

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE PARK SLOPE EDUCATION COMPLEX AT M.S. 88

DBN (i.e. 01M001): 15K088

Principal: AILENE ALTMAN MITCHELL

Principal Email: AMitche2@schools.nyc.gov

Superintendent: Anita Skop

Network Leader: Lynette Guastaferrero

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

Name	Position and Constituent Group Represented	Signature
Ailene Altman Mitchell	*Principal or Designee	
Martin Marczika	*UFT Chapter Leader or Designee	
Marie Proeller Hueston	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Alison Havercome	Member/ Parent	
Vito DiLeo, Jr.	Member/ Parent	
Margarita Zambrano	Member/ Parent	
Meisha Holmes	Member/ Teacher	
Jeffrey Bradshaw	Member/ Teacher	
Jeremy Rosenzweig	Member/ Teacher	
Peter Russo	Member/ Assistant Principal	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in grades 6, 7, and 8 will show an increase in the adjusted median growth percentile on the 2014-2015 New York State ELA Assessments when compared to the 2013-2014 NYS ELA results.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on a review of the 2013-2014 Common Core aligned state assessments data, we anticipate increasing our median adjusted growth percentile for all students and subgroups. The current data is:

- Median Adjusted Growth Percentile school wide = 67 in ELA
- Median Adjusted Growth Percentile lowest third = 78 in ELA

Instructional Strategies/Activities

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

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

1. Conduct weekly common planning meetings (chosen by teachers under Circular 6) in subject areas co-facilitated by teachers, coaches and consultants to assess student work and plan instruction aligned to the Common Core State Standards and College Career Readiness Standards, i.e. preparing students for high school with a vision beyond high school.

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

1. AP of literacy
2. AP of social studies
3. ESL coordinator
4. Lead teachers through Teaching Matters Institute
5. Model teachers
6. Network education specialist
7. TCRWP staff developer
8. MSQI's Degrees of Reading Power assessment for all students except newcomer/beginners and students in NYSAA
9. TCRWP curriculum scaffold for M.S. 88 students
10. Assessment tracker
11. Wilson Just Words
12. Word Generation
13. ThinkCERCA

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

1. In January and April, students will take the following assessments and show an increase against their baseline from September 2014, so that by June 2015 80% of students will demonstrate mastery of CCLS skills taught between September and January.
2. Degrees of Reading Power and Word Identification Spelling Test in reading
3. Ongoing monitoring during set aside time at Monday PD meeting

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

September 8, 2014 to June 19, 2015

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

1. Funds were allocated for the software program ThinkCERCA in an effort to improve reading comprehension for our subgroups as well as our high-level 2 student population.
2. Fair Student Funding, Title I and LEP have been allocated for after school academic intervention programs before and after school. Title III funding has been allocated for parent curriculum nights.

3. Title I funding has been allocated to a portion of our literacy coach who focuses on our ELL population.
4. Combined FSF and Title I funding has been allocated to 0 period and after school AIS programs.
5. Title I funding has been allocated for the services of Teachers College Reading and Writing Project.
6. Schedule block periods for literacy to allow for reading intervention within the workshop model, collaborative team-teaching and the TCRWP student conference sessions

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Engrade accounts for all parents to view student assignments, grades and units of study
 Focus on scheduling appointments with parents of struggling students during the weekly school parent engagement time from 2:40-3:20 p.m., and fill the Tuesday appointments 3-4 weeks ahead
 Parent workshops on CCLS skills-based student –centered learning, and CCLS teaching strategies

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	N/A	Title IIA	X	Title III	N/A	Set Aside	N/A	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, students in grades 6, 7, and 8 will show an increase in the adjusted median growth percentile on the 2014-2015 New York State Math Assessments when compared to the 2013-2014 NYS ELA results.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on a review of the 2013-2014 Common Core aligned state assessments data, we anticipate increasing our median adjusted growth percentile for all students and subgroups. The current data is:

- Median Adjusted Growth Percentile school wide = 68 in math
- Median Adjusted Growth Percentile lowest third = 81 in math

Instructional Strategies/Activities

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

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

1. Conduct weekly common planning meetings (chosen by teachers under Circular 6) in subject areas co-facilitated by teachers, coaches and consultants to assess student work and plan instruction aligned to the Common Core State Standards and College Career Readiness Standards, i.e. preparing students for high school with a vision beyond high school

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

1. Math and science coaches
2. AP of math and science
3. ESL coordinator
4. Lead teachers through Teaching Matters Institute
5. Model teachers
6. Network education specialist
7. Assessment tracker
8. Khan Academy, Learn Zillion

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

1. In January and April, students will take the following assessments and show an increase against their baseline from September 2014, so that by June 2015 80% of students will demonstrate mastery of CCLS skills taught between September and January.
2. Universal assessments in math
3. Ongoing monitoring during set aside time at Monday PD meeting

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

1. September 8, 2014 to June 19, 2015

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

1. Funds were allocated for the software program Khan Academy, Learn Zillion in an effort to improve reading comprehension for our subgroups as well as our high-level 2 student population.
2. Fair Student Funding, Title I and LEP have been allocated for after school academic intervention programs before and after school. Title III funding has been allocated for parent curriculum nights.
3. Title I funding has been allocated to a portion of our literacy coach who focuses on our ELL population.
4. Combined FSF and Title I funding has been allocated to 0 period and after school AIS programs.
5. Title I funding has been allocated for the services of Teachers College Reading and Writing Project.
6. Schedule block periods for literacy to allow for reading intervention within the workshop model, collaborative team-teaching and the TCRWP student conference sessions.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Engrade accounts for all parents to view student assignments, grades and units of study

Focus on scheduling appointments with parents of struggling students during the weekly school parent engagement time from 2:40-3:20 p.m., and fill the Tuesday appointments 3-4 weeks ahead

Parent workshops on CCLS skills-based student –centered learning, and CCLS teaching strategies

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	N/A	Title IIA	X	Title III	N/A	Set Aside	N/A	Grants
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List any additional fund sources your school is using to support the instructional goal below.

N/A

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, we will have implemented a school wide culture to address the social and emotional needs of our students by fostering a stronger sense of community within our school through programs such as Kids at Hope. We will see school wide improvement in student behavior grades, attendance and positive behavior systems by the deans.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on a comprehensive analysis of our school population and a review of our most recent Learning Environment Survey, we have targeted these areas separate from our curricular focus in order to address how we can best utilize our partnerships and parent programs. We examined the findings of our most recent Learning Environment Survey and Quality Review findings and identified the specific areas that were cited - specifically student engagement and parent communication. 96% of parents were satisfied or very satisfied with the instructional core including parents of SwD, and 87% of parents were satisfied or very satisfied with the school culture.

Instructional Strategies/Activities

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

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

- We have been using the family resources provided by our partnership with Urban Advantage in order to improve our school-parent partnership outside of the classroom.
- We will conduct extended parent conversations with our Level 1 & 2 students in order to provide strategies that parents can utilize at home.
- We will run monthly parent events in order to inform and engage parents of what is happening inside the school.

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

- Administration
- Staff
- Guidance Counselors
- Outside partnerships: PENCIL, Urban Advantage

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

- The administration will continue to monitor the effectiveness of these programs in the building through monthly Principal's Council meetings.

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

- Ongoing throughout the 2014-2015 school year

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

- Pencil Partnership Celebrations Program
- Kids for HOPE
- Career Day

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Encourage parents to attend Urban Advantage family events which are held 6-10 times a year
- Hold a semester-end Celebrations program event for parents to celebrate student success in the Celebrations program
- Students will participate in the Kids at Hope art competition and parents will come to an evening art gallery event
- Twice a year Shine the Light Arts Festival to celebrate student achievement in the arts programs that meets the social and emotional needs of students
- Hold twice a year Core Value Celebrations of student who reflect the teachers' values and ethic
- Extended Parent Conferences
- Monthly events coordinated by PTA that respond to parent requests based on a parent communication survey in the fall

Budget and Resource Alignment

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

X	Tax Levy	N/A	Title IA	N/A	Title IIA	N/A	Title III	N/A	Set Aside	N/A	Grants

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

N/A

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, we will expand and support our integrated curriculum with partnerships with universities and non-profit organizations to align teaching and learning to the Common Core Learning Standards. Additionally, we will utilize these curricular resources in aligning our performance assessments to those identified in the new Teacher Evaluation and Development system.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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 tenth year and our partnership with Columbia University The Earth Institute has been expanded.

Instructional Strategies/Activities

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

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

We will continue to effectively utilize our University partnerships which include those with 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. Additionally, M.S. 88 is the lead partner in two NSF grants with Columbia University The Earth Institute: NSF GK-12 Program/Learning through Ecological and Environmental Field Studies (LEEFS) and NSF I-TEST Strategies program/Technology Research and Ecology Exchange with Students (TREES), and Scientists-in-Residence. Other partnerships with NYU-Poly/Mitsui USA's Biomimicry and Science of Smart Cities programs. Urban Advantage and Iron Will will integrate CCLS and provide instructional support in the content area and electives for all students with a specific focus on our subgroups.

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

1. Administration
2. Staff
3. Outside partnerships
4. Network resources

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

1. We will continue to assess the work of these partnerships through the analysis.

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

1. This is an ongoing process that will run throughout the 2014-15 school year.

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

1. The school will re-evaluate and develop a series of ongoing formative assessments that will gauge the effectiveness of these partnerships in all of the core content areas.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will see the growth of their child in one unit between pre and post assessments on Engrade.
Engrade accounts for all parents to view student assignments, grades and units of study.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	N/A	Title IIA	N/A	Title III	N/A	Set Aside	N/A	Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Throughout the school year, we are utilizing our school-wide professional development system to support teacher practice aligned to the NYCDOE's teacher effectiveness work and the 3012-c model of teacher evaluation. Additionally, by June 2015, all teachers will have participated in PDs by subject area and to learn about best instructional practices for student sub-groups and set up a lab site or provide mini-workshops to their colleagues in their integrated team.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based upon the requirements established in the Danielson framework and Measures of Student Learning in evaluating teacher effectiveness, we have reassessed and modified our professional development system to address these changes.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Establishing protocols around data analysis for teacher teams to utilize in conjunction with network support will assist teachers in making informed instructional decisions based on analyzing student work and modifying curriculum and assessments.
 2. Continuing to work with lead teachers, coaches and administration in identifying and implementing best practices in alignment with Citywide Instructional Expectations and the CCLS.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Administration
 2. Network support personnel
 3. Teacher teams
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Analyzing teacher observation patterns cross grade and subject areas in conjunction with teacher team agendas and minutes will inform the administrative cabinet as to the impact of these strategies.
- D. Timeline for implementation and completion including start and end dates**
1. This process is ongoing throughout the 2014-15 school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Through the use of strategic programming decisions including but not limited to: teacher team meetings scheduled throughout the school day, weekly grade level department professional development sessions and bi-monthly faculty conferences, staff will be given the time and resources in order to put these established practices into place.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We will continue to inform parents of the work through our SLT meetings and gather feedback from the core members of the PTA as it pertains to instruction in the classroom.

Teacher-led parent workshops on CCLS skills-based student –centered learning, and CCLS teaching strategies

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	N/A	Title IIA	N/A	Title III	N/A	Set Aside	N/A	Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Close reading Word Generation Wilson Wilson Just Words</p> <p>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. Wilson Just Words Rosetta Stone</p>	<p>Small group three times a week Computer mobile cart and whole group once a week</p> <p>Small group; one-to-one; (ACHIEVE program used in ESL and S/C classes)</p>	<p>Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS</p> <p>During the school day for Wilson Just Words and Rosetta Stone</p>
Mathematics	<p>Dedicated SETSS 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.</p> <p>Khan Academy and Learn Zillion are used to personalize interventions for struggling students.</p>	<p>Small group; one-to-one</p>	<p>Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS</p>
Science	<p>Science teachers are working with the TC Content Area Curriculum in conjunction with the Citywide Expectations-identified CCS. Teachers working on close reading strategies using differentiated complex texts across the content area.</p>	<p>Small group; whole class</p>	<p>Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS</p>
Social Studies	<p>Social Studies teachers are working with the TC Content Area Curriculum in conjunction with the Citywide Expectations-identified CCS. Teachers</p>	<p>Small group; whole class</p>	<p>Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS</p>

	<p>working on close reading strategies using differentiated complex texts across the content area.</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Good Shepherd Services offers counseling for the entire family including issues with childcare, housing, finances, health, immigration status, and education.</p> <p>Guidance counselors make referrals to Sunset Terrace Mental Health Clinic (Lutheran), Heartshare, Jewish Board, Brooklyn Center for Psychotherapy, and Methodist Hospital.</p> <p>Students are encouraged to utilize the free drop-in tutoring offered through 826NYC in the Park Slope area.</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.</p> <p>Parent services include scheduled parent consultations for student academic achievement that is supported by specialized agencies.</p> <p>Social workers plan, implement, and continuously supervise Socialization Groups in the school. Social groups are held on Mondays, Tuesdays, and Wednesdays. Additionally, Parents are counseled and provided referrals to neighborhood agencies.</p> <p>The social work staff's Kinship program includes students and caretakers attending weekly meetings with both parties to provide advocacy,</p>	<p>Small group; one-to-one</p>	<p>Before, during, after school</p>

	counseling, and basic needs assurance.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

- In order to sustain and expand effective partnerships to achieve teacher quality goals and close student achievement gaps, we continue to:
 - Develop partnerships with city universities in order to train teachers effectively
 - Work with Teaching Fellows and Teach for America in order to observe and hire teachers who fit the philosophy of our school.
- Maintain, develop, and schedule intense, sustained, and research-based professional development in pedagogy. (i.e. Differentiated Instruction, Integrated Planning, Best Practices, Classroom Instruction that Works, Aligning Curriculum to the CCLS)
- Develop and implement professional development for teachers and administrators that informs instruction and evaluates knowledge, skills, performance, and dispositions needed in the 21st century. These are through the Learning Partners Program, Discovery Education, The Earth Institute at Columbia University, Brooklyn College, NYU-Polytechnic, and M.S. 88's Model Teachers and Lead Teachers
- Provide new and second-year teachers with experienced mentors

Assign our coaches and consultants to work alongside new and second-year teachers in order to assist them in teaching; curriculum-planning and the designing of effective assessments

High Quality and Ongoing Professional Development

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

Classroom lab site
 Common Core curriculum workshops facilitated by the DOE
 Teacher workshops facilitated by the network Teaching Matters
 M.S. 88's WOW (Watching Others Work)
 Model Teachers
 Learning Partners Program
 Teachers involved with university and private partnerships such as Columbia University, Brooklyn College, NYU-Polytechnic, Discovery Education, Gowanus Conservancy, Teen Thursdays, and Math for America
 Thoughtfully planned Monday department meetings that involve paraprofessionals in understanding curriculum implementation and expected student outcomes
 Tuesdays other work time set aside for Integrated Grade Level Teacher Team planning for Integrated Project Work

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

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

STH funds are used primarily to purchase materials and supplies for students and AIS to meet the needs of those students-

academic, behavioral and emotional supports

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A

Measures to Include Teachers in Decisions Regarding Assessments

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

Cycles of inquiry

Data Action Process

TA Schools Only

Use of Program Resources

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

N/A

TA Coordination with the Regular Program

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

N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) for Middle School 88

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 15K088

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$978,187.32	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$20,828.00	X	See action plan
Title III, Immigrant	Federal	\$16,770.00	X	See action plan
Tax Levy (FSF)	Local	\$7,146,679.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 15	Borough Brooklyn	School Number 88
School Name Middle School 88		

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

Principal Ailene Mitchell	Assistant Principal Gary Nusser
Coach Nelia Wolosky	Coach type here
ESL Teacher CJ Guevara	Guidance Counselor Jessica Forman
Teacher/Subject Area Jack Wasylyk/Spanish	Parent
Teacher/Subject Area James Kealey/Science	Parent Coordinator Tracy Jordan
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team) Lynette Gustafarro	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1218	Total number of ELLs	174	ELLs as share of total student population (%)	14.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							5	3	6					14
Discrete ESL class								1	1					2
Total	0	0	0	0	0	0	5	4	7	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	174	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	37
SIFE	20	ELLs receiving service 4-6 years	78	Long-Term (completed 6+ years)	43

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	53	18		78	2		43			174

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	53	18	0	78	2	0	43	0	0	174
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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							70	24	15					109
Chinese							12	8	4					24
Russian														0
Bengali							4	5	3					12
Urdu														0
Arabic							9	4	8					21
Haitian														0
French								2	1					3
Korean														0
Punjabi														0
Polish														0
Albanian							2							2
Other							2	1						3
TOTAL	0	0	0	0	0	0	99	44	31	0	0	0	0	174

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	2	1					13
Intermediate(I)							12	6	6					24
Advanced (A)							78	30	20					108
Total	0	0	0	0	0	0	100	38	7	0	0	0	0	145

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	27	22	0	0	49
7	27	5	0	0	32
8	19	3	0	0	22
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	24		11		8		2		45
7	20	7	2		0		0		29
8	10	3	1		1		0		15
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses Teachers College assessment pro levels as our school's ELL Periodic Assessment tool. Assessments are given quarterly and coaching and planning time is used to assess and respond to data trends and item analysis and plan instruction accordingly. These data allow us to group students into groups based on their book bands (TC reading level) and push students towards improved

reading volume and comprehension, as part of their long term student goals. Additionally, we have used the DRP with our 6th grade and identified students from our beginner ELL classes who will be working with teachers trained in Wilson's Just Words program which addresses reading comprehension deficits.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 our 6th and 7th graders struggled most with the writing modality, 8th graders scored lowest on the listening modality of the test.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
Analyzing the data above has allowed our Literacy Coach and ESL Teacher, Nelia Wolosky, and our ELL Liaison, Jack Wasyluk, to work in conjunction with our staff developer for ELLs from Teachers College, Maggie Beattie, to react and plan instruction accordingly. 6th and 7th grade departmental meetings focus most on developing writing skills among ELLs, while for 8th graders, the incorporation of listening strategies and activities to strengthen listening skills receive the greatest attention. They are allotted additional instructional time using our listening centers and our computer lab to develop the skills they need to be successful on the exam.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

b. N/A
c. N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Our push-in ELL teachers work with content area providers in order to make sure that all planning and instructional decisions take the student's English language development into account. 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.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We examine a variety of data sources through ARIS, item analyses spreadsheets and the school's Progress Report subgroup breakdown in order to determine the success of our programs for ELLs.

Part IV: 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 ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial

assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. 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 Wasylyk, 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.

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.

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.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

These documents are distributed and collected by the ELL Compliance Liaison. As per CR Part 154, these forms are collected and kept in a secure location accessible to the ELL Compliance Liaison.

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.

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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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 available in translated versions from the State of New York, ELL students may elect to do their exam either in English or in

their home language, or to use a copy in their home language as a reference. Students are asked to consider this decision in advanced and are instructed to make sure they only record answers in one booklet, as well as given strategies to budget their time accordingly if using these additional materials. When the Department of Education does not provide a translated version for a student's home language, the student 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.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
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.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Middle School 88 currently has a total enrollment of 1218 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 six classes. Four 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 five 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.

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)?

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.

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.

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 available in translated versions from the State of New York, ELL students may elect to do their exam either in English or in their home language, or to use a copy in their home language as a reference. Students are asked to consider this decision in advanced and are instructed to make sure they only record answers in one booklet, as well as given strategies to budget their time accordingly if using these additional materials. When the Department of Education does not provide a translated version for a student's home language, the student 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.

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 foster language development and meet the demands of the Common Core Learning Standards.

Content area teachers are given support and materials to scaffold content for ELLs and to identify instructional materials, including technology, that support ELLs and all our learners in terms of achieving success in meeting the CCLS. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. As all of our ELLs are performing at or above grade level, targeted intervention is not as much a focus as general strategies that serve to allow entry points for various types of learners. Our supports, consistent with the performance level of our ELLs, are aligned to grade-level standards and support the grade-level instructional goals of the ELLs. Teachers have common planning time to discuss students, student data and strategies for success. After school and supplemental services include small group tutorials which are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacatation and ARIS to access program-wide data on student performance.

ELL students have access to all school programs. Newly enrolled ELL students, no matter what grade level are invited to our orientations over the summer and at the beginning of the school year. All ELL students have homework help with their ELA or content area teacher, as well as with outside tutors, who can provide native language support. We offer language classes in Spanish and Latin. The ELA teacher meets with the students' other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

ELL students who reach proficiency on the NYSESLAT continue to receive small-group support and tutorial support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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. All languages are addressed in terms of being supplied with bilingual dictionaries/glossaries. When available assessments are ordered in the students' native languages

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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 available in translated versions from the State of New York, ELL students may elect to do their exam either in English or in their home language, or to use a copy in their home language as a reference. Students are asked to consider this decision in advanced and are instructed to make sure they only record answers in one booklet, as well as given strategies to budget their time accordingly if using these additional materials. When the Department of Education does not provide a translated version for a student's home language, the student 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.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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.

e. Our former ELL data is analyzed according to their Comon Core statewide assessments. Students are then retained in ELL classes if it is determined that they need contined support and scaffolding. We continue to track the data of all of our students who are F-ELLs no matter which type of class that the students are placed in.

7. 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?

Content area teachers are given support and materials to scaffold content for ELLs and to identify instructional materials, including technology, that support ELLs and all our learners. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. As all of our ELLs are performing at or above grade level, targeted intervention is not as much a focus as general strategies that serve to allow entry points for various types of learners. Our supports, consistent with the performance level of our ELLs, are aligned to grade-level standards and support the grade-level instructional goals of the ELLs. Teachers have common planning time to discuss students, student data and strategies for success. After school and supplemental services include small group tutorials which are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation and ARIS to access program-wide data on student performance.

ELL students have access to all school programs. Newly enrolled ELL students, no matter what grade level are invited to our orientations over the summer and at the beginning of the school year. All ELL students have homework help with their ELA or content area teacher, as well as with outside tutors, who can provide native language support. Wec offer language classes in Spanish and Latin. The ELA teacher meets with the students' other content area teachers to discuss targeted ESL strategies for the newly enrolled

student. Additionally, we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after- school clubs and sports.

ELL students who reach proficiency on the NYSESLAT continue to receive small-group support and tutorial support.

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

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.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

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

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

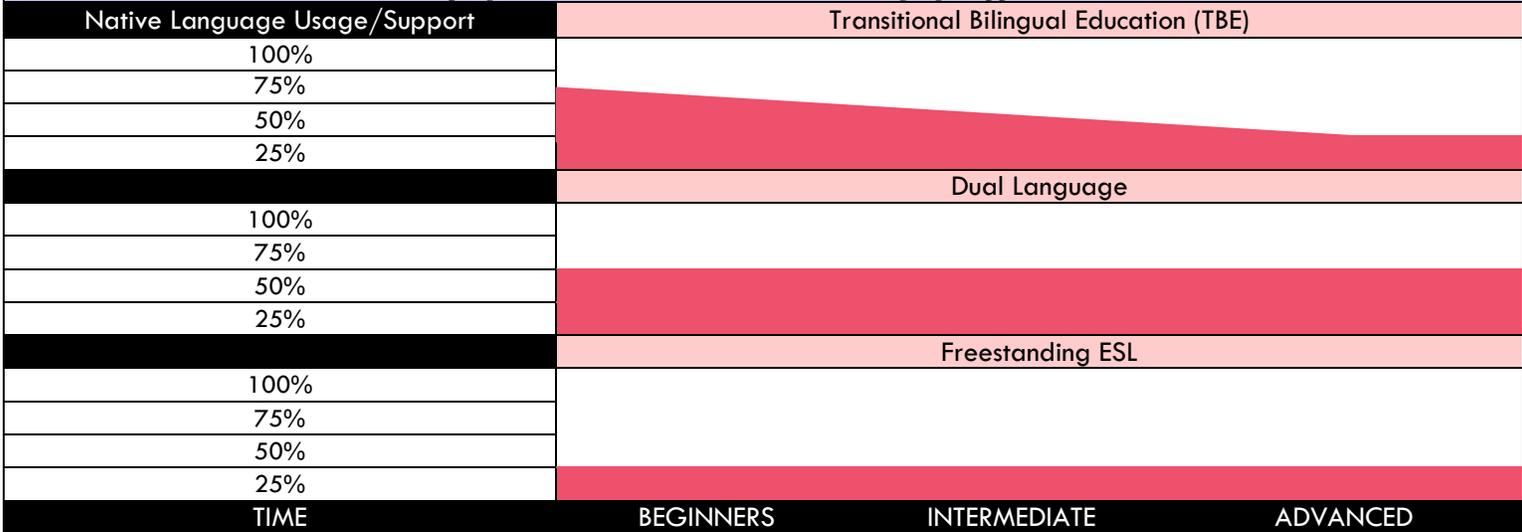
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

9. 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.

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 Wilson's Just Words. 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 assessments.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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.

11. What new programs or improvements will be considered for the upcoming school year?

Wilson's Just Words and Wowers math programs have both been introduced into the ELA component and math components of our ELL programs respectively.

12. What programs/services for ELLs will be discontinued and why?

We discontinued our Achieve 3000 program this year as a result of not having the hardware and software in order to run the program in an educationally sound manner.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are offered equal opportunity to participate in all of our school's extra curricular activities, which include LEGO Robotics, Band, Yearbook, and Theater as well as a multitude of arts and athletic programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Instructional materials are available in students' native languages across the ELL/ELA classrooms.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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 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. We differentiate our curriculum across the content areas in order to ensure that all students including ELLs are being serviced at the appropriate age and grade level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We include our ELL students in our 6th grade orientation in order to make sure that they are prepared for the beginning of the new school year. Students and their parents are invited to this event in which they meet the support staff that will be servicing the

children throughout the year,

18. What language electives are offered to ELLs?

Spanish is offered as the school's only language.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Five 50-minute professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students that will begin in 6th grade, as students transition from elementary school. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. The ESL teacher will turn-key the training listed above to English and content area teachers, as well as secretaries and the parent coordinator in five 1-hour workshops. These workshops will be held the Monday after each training session. Professional development will be effected throughout the school community. Additionally, our teachers in the ELL department meet weekly for a 50-minute Professional Development session tied into the current best practices in supporting ELLs to be successful in utilizing the CCLS.

Our ESL teacher plans weekly with content area teachers, assistant principals and principal to build their capacity in ensuring the rigor of content delivery while building entry points for students such as sentence-starters, organizational tools, language analysis and reading strategies. These weekly sessions last 45 minutes, resulting in 225 monthly minutes of teacher and staff training.

Our support staff, such as the guidance counselor, office staff and parent coordinator, participate in twice-yearly, half-day workshops offered by the network and/or centrally. The guidance counselor is also trained in transition needs and routines as our students transition from middle school to high school.

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.

D. Parental Involvement

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

ELL parents are regarded as important partners in the school community, and Columbia Secondary School schedules many opportunities for parents to become involved and informed about their children's education. Our parent involvement activities address the needs of the parents by offering an avenue to strengthen the home school connection, an opportunity for the parents to improve their English literacy, and an opportunity to become part of the social fabric of our school through the various celebrations and participation in activities.

Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. . For example, curriculum conferences are scheduled in September, and parent-teacher conferences in November and March. Parents are invited to participate in school events, field trips, and classroom writing celebrations. CSS has a well-established "Parent Involvement Program" (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Bilingual staff such as teachers, Family Workers and School Aids assist with outreach on a regular basis.

We offer workshops for parents in using technology and have such as hours for parents in our community garden. We are planning to host "hands on" content area evenings for ELL families, through Title III. Parent Needs are assessed through the Parent Coordinator and the School Leadership Team in conjunction with the Parent's Association. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Middle School 88

School DBN: 15K088

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ailene Altman Mitchell	Principal		1/1/01
Gary Nusser	Assistant Principal		1/1/01
Tracy Jordan	Parent Coordinator		1/1/01
CJ Guevara	ESL Teacher		1/1/01
	Parent		1/1/01
Jack Wasylyk/Spanish	Teacher/Subject Area		1/1/01
James Kealey/Science	Teacher/Subject Area		1/1/01
Nelia Wolosky	Coach		1/1/01
	Coach		1/1/01
Jessica Foreman	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K088 School Name: Middle School 88

Cluster: 5 Network: Teaching Matters

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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 1218 students, 174 of our students (or 14.20%) 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

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 Ukrainian, 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 Ukrainian, 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 175
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 1

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 is conducted three days per week from 7:30 to 8:20 a.m. This program will run nine months. This morning program currently serves 60 of our ELL students. 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 skills development. 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. Three certified ESL teachers use a team-teaching model and meet once a week after school to plan instruction.

The after-school program open to all ELLs will run for six months meeting two days a week from 2:40 to 4:00 pm. Three licensed ESL teachers will work with groups of 30 students differentiated into beginner, intermediate and advanced levels. Instruction is carried out in English, but all our ESL teachers are bilingual in Spanish, which may be used to provide additional support for native language Spanish speakers, especially beginners. We have determined that students need practice with speaking and listening tasks and those students will spend part of the instructional time utilizing listening centers, Rosetta Stone software, as well as engaging in discussion activities to improve listening and speaking skills. The purpose of this after-school program will be to prepare students for success as measured by the Common Core Standards, as well as to bolster their readiness for the ELA, Math and NYSESLAT exams.

We are a site for the English Language Literacy through Arts Saturday program that will run from for five months and it is open to all of our ELL students.

Part C: Professional Development

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 academic language and social skills, the ESL teachers in the Title III program will be participate in a variety of workshops that will focus on:

- Scaffolds to support content-area knowledge, such as the SIOP model
- Instructional modifications to support content learning
- Test sophistication to prepare students for the NYSELAT
- Analyzing ELL data to support curriculum goals
- TC Reading and Writing Project lab site with a lens on ELLs
- Participation in our network's ESL Forums and SIOP workshops

To improve teaching practices for the achievement of our ELLs, we developed an extensive Professional Development program in concert with Teachers College, Teaching Matters, and Middle School Quality Initiative (MSQI). In addition to sending ELL teachers to TC calendar days that support the curriculum for ELLs, and Teaching Matters workshops and PLCs with a focus on ELLs, we have programmed dedicated cycles to have our staff developer and education consultant work with ESL teachers on strategies in reading and writing, content area skills, language acquisition, and data analysis and its implications on planning through the Middle School Quality Initiative. We also offer a series of after school professional development cycles centered on the following areas: word study, NYSELAT prep, and backward design curriculum planning.

Professional development is ongoing for ESL teachers to attend training offered through the NYCDOE OELL, TCRWP, a network institutes, forums, and workshops. As part of the Teaching Matters PSO network, our school receives support from an ELL specialist. She regularly communicates and consults with the ESL teachers. As part of our Professional Development plan developed this year, ESL 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: (1) ESL teachers 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 teachers in order to provide planning and instructional support in the classroom. As an MSQI school, we are focused on raising literacy levels and reading comprehension for all of our students, including ELLs, through academic vocabulary study. ESL teachers are being trained and supported by MSQI coach.

Part C: Professional Development

The ESL teachers regularly meet with other teachers to discuss ways of addressing the needs of incoming ELLs.

The ESL teachers will attend professional development sessions (calendar days) at Teachers College, at Teaching Matters, and at MSQI that are 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 use a combination of tablet apps and Rosetta Stone and continue ongoing professional development in education technology tools.

Most importantly, we have reconfigured our Professional Development matrix for ESL teachers to receive support in the area that they have requested based on the identified focus areas of Danielson's Framework for Teaching. Specifically, ESL teachers must inter-visit ESL 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 the supervisor to debrief and provide follow-through in order to ensure that these observed best practices are implemented in their own classrooms.

We also have an MSQI coach, twice monthly on Thursdays, piloting Word Generation to develop academic vocabulary for ELLs. Our Teaching Matters consultant, comes in weekly on Mondays in cycles of work with literacy department teachers with a focus on the needs of ELLs.

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:

In order to engage parents of English language learners, 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, who is fluent in Spanish, runs health workshops for parents in conjunction with Health Plus and Lutheran Hospital. She meets regularly with ELL parents regarding the emotional and academic well-being of all students.

Bi-monthly conversational English afternoon for parents are offered by bilingual parent volunteers. Additional evening times will be scheduled to meet the needs of ELL parents if needed.

Technology workshops for parents of ELLs including use of M.S. 88's web-based programs such as Khan Academy, Learn Zillion, NewsELA, Aleks, and Engage are offered several times a year. We have already

Part D: Parental Engagement Activities

held one parent workshop this fall with the next one schedule for winter and then spring.

International Food Festival Pot Luck Day as well as Crossing Languages and Cultures through Art, featuring music and drama performances and painting, drawing, sculpture, and photography displays engage parents in a context that goes beyond spoken and written language.

We have 4-6 curriculum nights at the school where teachers have parents experience reading, writing, or math learning activities using texts in English and Spanish and Chinese and Bengali where available so that parents can understand what their children are doing in school and connect as life long learners themselves, with the take away of strategies to support their children at home in their home language.

Part E: Budget

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

Allocation Amount: \$20828

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

