



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: THE PARK SLOPE EDUCATION COMPLEX AT MIDDLE SCHOOL 88  
(15K088)**

PRINCIPAL: **AILENE ALTMAN-MITCHELL**

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SUPERINTENDENT: ANITA SKOP



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Ailene Altman-Mitchell	*Principal or Designee	
Martin Marczika	*UFT Chapter Leader or Designee	
Lisa Librera	*PA/PTA President or Designated Co-President	
	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	
Melissa Archer	Member/	
Jeffrey Bradshaw	Member/	
Michael Seymour	Member/	
Maria DePaolo	Member/	
Ray Mojica	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1.**

- Increase the number of students achieving proficiency on the 2012 NYS English Language Arts Exam. At least 36% of the student population (≥362 students) will achieve proficiency (Level 3/Level 4) on the 2012 NYS ELA Exam.

### **Comprehensive needs assessment**

NY State ELA Test score data has been analyzed for trends wherein significant variations occur with each cohort. For instance, Grade 6 students showed an overall decrease of 35% (71% to 36%) in students achieving proficiency (Level 3 and Level 4), Grade 7 students showed an overall decrease of 38% (68% to 30%) in students achieving proficiency, and Grade 8 students showed an overall decrease of 39% (71% to 32%) in students achieving proficiency, measured between SY '08-'09 and SY '10-'11. Further analysis of this data shows that student performance improves as they move through the grade levels, although not to the levels we would like. We need to ensure that our staff uses a broad range of teaching strategies, to accommodate and develop the broad range of student abilities.

### **Instructional strategies/activities**

- Assure effective use of assessments, specifically that literacy teachers use Teachers College Assessment Pro for ELL students, Special Education students and students with proficiency (level 3/ level 4) in ELA and that content area teachers develop and effectively use universal assessments 3-4 times throughout the year for these departments. All assessments will incorporate at least two tasks aligned to the Common Core State Standards.
- Establish lead teachers, coaches and consultants in each subject area to develop best teaching practices and support the instructional school vision of raising teacher performance and in turn student performance.
- Assure that departments set teaching and learning goals for student achievement and track and monitor student progress.
- Conduct bi-monthly faculty conferences designed to reinforce school-wide literacy goals, objectives, initiatives and effective use of data to inform instruction.
- Conduct weekly common planning meetings (chosen by teachers under Circular 6) in literacy and subject areas co-facilitated by teachers, coaches and consultants to assess student work and plan reading and writing instruction incorporating the Common Core State Standards and College Career Readiness Standards.
- Effectively use Achieve 3000 as one tool to meet stated goal, specifically to address the needs of our ELL and SWD subgroups based on analysis of item analyses.

### **Strategies to increase parental involvement**

- Provide training to parent coordinator and PTA president through Teachers College Reading Writing Project's parent calendar days. Parent coordinator and PTA president will report back to PTA. providing materials and training to help parents work with their children to improve their achievement level, in literacy,
- Provide access of information to parents through: use of Engrade; use of ARIS; hosting "Parent Language / Curriculum Night"; providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand and distribution of monthly school calendar highlighting important dates and activities.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teacher log of assistance, teacher formal and informal evaluations, teacher professional goals set through support protocols and Principal's professional goals conversations clearly reflect individual teacher gathering, analysis and effective use of data to create rigorous and differentiated instruction. As part of our Professional Development program, our Capacity Builder and Watching Others Work sessions will target Differentiated Instruction and Teaching and Learning strategies.

**Service and program coordination**

- All programs are incorporated into our 37.5 minute instruction, school day programs and after school programs that reflect the many support services for our school.
- Our Respect for All program will continue to be delivered in our ELA classrooms as part of our TC-aligned nonfiction units.

**Budget and resources alignment**

- \$20,000 was allocated for the software program Achieve 3000 in an effort to improve reading comprehension for our subgroups as well as our high-level 2 student population.
- \$40,000 in Fair Student Funding, Title I and LEP has been allocated for after school academic intervention programs before and after school. Title III funding has been allocated for parent curriculum nights.
- Title I funding has been allocated to a portion of our literacy coach who focuses on our ELL population.
- \$20,000 of combined FSF and Title I funding has been allocated to classroom library and after school AIS programs.
- \$10,000 of Title III LEP funding has gone to document cameras and LCD projectors.
- \$34,500 has been allocated from Title I funding for the services of Teachers College Reading and Writing Project.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- Increase the number of students achieving proficiency on the 2012 NYS Mathematics Exam. At least 62% of the student population (≥624 students) will achieve proficiency (Level 3/Level 4) on the 2012 NYS Math Exam.

**Comprehensive needs assessment**

NY State Mathematics Test score data has been analyzed for trends wherein significant variations occur with each cohort. For instance; Grade 6 students showed an overall decrease of 21%(79% to 58%) in students achieving proficiency (Level 3 and Level 4), Grade 7 students showed an overall decrease of 10% from (81% to 71%) in students achieving proficiency, and Grade 8 students showed an overall decrease of 27% (75% to 48%), measured between SY '08-'09 and SY '10-'11. Further analysis of this data shows that student performance improves as they move through the grade levels, although not to the levels we would like. We need to ensure that our staff uses a broad range of teaching strategies, to accommodate and develop the broad range of student abilities.

**Instructional strategies/activities**

- We will develop and provide data which allows staff to clearly identify issues with student performance related to CCLS, particular students and instructional strategies, when planning the next instructional steps.
- We will ensure effective use of assessments: Mathematics teachers use teacher-made universal assessments for all students but particularly ELL students, Special Education students and students with proficiency (level 3/level 4) in Mathematics, and that Mathematics teachers design and implement student assessments 3-4 times throughout the year.
- All assessments will incorporate at least two tasks aligned to the Common Core State Standards.
- We will establish lead teachers, coaches, and consultants in Mathematics to develop best teaching practices and to support the instructional school vision of

raising teacher performance and in turn student performance.

- We will ensure that the Mathematics department sets teaching and learning goals for student achievement and tracks and monitors student progress.
- We will conduct bi-monthly faculty conferences designed to reinforce school-wide Mathematics goals, objectives, initiatives and effective use of data to inform instruction.
- We will conduct weekly common planning meetings (chosen by teachers under Circular 6) co-facilitated by the Math coach, consultants and lead teachers in order to assess student work and to plan instruction aligned to the Common Core State Standards and College Career Readiness Standards.
- We will further develop and implement the Differentiated Instruction model which was trialed with Math staff during 2010-2011.

**Strategies to increase parental involvement**

- Use of Engrade
- Use of ARIS
- Hosting “Parent Language / Curriculum Night.”
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
- Distribution of monthly school calendar highlighting important dates and activities.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teacher log of assistance, teacher formal and informal evaluations, teacher professional goals set through support protocols and Principal's professional goals conversations clearly reflect individual teacher gathering, analysis and effective use of data to create rigorous and differentiated instruction.
- Professional development sessions led by teachers exhibiting expertise in valuable instructional practices

**Service and program coordination**

- All programs are incorporated into our 37.5 minute instruction, school day programs and after school programs that reflect the many support services for our school.

**Budget and resources alignment**

- \$30,000 in Fair Student Funding, Title I and LEP has been allocated for after school academic intervention programs before and after school. Title III funding has been allocated for parent curriculum nights.
- \$10,000 has been allocated using Title I to fund a math lead teacher.
- \$3,000 of Title III LEP funding has gone to document cameras and LCD projectors.

**ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3**

- Use technology within the school community more expansively and innovatively.
- Assure that 80% of teachers have individual classroom access to computers (either desktop or laptop).
- Assure the availability of three operating portable computer labs (two PC; one MAC) and that 40% of all elective classes utilize a computer lab.
- Implement technology within the Integrated Curriculum and Project-Based Learning (aligned to the Common Core State Standards) and Independent Projects Week (from point of inquiry, which includes student course selection through the second and final Independent Project Week Showcase).
- Develop a teacher computer lab dedicated to review student performance.

**Comprehensive needs assessment**

In efforts to adopt Common Core State Standard Mathematical Practices, especially “CCSSMP5 – Use appropriate tools strategically” our plans are to implement programs including Google Sketch Up, Google Docs, and Microsoft Excel (for mathematical modeling of quantities in blueprinting and floor planning, allowing for explorations of proportional relationships and scaled-drawing creation). Teachers will also use transparent online grading systems, including Engrade, so as to clarify communication of student performance between students and teachers. The school website is continuously being updated by dedicated staff members in order to share classroom progress and scheduling.

**Instructional strategies/activities**

- Fund and schedule a technology teacher.
- Purchase additional hardware to increase the equipment available for student and teacher use.
- Professional development:
  1. Technology teacher will train all teachers on basic computer operations and innovative integration of technology in teaching.
  2. Selected teachers with existing SMARTboard training will train other teachers in how to effectively use the SMARTboard.
  3. Professional development sessions on implementation of various software.
    - Continued participation in the National Science Foundation (NSF) five-year grant through MS 88's partnership with Columbia University, which provides enrichment to MS 88's existing scope and sequence in mathematics, science and social studies by placing Ph.D. candidate students at M.S. 88 to support inquiry. 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) while also providing the additional resource of Ph.D. candidates in the classroom which further serves to strengthen teacher practice.
    - Fund and schedule a technology assistant for the technology department.

**Strategies to increase parental involvement**

- In addition to the parent involvement strategies listed in our PIP, parents are also invited to attend the Showcase Days which serve as the culminating events for our Integrated Project Weeks.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- As part of our Professional Development program, our Capacity Builder and Watching Others Work (WOW) sessions will support schoolwide instruction by scheduling Teacher-to-Teacher training in innovative use of technologies.

**Service and program coordination**

- All programs are incorporated into our 37.5 minute instruction, school day programs and after school programs that reflect the many support services for our school.
- Mobile Mac lab dedicated to instruction targeting our ELL and SWD subgroup population
- Implemented technology network room for teachers to research and analyze data
- Established technology team to coordinate, maintain and design schoolwide technology initiatives
- We developed a school website to communicate general information with parents, students and staff.

**Budget and resources alignment**

- To support after school technology programs, we have allocated Title III LEP funding, ARRA, and FSF totaling \$18,000.
- A full-time technology position allocating Title I and FSF funds was scheduled.
- \$8,000 allocation for software to be used to target our subgroups
- We have allocated \$20,000 for Mac labs and 3 mobile laptop stations with an emphasis placed on servicing our subgroups.
- \$7,000 was allocated for a school server for the school for file sharing, communication and as a professional development resource

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- Grow our partnerships with universities and connect the resulting project-based and integrated learning to the Common Core State Standards. [This partnership includes Columbia University's Center for Environmental Research and Conservation of the Earth Institute; The Department of Ecology, Evolution, and Environmental Biology; and the Lamont-Doherty Earth Observatory. As part of this partnership, Middle School 88 is the lead partner in two National Science Foundation grants with CERC: NSF GK-12 Program/Learning Through Ecological and Environmental Field Studies (LEEFS) and NSF I-TEST Strategies Program/Technology, Research and Ecology Exchange for Students (TREES)].
- 100% student population engagement in the project based learning integrated curriculum inclusive of participation in Integrated Projects Week (IPW).
- 100% student population engagement in two tasks incorporating both NYS and Common Core State standards in English Language Arts.
- 100% student population engagement in two tasks incorporating both NYS and Common Core State standards in Mathematics.

### **Comprehensive needs assessment**

- In an effort to align the Common Core Learning Standards to our existing curriculum and programs, we have strengthened our integrated curriculum and project-based learning with additional partnerships. Our NSF grant is in its fifth year and our partnership with the Center for Environmental Research and Conservation has been expanded.

### **Instructional strategies/activities**

- Departments will set teaching and learning goals for student achievement and track and monitor student progress aligned to both NYS and the Common Core State Standards.
- Develop an instructional leadership team (entitled the United Subject Areas) which will facilitate instructional goals aligned to both NYS and the Common Core State Standards producing viable tasks.
- Weekly grade level common planning meetings to modify and use subject area assessments to plan and implement targeted instruction.
- Grade-level faculty teams will design, implement and monitor inquiry-based curriculum and authentic learning projects throughout the year.
- Continue to develop pure integrated curricular teams which will train extensively with Columbia University and design integrated curriculum and which will serve as a model for the Common Core State Standards.
- As part of our partnership with Columbia University, advanced Ph.D. students from the Division of the Sciences (inclusive of Physics and Applied Mathematics, Chemistry, Ecology, Evolution and Environmental Biology, Astronomy and Sustainability Sciences) will work with the integrated curricular team to align to the Common Core State Standards and produce integrated projects also known as tasks. Teachers will participate in the NSF sponsored CERC Inquire Summer Institute at Columbia University with a focus on sustainability science in urban ecosystems, STEM and integration.
- As part of our partnership with Solar One and Junior Energy, staff will receive additional instructional support and resources to align curriculum to the Common Core State Standards.

### **Strategies to increase parental involvement**

- In addition to the outreach strategies listed in our PIP, the role of partnerships within the school community will be discussed during SLT and PTA meetings. These partnerships are also highlighted on the school's website.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- We canvas and match teachers in an effort to have them serve as lead instructors in facilitating partnerships and in doing so, building capacity schoolwide.
- Service within these partnerships is included as part of the teacher Professional Development mandates.

**Service and program coordination**

- Qualified educational agencies provide student and staff seminars on contemporary social health issues (cyber-bullying, internet safety, physical health issues and disease awareness, etc.) coordinated with the School Guidance Department so as to support student social-emotional and environmental health support.
- Lutheran Medical Center provides Certified Dietician consultations and nutritional services with students that address the same objective.
- Partnership with Iron Will Foundation provides food preparation, nutritional education, and culinary arts enrichment after-school programs.
- PhD candidates from LEEFS/NSF team teach with selected teachers throughout the school years.
- Solar One provides a consultant who enriches the science curriculum by pushing into classrooms two days a week.

**Budget and resources alignment**

- \$5,000 is allocated from Title I funding for additional classroom supplies (i.e. Solar Cars) in support of partnerships.
- \$10,000 is allocated from FSF for teacher and partnership planning.

## ANNUAL GOAL #5 AND ACTION PLAN

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

### Annual Goal #5

To create, implement and utilize a school-wide professional development system to support teacher practice aligned to the Chancellor's recommendations.

- 100% of non-tenured teachers will be required to participate in the utilization of this system to evaluate and support accountability goals in order to justify meeting tenure requirements.
- 100% of non-tenured teachers will demonstrate tenure requirements through presentation of their evaluation process records.

### Comprehensive needs assessment

- Staff survey results from SY'10-'11 highlighted staff demand for shared professional development opportunity. In consultation with AUSSIE staff development, improved models of professional development have been implemented. These professional development models include entire staff reflection on professional goals aligned to contemporary academic research. All staff members are directed by this objective as well to formally self-evaluate, and formally observe collegial instruction. Professional development sessions, led by expert staff members, take place at bi-weekly meetings attended by all staff members, addressing development matters in each content area.

### Instructional strategies/activities

- Restructure professional development model specifically to address student needs and meet benchmarks in the Common Core State Standards.
  - Principal will have one-on-one conversations and set professional goals with each teacher aligned to the Framework for Teaching and the Common Core State Standards.
  - School leaders will articulate clear expectations for teacher practice which will serve as the focus for teacher development
  - School leaders will engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback that teachers can act on to provide targeted support as they increase the rigor of instruction for their students.
- Teacher teams will look at student work to assure that it is inquiry-based and make necessary alignments to produce academic rigor and differentiated instruction.
- Develop systems and structures to build staff capacity in the newly designed professional development model for the school.
- Develop a matrix of staff support activities based on the school goals.

### Strategies to increase parental involvement

- Teacher Professional Development topics during capacity building sessions will include sessions on ways in which teachers can present the ways in which parent can use data (e.g. Engrade) in order to assist in their child's education.

### Strategies for attracting Highly Qualified Teachers (HQT)

- Teacher log of assistance, teacher formal and informal evaluations, teacher professional goals set through support protocols and Principal's professional goals conversations clearly reflect individual teacher gathering, analysis and effective use of data to create rigorous and differentiated instruction.
- Develop systems and structures to build staff capacity in the newly designed professional development model for the school.
- Develop a matrix of staff support activities based on school goals.
- "My Professional Goals" (Teacher goal setting document which encompasses the Framework for Teaching and Common Core State Standards).

**Service and program coordination**

- Our Professional Development program has been developed and aligned with the Citywide Instructional Expectations (Year 2).

**Budget and resources alignment**

- We have allocated \$12,000 for an AUSSIE consultant to assist in the support of our Professional Development goal and implementation of newly designed infrastructure.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>	202	133			45		7	
<b>7</b>	172	117			41		11	
<b>8</b>	194	86			52		15	
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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

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

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Achieve 3000 Differentiation Web-based computer program during extended school day. Lecture Hall periods for transferrable skills development in a target group of English Language Learners and students with Individual Education Plans.
<b>Mathematics</b>	Dedicated SETTS staff engaging in small group instruction with target groups during elective and other scheduled meeting periods. Small group instruction as after-school programs for Mathematics reinforcement. Lecture Hall periods for transferrable skills development in a target group of English Language Learners and students with Individual Education Plans.
<b>Science</b>	Achieve 3000 Differentiation Web-based computer program during extended school day. Lecture Hall periods for transferrable skills development in a target group of English Language Learners and students with Individual Education Plans.
<b>Social Studies</b>	Achieve 3000 Differentiation Web-based computer program during extended school day. Lecture Hall periods for transferrable skills development in a target group of English Language Learners and students with Individual Education Plans.
<b>At-risk Services provided by the Guidance Counselor</b>	Good Shepherd Services offers counseling for the entire family including issues with childcare, housing, finances, health, immigration status, and education. Red Hook Community Center also offers counseling to families on issues relating to public benefits, health care, family court, education, and housing. When necessary, they refer students to Planned Parenthood and Community Counseling and Mediation, which offers young parents GED prep, teen parenting skills classes, and job readiness courses. Services also provide student references to the LYFE program (Living for the young family through education), which provides free childcare in selected high schools to allow parents to complete their education in the same facility as their child. In addition, Guidance Counselors make referrals to Sunset Terrace Mental Health Clinic (Lutheran), Heartshare, Jewish Board, Brooklyn Center for Psychotherapy, and Methodist Hospital. Students are encouraged to utilize the free drop-in tutoring offered through 826NYC in the Park Slope area.

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>School Psychologists provide AIS academic assistance as students are encouraged to schedule appointments to see Psychology staff during lunch periods for both ongoing help and specific project, assignment, or exam assistance. Counseling services are provided to handle both crisis situations and ongoing personal concerns. Translation services are provided for Spanish-speaking parents and students. Teacher consultations are supported as staff members highlight concerns about academic, social, or emotional functioning of particular students in need of intervention. Teachers taking graduate courses in Special Education are supported with process explanation, observations in EPC meetings, and assistance in understanding psycho-educational tests. Parent services include scheduled parent consultations for student academic achievement that is supported by specialized agencies.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>Social workers plan, implement, and continuously supervise the two social work Interns who run the Socialization Groups in the school. The services include daily communication with guidance counselors, assistant principals, deans, teachers, and outside agency social workers in dealing with case management and coordination of services for students. Social groups are held on Mondays, Tuesdays, and Wednesdays. Additionally, Social Workers closely supervise the provision of individual counseling from the social work Interns. Additionally, Spanish translation for staff and parents, as necessary. Parents are counseled and provided referrals to neighborhood agencies. Social Work staff advises school faculty members in helping students deal with family issues; parents are contacted and invited to work with students at the school. The social work staff's Kinship program includes students and caretakers attending weekly meetings with both parties to provide advocacy, counseling, and basic needs assurance.</p>
<p><b>At-risk Health-related Services</b></p>	<p>Partnership with Lutheran Medical Center to provide on-site medical attention by a full-time Nurse Practitioner (vaccinations, physicals, first-aid services, etc.) Lutheran Medical Center also provides Mental Health Clinic Services full-time, and Dental Services each Thursday throughout the school year.</p>

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

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 15K088    **School Name:** JHS 088

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

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

**Category:**     Basic            X Focused             Comprehensive

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

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

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

We did not meet our AYP in ELA for the following subgroups: ELL and SWD. We examined the ELA curriculum maps in order to ensure that differentiation strategies were embedded within the units. We were also able to identify specific areas of need based on item analyses of these subgroups. Strategies include:

- Ensure the consistency of high quality instruction that focuses on student inquiry and higher order thinking skills.
- Provide a uniform level of challenging tasks for all students, especially those in the subgroup classes.

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

Achieve 3000, Academic intervention services via Extended Day, Supplementary Education Services will be provided in our afterschool program.

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### **Part B: For Title I SINI Schools Only**

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

Achieve 3000, AUSSIE Consultants, and consultants from Teacher's College.

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

In redesigning the school-wide Professional Development plan as part of the Citywide Instructional Expectations, a focus was placed upon targeting teacher needs through the creation of a professional goals template to strengthen capacity and provide high quality feedback to teachers. This year, we have implemented a new professional development structure to institutionalize school-wide systems to ensure rigorous classroom instruction utilizing assessment, data analysis and curricular adjustments when necessary. Additional emphasis is placed upon addressing teachers of subgroups by having them work with school-based mentors, coaches, consultants and AUSSIE to specifically address the identified areas of growth

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.

School will send home NCLB notification letter with each student.

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Corinne Rello-Anselmi</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>088</b>
School Name <b>MS 88</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Ailene Altman Mitchell</b>	Assistant Principal <b>Gary Nusser</b>
Coach <b>Nelia Wolosky</b>	Coach
ESL Teacher <b>Jack Wasylyk</b>	Guidance Counselor <b>Jessica Karp</b>
Teacher/Subject Area <b>Aaron Kaswell, Math</b>	Parent <b>Lisa Librera</b>
Teacher/Subject Area <b>Aaron Tulloch, Social Studies</b>	Parent Coordinator <b>Tracy Jordan</b>
Related Service Provider <b>Ryan Rumage, SETTS</b>	Other <b>Frederick Torres, Social Stud.</b>
Network Leader <b>Lucille Lewis</b>	Other <b>Andy Singh, Science</b>

### C. Teacher Qualifications [i](#)

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	<b>5</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>984</b>	Total Number of ELLs	<b>120</b>	ELLs as share of total student population (%)	<b>12.20%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Students that are newly admitted to the school system through our school are given the Home Language Identification Survey (HLIS) and an informal interview by our ELL Liaison, Jack Wasyluk. The HLIS is administered in the student's home language. Mr. Wasyluk, who is fluent in Spanish, explains the HLIS form and the process to the parents. If the parents are speakers of another language and a translator is needed, it is arranged immediately. If the parents indicate on the HLIS form that the student speaks another language for any of the questions in the first section of the form and again for any of the questions on the second section of the form, then the student is eligible for LAB-R testing. This decision is noted immediately on the HLIS form and the student is administered the LAB-R within 10 school days of the original date of admission. If the student is a native speaker of Spanish, the Spanish LAB-R is administered to measure the student's proficiency level in that language. This exam is administered by Jack Wasyluk, the ESL teacher and ELL Liaison. Students who score below the cut score on the LAB-R are considered English Language Learners, and a meeting is scheduled with the parents to conduct the Parent Survey and Program Choice forms. At this meeting, parents are given a thorough explanation of the three program choices available to them: Freestanding ESL, Transitional Bilingual and Dual Language. If the parents select a transitional bilingual program and our school does not currently have a bilingual program in that language and grade group at that time, the parents are informed of a school where such a program exists. A running tally is kept of those families who indicated a preference for bilingual education but have decided not to pursue a transfer for that purpose. If, at any time, the parents of 15 or more students in contiguous grades that speak the same language have requested a bilingual program, the school is prepared to create such a program. 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 a bilingual program. For this reason, our current program model is aligned with parent choice as per state and federal regulations. Students are entered into the appropriate program within 10 days of enrollment.

For students already enrolled in the New York City school system, the most recent NYSESLAT (or LAB-R if necessary) results are used to determine ELL Eligibility. Parents of these ELLs are notified of their children's continued entitlement in writing at the start of the school year. Parents also receive prompt written notification when students test into ELL eligibility via the LAB-R or out of ELL eligibility via the NYSESLAT, as well as at the beginning of the year when it is determined that they continue to be entitled based on their most recent NYSESLAT score. Twice a year, first in October and again in the spring, our school holds "Language Night" for all parents of ELLs. These occasions serve as orientation meetings in which parents receive a detailed explanation of their rights as parents of ELLs and the three program choices available to them, as well as opportunities to participate in their child's education by bolstering native language support at home. During these events, professional translators are available for 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

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

**This school offers (check all that apply):**

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	1	1					4
<b>Push-In</b>							3	4	5					12
<b>Total</b>	0	0	0	0	0	0	5	5	6	0	0	0	0	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	120	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	35
SIFE	19	ELLs receiving service 4-6 years	58	Long-Term (completed 6 years)	28

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	34	13	7	58	5	19	28	1	10	120
<b>Total</b>	<b>34</b>	<b>13</b>	<b>7</b>	<b>58</b>	<b>5</b>	<b>19</b>	<b>28</b>	<b>1</b>	<b>10</b>	<b>120</b>

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							37	24	16					77
Chinese							5	4	6					15
Russian														0
Bengali							8	3	1					12
Urdu														0
Arabic							9	0	3					12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish							1	1						2
Albanian														0
Other							1	1						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>61</b>	<b>33</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>120</b>

**Part IV: ELL Programming**

**A. Programming and Scheduling Information**

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

## A. Programming and Scheduling Information

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

Middle School 88 currently has a total enrollment of 984 students and 120 English Language Learners (or 12.09 % of the total population), all of whom are served by a freestanding ESL program. Our program serves 84 General Education and 35 Special Education students in the 6th, 7th and 8th grades. All of our entitled students receive more than their mandated minutes of ESL instruction from a combination of a block ESL program for general education students in the 6th and 7th grades, a push in program for general education students in the 8th grade, and a pull-out program for special education students in all three grades. During the pull out programs, a mix of high-low texts and instructional programs to assist in meeting the recommended principles of a freestanding ELL program which include but are not limited to : utilizing Native Language support to make content comprehensible; incorporating ESL strategies and assisting students to achieve the State-designated level of English proficiency for their grade.

The general education population is divided among four classes. Two classes in the 6th grade and one class in the 7th grade are entirely comprised of ELLs. The 8th grade ELL class comprises mostly ELLs with a small number of former ELLs, who were determined to need additional ESL support. The program is taught exclusively in English but all three of our ESL teachers are fluent in Spanish. Since Spanish is the largest home language group among our ESL population and more than half of the beginner students are speakers of Spanish, this allows the ESL teachers to better support L1 in the classroom. Special Education students are served through a combination push-in/pull-out program. All students receive their mandated minutes of service according to their NYSESLAT levels. Instruction of ESL is differentiated based on data from the NYSESLAT or LAB-R, ELA Exam, Reading Level and IEP where appropriate. Item analysis trends are examined across the grade levels in order to determine specific teaching points and NYS and Common Core State Standards that must be addressed. Additionally, student reading levels are analyzed for patterns in order to make sure that classroom libraries can address specific needs in ESL classrooms. This differentiation is further tailored to student need based on an ongoing dialogue between ESL and content area teachers. To better understand student needs, students ability levels are evaluated in their own languages. This is done formally for Spanish speakers using the Spanish LAB-R and informally for speakers of other languages through informal interviews between students and teachers who are speakers of the same languages, including Mr. Ibrahim for Arabic and Ms. Tran for Mandarin, as well as DOE translation phone translation services as needed.

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 during periods in which a licensed literacy teacher pushes into the ESL classroom. Thus, ELLs receive the same quantity of mathematics and content area instruction as do all of our non ELL students. All teacher licenses are kept on file.

Academic Achievement of our ELL population is further targeted by our extended day AIS programs as well as our after-school programs. Additionally, in order to specifically address the needs of our ELL students in ELA), we have trained all of our ELL teachers in the web-based program, Achieve 3000. This program provides differentiated reading and writing instruction that reaches every student at his or her individual reading level. Each student's level of comprehension for informational text is determined. Then, by providing level-appropriate, standards-aligned nonfiction assignments the program provides teachers with real-time diagnostic data via ongoing

## A. Programming and Scheduling Information

assessments

Our ELL populations represent diverse geographic and linguistic backgrounds, with many students born in Mexico, Ecuador, Dominican Republic, Poland, Ukraine, Bangladesh, China, and Yemen, among other countries. The native languages spoken by our ELLs include Spanish, Arabic, Bengali, Chinese, Polish, and Russian.

In the sixth grade, ELLs are divided into the two block ESL classes based on their English proficiency according to the last year's ELA and NYSESLAT exams. All seven of the 6th grade Beginner ELLs are in Class 603, whereas twenty of the twenty-three students in Class 604 are in the Advanced level according to the NYSESLAT, for example. The seventh grade has five beginners, all in special education and served through the pull-out program. The eighth grade has three beginner ELLs, all in special education. These beginners are targeted by our extended day program and AIS periods. Our school has 41 Long Term ELLs and 19 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 more than 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.

It is important to differentiate instruction among subgroups of ELLs in order to maintain academic rigor. In order to differentiate, it's important to have a thorough understanding of the data at hand. The ESL teachers regularly reference student transcripts and records which are easily accessible on ARIS, as well as data on ATS reports, and IEPs as needed. All of this data, combined with our informal assessments help to inform teachers of the specific skills in which ELLs need support. Additionally, we have a range of ELL students who are a part of our Integrated Curriculum pilot program in which all teachers work together to create a differentiated learning plan that addresses student needs in terms of entry points of instruction, materials used, and product. Specifically:

a. SIFE students receive one-on-one tutoring and academic mentoring with their ESL teacher.

They receive intervention during the school day as well as in after-school programs. They are also supported through both the push-in and pull-out models in their content area classes. These students are placed in homogeneous groups to grasp basic concepts, and in heterogeneous groups to learn from their peers. Teachers across all content areas scaffold lessons by using instructional strategies: activating schema, using visual aids, and diagramming. SIFE students also develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages that appropriate to their comprehension level. The students' progress will be assessed each marking period in order to evaluate and revise interventions as appropriate.

b. Our Newcomer ELLs also receive daily instruction in small groups, as well as one-on-one tutoring with their ESL teacher. Since English language proficiency is required for a student to master extensive reading and comprehension skills, all newcomers have a rigorous curriculum that focuses on vocabulary building, broadening their use of written English by way of explicit grammar instruction, reading strategies, and building listening and speaking skills. Our newcomers are also supported through the push-in model in their content area classes.

c. ELLs receiving 4-6 years of service still need to increase their vocabulary, but they have a variety of needs that can be addressed through differentiation. These students have shown potential to progress and are generally very motivated academically. They benefit from the integrated planning model used as part of our school's Circular 6 plan. This allows teachers to have an overall picture of these students across all content areas and allows for pairing of our ELLs with high achieving English speaking students.

d. Long-term ELLs need more intensive and personalized attention from teachers to address their particular learning styles. The ESL teachers gather information from various sources (see above) to learn what environment each student performs best in and works to create that both in the ESL class as well as in the content area. These students need consistent, frequent opportunities to learn and reinforce skills and content that they need to master in their core classes. Vocabulary building as well as skills such as note-taking and synthesizing ideas gleaned from the text is the focus of these long-term ELLs.

When looking at the work that our teachers do with our ELLs with IEPs, instructional planning plays a huge part in making sure that the teaching is tailored to the individual student needs. Our special education teachers meet with the ELL and Content Area teachers in order to break down the curricular maps and identify those strategies that these students need the most intensive support in mastering. This is done by examining data from ARIS but also by using Item Analyses on exams to discover patterns across these groups of students. Teachers assess students reading levels and this data is used in order to insure that classroom libraries match the students' needs. We supplement our libraries with High-Low (high interest for Middle School but written on a lower grade level) titles from the Stone Arch

## A. Programming and Scheduling Information

imprint.

Our ELLs with IEPs are a special group because many of them were born in this country and speak English with native-like fluency. In order to provide a range of support for our ELLs with IEPs, the differentiation process starts with the class formation. In our ICT classes, we group our ELLs with IEPs in the same class in order to provide opportunities for both ESL and content area teachers to work with students on common strategies and skills. These students need vocabulary building as well as particular help with reading and writing skills. The ESL teacher communicates regularly with IEP teachers to understand the needs of each ESL student with an IEP. As is common practice with all of our SWD, IEP teachers share best practices with the ESL teacher.

All English Language Learners receive mandated testing accommodations for ELLs, including a separate location, time extension (time and a half unless an additional time extension is required by a student's IEP), a third reading of the listening section on the ELA exam, bilingual dictionaries and bilingual content area glossaries for all home languages on content area exams. For those content exams

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	and parent is allowed to request a translator for the exam to provide a direct oral translation of the English version into the student's home language. Former ELLs receive the same accommodations as ELLs for two additional years after testing out on the NYSESLAT. Since the NYSESLAT is a test specifically designed for ELLs, no such accommodations are necessary for its administration.			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## B. Programming and Scheduling Information--Continued

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

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 (pull-out instruction) within the classroom. The pull-out instruction is provided for 10-15 minutes per day.

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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ELLs who have scored proficient on the NYSESLAT test are still entitled to extended time on standardized tests. They are also entitled to bilingual glossaries and have the option of taking exams in their native language (when available). Parents and students, as well as all teachers and staff who are involved in test administration are informed of these provisions

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.

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

ELLs are offered equal opportunity to participate in all of our school's extra curricular activities, which include LEGO Robotics, Band, Yearbook, and Theater. Spanish is currently the only foreign language offered all students at Middle School 88.

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

### 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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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### 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.
- 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. 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. We also offer a series of afterschool professional development cycles centered around the following areas: word study, NYSESLAT prep and curriculum planning.

Professional development is ongoing for all ELL personnel, including APs, subject area teachers, secretaries, and the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, and QTEL Institutes. As part of the Children First network, our school receives support from an ELL specialist, Evelyn Cruz. This specialist regularly communicates and consults the ESL Teacher and administrators. As part of our Professional Development plan developed this year, all teachers are offered the opportunity for inter-visitations in the classrooms of their colleagues. Additionally, we continue to work with Teachers College in two ways to support all personnel who come into contact with our ELLs: (1) ESL and Content Area teachers and ELL support staff attend calendar days to specifically address the needs of our ELL subgroup and (2) our staff developer works one-on-one and in small groups with our ESL and content area teachers in order to provide planning and instructional support in the classroom.

The ESL teachers, including our ELA coach regularly meet with other teachers to discuss ways of addressing the needs of incoming ELLs. Our coach also participates in various inquiry teams to find patterns unique to our incoming ELLs as well as to provide support for content area teachers' instruction of ELLs.

The ESL teacher and content area teachers will attend professional development sessions (calendar days) at Teachers College specifically tailored to ELLs. The school secretary maintains a log of assistance which serves as documentation for all Professional Development activities. All ESL and content area teachers have also been trained to use the Achieve 3000 program.

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

#### 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?

Parent involvement is a priority at MS 88 and we work to ensure that parents are informed and involved in every aspect of their children's education. Parents of ELLs are included in every event that we have for parents here at MS 88, including 6th grade orientation, Curriculum

ELA instruction for <i>all</i> ELLs as required			180 minutes
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**E. Parental Involvement**

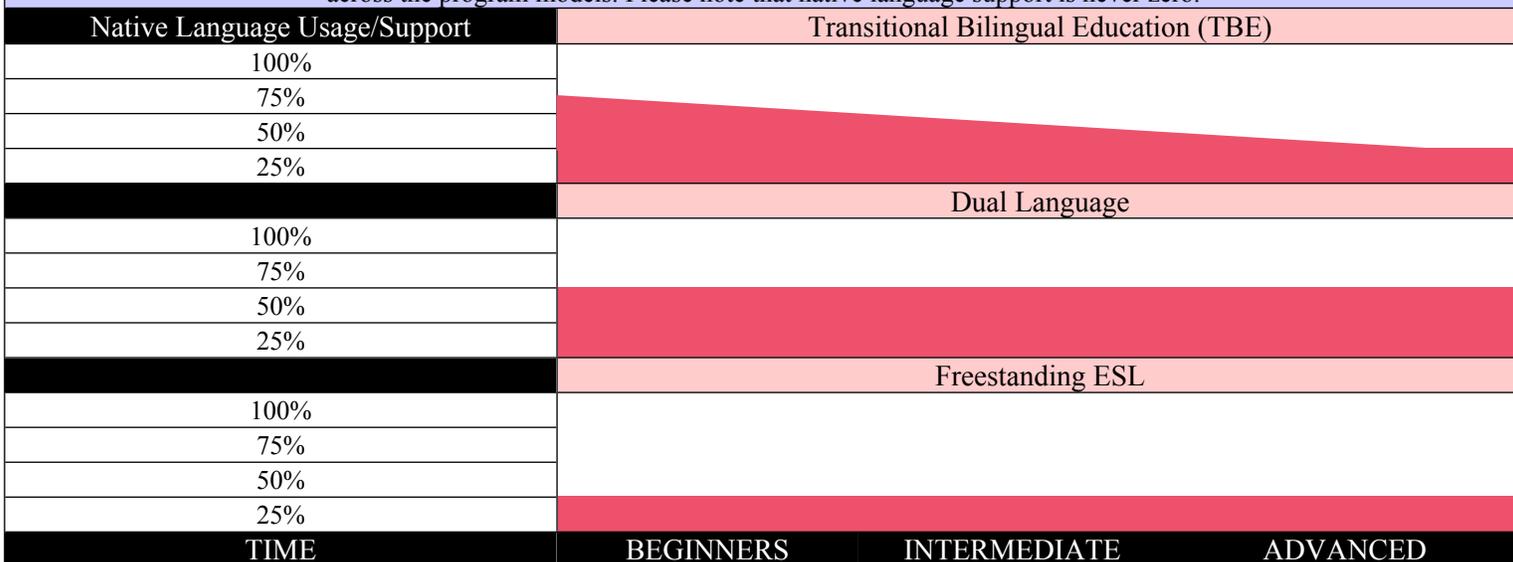
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4. How do your parental involvement activities address the needs of the parents?

Parent involvement is a priority at MS 88 and we work to ensure that parents are informed and involved in every aspect of their children's education. Parents of ELLs are included in every event that we have for parents here at MS 88, including 6<sup>th</sup> grade orientation, Curriculum night, Community Day, International Barbecue, as well as monthly PTA and School Leadership Team meetings. Additionally, parents of ELLs are invited to Language Night, an event that we hold first in October and again in the spring, which serves as an orientation for parents of ELLs, as described. Professional translators are hired for these events, as well as for meetings with parents regarding changes to their child's IEPs. We distribute a Parent Survey at the beginning of each year to better understand parent concerns and individual family needs, and parents also provide feedback to the school through the Annual School Environment Survey. Our Parent Coordinator, Tracy Jordan, who is fluent in Spanish, runs health workshops for parents in conjunction with Health Plus and Lutheran Hospital. She meets regularly with Parents regarding the emotional and academic well being of all students. Ms. Jordan conducts ARIS training with groups of parents in September, October and November and on an ongoing individual basis throughout the school year. Translation services are arranged as necessary.

Parents of English Language Learners are informed in writing 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. A monthly calendar is sent home to all parents listing all school events, including upcoming instructional initiatives, school-wide programs, enrichment programs, parent orientations and cultural events, testing schedules, curriculum expectations, and intervention services to ensure that English Language Learners meet and exceed state performance standards.

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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- Participation in the new Teacher's College ESL Calendar, with two of our ESL teachers attending all TC ESL Calendar Days.

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. 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.
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- 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 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. Analyzing which modality students scored lowest on, we found that 59% of our 6th and 52% of 7th graders struggled most with the writing modality, while 30% of the 8th graders scored lowest on the listening modality of the test. This has allowed our Literacy Coach and ESL Teacher, Nalin Wolosky, and our ELL Liaison and ESL Teacher, Jack Wozniak, to work in conjunction with

## 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.

We continue to work on making sure that all of the supports and/or scaffolds for ELLs operate in conjunction. This is to ensure that while there is overlap there is also clear communication between all personnel who work with the population. Additionally, we make sure that our ELL students while receiving their necessary services are also afforded every opportunity academically and socially (before school, during school and after school) that are available to every student at Middle School 88.

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## D. Professional Development and Support for School Staff

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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.

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. 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. We also offer a series of afterschool professional development cycles centered around the following areas: word study, NYSESLAT prep and curriculum planning.

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The ESL teachers, including our ELA coach regularly meet with other teachers to discuss ways of addressing the needs of incoming ELLs. Our coach also participates in various inquiry teams to find patterns unique to our incoming ELLs as well as to provide support for content area teachers' instruction of ELLs.

The ESL teacher and content area teachers will attend professional development sessions (calendar days) at Teachers College specifically tailored to ELLs. The school secretary maintains a log of assistance which serves as documentation for all Professional Development activities. All ESL and content area teachers have also been trained to use the Achieve 3000 program.

## 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?

Parent involvement is a priority at MS 88 and we work to ensure that parents are informed and involved in every aspect of their children's education. Parents of ELLs are included in every event that we have for parents here at MS 88, including 6<sup>th</sup> grade orientation, Curriculum night, Community Day, International Barbecue, as well as monthly PTA and School Leadership Team meetings. Additionally, parents of ELLs are invited to Language Night, an event that we hold first in October and again in the spring, which serves as an orientation for parents of ELLs, as described. Professional translators are hired for these events, as well as for meetings with parents regarding changes to

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Parents of English Language Learners are informed in writing 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. A monthly calendar is sent home to all parents listing all school events, including upcoming instructional initiatives, school-wide programs, enrichment programs, parent orientations and cultural events, testing schedules, curriculum expectations, 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)							8	5	5					18
Intermediate(I)							11	7	11					29
Advanced (A)							42	21	10					73
Total	0	0	0	0	0	0	61	33	26	0	0	0	0	120

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	0	0				
	I							5	5	5				
	A							30	8	8				

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P							21	20	12				
	B							3	5	3				
	I							11	7	11				
	A							37	20	10				
	P							6	1	1				

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	15	28	9		52
7	12	15	1		28
8	13	9			22
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	5		28		16		7		56
7	4		13		10		1		28
8	4		8		6		4		22
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	7		36		159		142		344
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

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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. Analyzing which modality students scored lowest on, we found that 59% of our 6th and 52% of 7th graders struggled most with the writing modality, while 30% of the 8th graders scored lowest on the listening modality of the test. This has allowed our Literacy Coach and ESL Teacher, Nalin Wadhvani, and our ELL Liaison and ESL Teacher, Jack Wamboldt, to work in conjunction with

## 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.

We continue to work on making sure that all of the supports and/or scaffolds for ELLs operate in conjunction. This is to ensure that while there is overlap there is also clear communication between all personnel who work with the population. Additionally, we make sure that our ELL students while receiving their necessary services are also afforded every opportunity academically and socially (before school, during school and after school) that are available to every student at Middle School 88.

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **15K088** School Name: **Middle School 88**

Cluster: **1** Network: **111**

**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**

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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.

Students that are newly admitted to the school system through our school are given the Home Language Identification Survey (HLIS) and an informal interview by our ELL Liaison, Jack Wasylyk. The HLIS is administered in the student's home language. Mr. Wasylyk, who is fluent in Spanish, explains the HLIS form and the process to the parents. If the parents are speakers of another language and a translator is needed, it is arranged immediately. If the parents indicate on the HLIS form that the student speaks another language for any of the questions in the first section of the form and again for any of the questions on the second section of the form, then the student is eligible for LAB-R testing and the home language is indicated in the appropriate location on the HLIS form. Students admitted to our school from another school in the New York City system are identified as ELLs based on their NYSESLAT or LAB-R scores, and their home language is available through a number of reports in the ATS system, such as the RLER (NYSESLAT Eligibility Roster). Families of former ELLs are also afforded the same services since it is likely that the family continues to. As a result, we have assessed that there is a need for written and oral translation in these homes.

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.

Out of a total enrollment of 984 students, 120 of our students (or 12.20%) are English Language Learners. Our ELL populations represent diverse geographic and linguistic backgrounds, with many students born in Mexico, Ecuador, Dominican Republic, Poland, Ukraine, Bangladesh, China, Yemen and Turkey. The native languages spoken by our ELLs are Spanish, Arabic, Bengali, Chinese, Polish, Russian and Turkish. Based on observations, conversations with students, and parent requests, we have found a need for written translation and oral interpretation during face to face meetings, telephone conversations, parent-teacher conferences, and parent orientations. Twice a year, first in October and again in the spring, our school holds "Language Night" for all parents of ELLs. These occasions serve as orientation meetings in which parents receive a detailed explanation of their rights as parents of ELLs and the three program choices available to them, as well as opportunities to participate in their child's education by bolstering native language support at home. During these events, professional

translators are available for our school population's major language groups.

## **Part B: Strategies and Activities**

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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.

Our school staff has the ability to provide written translations for the following languages: Spanish (by Mr. Wasylyk and Mr. Diaz), Russian (by Ms. Abramova), Arabic (by Mr. Ibrahim), and Chinese (by Ms. Tran). Since these staff members are often pulled away from their duties for this purpose, we request funding for their per session compensation. For written translations in Ukranian, Polish, Bengali and Turkish, we make use of the Department of Education Translation Unit. Since this service can take up to a week to translate a document, appropriate arrangements are made in advance so that these families receive translated versions in a timely manner.

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.

Our school staff has the ability to provide oral interpretation for the following languages: Spanish (by Mr. Wasylyk and Mr. Diaz), Russian (by Ms. Abramova), Arabic (by Mr. Ibrahim), and Chinese (by Ms. Tran). For oral translations in Ukranian, Polish, Bengali and Turkish, we use the contracted interpreters at Legal Interpreting Service. Since we are required to compensate these professional translators at market value and adhere by their minimum service policies, we request funds for their continued utilization. Furthermore, teacher attendance is desired during parent orientations but is not a contractual requirement of teachers. We propose compensating our teachers for their time for attending parent orientations and language nights.

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>.

It is our plan to employ the services of our staff as well as the ones provided by our District to facilitate with the Chancellor's Regulations regarding parental notification requirements for translation and interpretation services.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Middle School 88	DBN: 15K088
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Lucile Lewis
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

To supplement the achievement of ELLs in our school, we have in place:

A morning program for Newcomer and Long Term ELLs, from 7:30 to 8:30 on Tuesdays and Thursdays. Beginner students are instructed in English communication skills using the latest version of Rosetta Stone language software. Long Term ELLs are instructed using the Achieve 3000 program for Reading. This program is designed to scaffold non-fiction reading passages for students in preparation for the ELA and NYSESLAT exams and in alignment with the Common Core Standards.

After school Test Preparation for the ELLs taking the English Language Arts Exam and NYSESLAT. This program begins in January and will run for 24 sessions over 12 weeks, from 3:30 to 4:30pm, until the administration of the ELA and NYSESLAT exams. Three fully licensed ESL teachers will instruct three groups of 10-15 students differentiated into beginner, intermediate and advanced levels. Instruction is carried out in English, but all our ESL teachers are bilingual in at least Spanish, which may be used to provide additional support for native language Spanish speakers, especially beginners. Depending on ability level, students will utilize listening centers, Rosetta Stone software, as well as to study the format of both exams and do practice tests with an increased emphasis on writing skills.

### Part C: Professional Development

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

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

Begin description here: 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

## Part C: Professional Development

- 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
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- Participation in the new Teacher's College ESL Calendar, with two of our ESL teachers attending all TC ESL Calendar Days.

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. 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. We also offer a series of afterschool professional development cycles centered around the following areas: word study, NYSESLAT prep and curriculum planning.

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The ESL teachers, including our ELA coach regularly meet with other teachers to discuss ways of addressing the needs of incoming ELLs. Our coach also participates in various inquiry teams to find

### Part C: Professional Development

patterns unique to our incoming ELLs as well as to provide support for content area teachers' instruction of ELLs.

The ESL teacher and content area teachers will attend professional development sessions (calendar days) at Teachers College specifically tailored to ELLs. The school secretary maintains a log of assistance which serves as documentation for all Professional Development activities. All ESL and content area teachers have also been trained to use the Achieve 3000 program.

We have also targeted our ELLs with IEPs as part of an ongoing QIP Inquiry Group in order to assist teachers in helping ELLs and SWDs set short term and long term goals. Participating members of this team include the ELA and ICT teachers, the literacy coach and the ELL and Special Education supervisors.

Additionally but most importantly, we have reconfigured our Professional Development matrix for all teachers to receive support in the area that they have requested based on the identified focus areas of Danileson's Framework for Teaching. Specifically, all teaching staff that work with ELLs must visit ELL classrooms as part of our Watching Others Work initiative. This allows teachers to observe one another with a lens toward improving one area of their practice. Teachers then meet with subject area supervisors in order to debrief and provide follow-through in order to ensure that these observed best practices are implemented in their own classrooms.

### Part D: Parental Engagement Activities

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

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

Begin description here: Parent involvement is a priority at MS 88 and we work to ensure that parents are informed and involved in every aspect of their children's education. Parents of ELLs are included in every event that we have for parents here at MS 88, including 6th grade orientation, Curriculum night, Community Day, International Barbecue, as well as monthly PTA and School Leadership Team meetings. Additionally, parents of ELLs are invited to Language Night, an event that we hold first in October and again in the spring, which serves as an orientation for parents of ELLs, as described. Professional translators are hired for these events, as well as for meetings with parents regarding changes to their child's IEPs. We distribute a Parent Survey at the beginning of each year to better understand parent concerns and individual family needs, and parents also provide feedback to the school through the Annual School Environment Survey. Our Parent Coordinator, Tracy Jordan, who is fluent in Spanish, runs health workshops for parents in conjunction with Health Plus and Lutheran Hospital. She meets regularly with Parents regarding the emotional and academic well being of all students. Ms. Jordan conducts ARIS training with groups of parents in September, October and November and on an ongoing individual basis throughout the school year. Translation services are arranged as necessary.

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**Part D: Parental Engagement Activities**

regarding their child, from placement in the ESL program based on the LAB-R to exit from the program based on the NYSESLAT. A monthly calendar is sent home to all parents listing all school events, including upcoming instructional initiatives, school-wide programs, enrichment programs, parent orientations and cultural events, testing schedules, curriculum expectations, and intervention services to ensure that English Language Learners meet and exceed state performance standards.

We also send out our Parent Involvement Calendar which is distributed in our September parent start-up package that details a comprehensive list of all parent information and academic awards evenings throughout the school year. As per Middle School 88 policy, translation service are available at all parent events.

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		