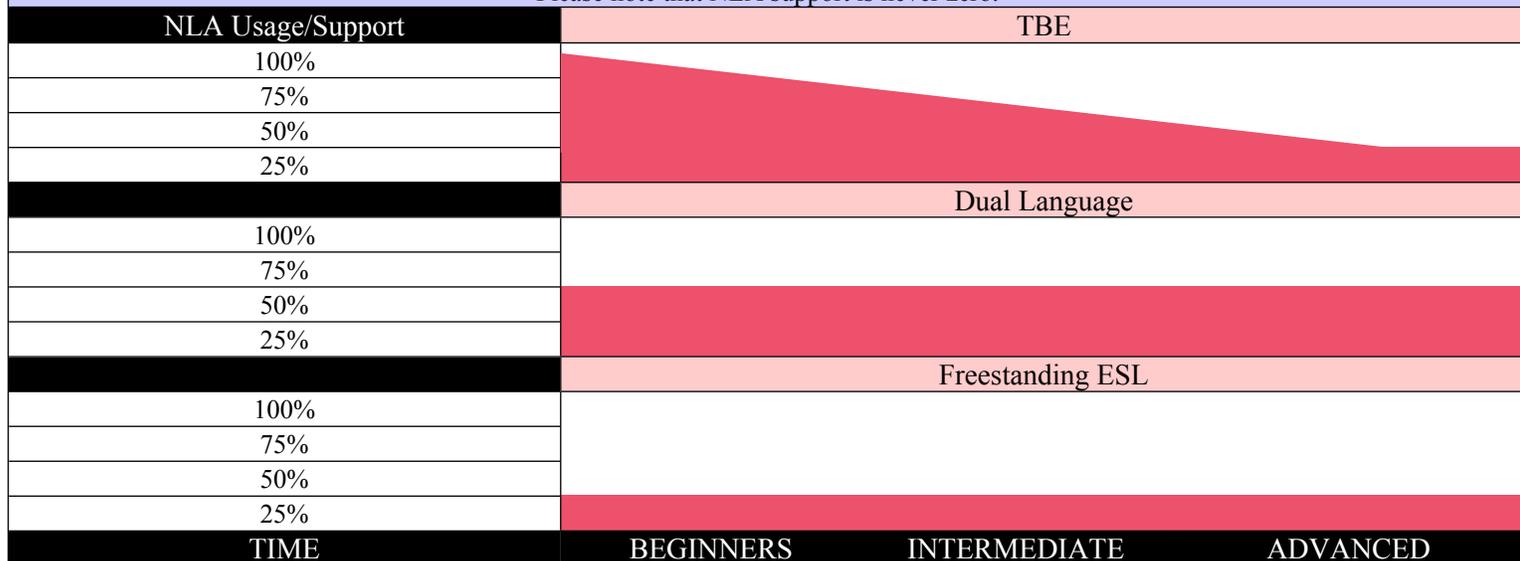
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

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, Achieve 3000 differentiated reading 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. Content area teachers receive professional development in ESL methodologies in department and team planning meetings, and the integrated nature of our curriculum allows for great collaboration between the various teachers of any given ELL student. 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.

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

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

Yearbook, and Theater. After testing out on the NYSESLAT, former ELLs are given the same testing accommodations for an additional two years, including time and a half and a separate location, or as mandated by the students' IEPs.

C. Schools with Dual Language Programs

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

Not applicable

D. Professional Development and Support for School Staff

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

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.

E. Parental Involvement

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

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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	5	6					13
Intermediate(I)							10	13	8					31
Advanced (A)							27	22	8					57
Total	0	0	0	0	0	0	39	40	22	0	0	0	0	101

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	1	0				
	I							2	3	1				
	A							17	16	3				
	P							21	18	7				
READING/ WRITING	B							2	7	7				
	I							10	16	6				
	A							27	21	8				
	P							2	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	19	21	1		41
7	10	14			24
8	7	6			13
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		11		17				32
7	7		16		20		4		47
8	10		9		16		3		38
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

In ELL classrooms, 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 ELL 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 ELL 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 teacherdirected mini-lessons, small group lessons and conferences that address expected performance

standards in ELA for our ELL students. Additionally, we have instituted a pilot program with our 7th grade ELL students using the Achieve 3000 Teen Biz program in which teachers can gauge and address students nonfiction comprehension levels.

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 2007-8 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.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		