

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                       **J.H.S. 088 PETER ROUGET**

**Principal:**                           **AILENE ALTMAN MITCHELL**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Middle School 88 School Number (DBN): 15K088  
Grades Served: 6-8  
School Address: 544 7<sup>th</sup> Avenue, Brooklyn, NY 11215  
Phone Number: 718-788-4482 Fax: 718-768-0213  
School Contact Person: Sara Panag Email Address: SPanag2@schools.nyc.gov  
Principal: Ailene Altman Mitchell  
UFT Chapter Leader: Aaron Kaswell  
Parents' Association President: Margarita Zambrano and Marie Hueston  
SLT Chairperson: Peter Russo  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Margarita Zambrano and Marie Proeller Hueston  
Student Representative(s): Alexander Rodriguez  
Jania Witherspoon

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent's Office Address: 131 Livingston Street, Suite 301, Brooklyn, NY 11201  
Superintendent's Email Address: ASkop@schools.nyc.gov  
Phone Number: 718-935-3424 Fax: 718-935-4356

**Borough Field Support Center (BFSC)**

Brooklyn West  
BFSC: Regional Director: Bernadette Fitzgerald  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: BFitzge2@schools.nyc.gov  
Phone Number: 718-935-3954 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ailene Altman Mitchell	*Principal or Designee	
Aaron Kaswell	*UFT Chapter Leader or Designee	
Marie Proeller Hueston	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
Marie Proeller Hueston	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Peter Russo	Member/ Assistant Principal	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Middle School 88 is a Title I middle school that includes grades sixth, seventh, and eighth. We are a comprehensive middle school divided into small learning communities of lifelong learners who will experience success by receiving personalized attention that remains beyond the scope of traditional schools. We have created an environment that allows all students to respect themselves and their abilities. Our aim is to give all students the necessary emotional and academic support to build their self-esteem by setting high expectations that will lead to a sense of personal responsibility. Middle School 88 is strategically aligned with major universities, along with public and private companies to support teacher development and enrich the learning experiences of our students.

The Middle School 88 school structure is based on vertical theme-based houses for all grades. The theme houses are the School of Media Arts & Technology (S.M.A.R.T.), School for Integrated Studies through the Arts (S.I.S.T.A.), and School for Medical & Health Careers (Medical).

With this House structure we create supportive relationships between students and staff that will foster improvement in student achievement, student attitude toward school, social behavior, interpersonal relationships, and student self-esteem.

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

When Ms. Mitchell became principal a decade ago, the school had been identified by NYSED as a School Under Registration Review (SURR) based on its achievement on prior years' state tests. Since then, Principal Mitchell and her school community have worked hard to turn the school around, and it has received six consecutive A's and B's on its annual Progress Report. She points to three key levers behind the school's success:

- Dividing the school into three smaller learning communities, each overseen by an assistant principal. Students opt into one of the three "houses," which have distinct themes, as sixth graders and remain in that house until graduation.
- Building the capacity of 14 interdisciplinary teacher teams. Teams meet at least once per week to plan curricula, look at student work, and identify instructional next steps. While they are supervised by an AP, teams have a large degree of autonomy over most instructional decisions.
- Forming partnerships with community organizations and institutes of higher education. Specifically, a partnership with Columbia University brings graduate students into many science classes and provides PD for teachers throughout the year, and a new relationship with a branding firm has led to a popular after-school program focused on Design Thinking.

Ms. Mitchell and her team have welcomed many visitors in recent years, most recently Bill Gates, Fred Wilson, and Hadi Partovi visited in Fall 2014. She is excited to host other schools more formally as part of the Learning Partners pilot. With two other large middle schools as partners, Division of Teaching and Learning leadership suggested that Middle

School 88 share its experience structuring and supporting three smaller learning communities. Ms. Mitchell proposed an expanded learning focus area: “building innovative practices, programs, and partnerships.”

## 15K088 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	1252	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	13	# Music	9	# Drama	14
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.4%	% Attendance Rate			94.0%
% Free Lunch	81.4%	% Reduced Lunch			6.2%
% Limited English Proficient	14.6%	% Students with Disabilities			26.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			13.3%
% Hispanic or Latino	58.1%	% Asian or Native Hawaiian/Pacific Islander			17.7%
% White	10.4%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.08	# of Assistant Principals (2014-15)			4
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			14.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.8%	Average Teacher Absences (2013-14)			7.43
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.1%	Mathematics Performance at levels 3 & 4			26.9%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			46.2%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			84.9%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			YES
White	YES	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			YES
White	N/A	Multi-Racial			YES
Students with Disabilities	NO	Limited English Proficient			N/A
Economically Disadvantaged	YES				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on a review of the 2013 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, 68 in math
- Median Adjusted Growth Percentile lowest third = 78 in math, 81 in math

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 and Math Assessments when compared to the 2013-2014 NYS ELA results

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>			
1. Assure effective use of assessments, specifically that literacy teachers use Degrees of Reading Power for all students and Word Identification and Spelling Test and running records for ELL students, students with disabilities and students with low decoding skill; and that content area teachers develop and	All students	September 9, 2015  June 28, 2016	Administrative cabinet

<p>effectively use common assessments 3-4 times throughout the year for these departments. All common assessments will identify a key CCLS skill and track student growth in the skill.</p> <p>2. Establish lead teachers in each subject area to develop best teaching practices and support the school's instructional vision of raising teacher performance and in turn student progress and performance.</p>			
<p>3. Place coaches and consultants to support best teaching practices and literacy and math teaching methods aligned to CCLS, including execution of CCLS tasks.</p> <p>4. Assure that departments set teaching and learning goals for student achievement and track and monitor student progress through frequent formative assessment and periodic assessment, such as MasteryConnect.</p>	All students	September 9, 2015  June 28, 2016	Administrative cabinet
<p>5. Develop trust among teachers in using common language to norm high, medium and low examples of student work for periodic assessments aligned to grade-level CCLS skills.</p> <p>6. Conduct bi-monthly faculty conferences designed to reinforce school-wide literacy goals, objectives, initiatives and effective use of data to inform instruction, such as incorporating instructional supports for ELLs and SwDs and identifying and tracking formative assessments through the scope and sequence of the curriculum.</p>	All students	September 9, 2015  June 28, 2016	Administrative cabinet
<p>7. 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.</p> <p>8. Engrade accounts for all parents to view student assignments, grades and units of study.</p>	All students	September 9, 2015  June 28, 2016	Administrative cabinet

#### **Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Math and science coaches</p> <p>2. AP of literacy</p> <p>3. AP of math and science</p> <p>4. AP of social studies</p> <p>5. ESL coordinator</p> <p>6. Lead teachers through Teaching Matters Institute</p>

- 7. Model teachers
- 8. Network education specialist
- 9. TCRWP staff developer
- 10. MSQI's Degrees of Reading Power assessment for all students except beginners and students in NYSAA
- 11. TCRWP curriculum scaffolded for M.S. 88 students
- 12. Assessment tracker
- 13. Wilson Just Words
- 14. Word Generation

Khan Academy, Learn Zillion, ThinkCERCA

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January and April, students will take the following assessments and show an increase against their baseline from September 2015, so that by June 2016 80% of students will demonstrate mastery of CCLS skills taught between September and January.

Universal assessments in ELA and math

Degrees of Reading Power and Word Identification Spelling Test in reading

Ongoing monitoring during set aside time at Monday PD meeting

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 SWDs, and 87% of parents were satisfied or very satisfied with the school culture.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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 Kids at Hope. We will see school wide improvement in student behavior grades, attendance and positive behavior systems by the deans.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. Kids at Hope is a culture and a mindset based on all children able to success; no exceptions. All school staff including teachers and non-pedagogues is trained in Kids at Hope Universal Truths, 4 ACES, student pledge and adult treasure hunter pledge.</p>	<p>School community – students, teachers, non-pedagogue staff, parents, partners</p>	<p>Ongoing throughout the 2015-16 school year</p>	<p>The administration will continue to monitor the effectiveness of these programs in the building through monthly SLT meetings and Principal’s Council meetings.</p>
<p>Deans are trained on common language in progressive discipline based on the Kids at Hope 3 ACES.</p>	<p>School community – students, teachers, non-pedagogue staff, parents, partners</p>	<p>Ongoing throughout the 2015-16 school year</p>	<p>The administration will continue to monitor the effectiveness of these programs in the building through monthly SLT meetings and Principal’s Council meetings.</p>
<p>Students are introduced to Kids at Hope at an assembly, and through daily pledges and through teachers sharing their treasure hunting.</p>	<p>School community – students, teachers, non-pedagogue staff, parents, partners</p>	<p>Ongoing throughout the 2015-16 school year</p>	<p>The administration will continue to monitor the effectiveness of these programs in the building through monthly SLT meetings and Principal’s Council meetings.</p>
<p>Parents are one of 4 ACES and will receive training during PTA meetings and extended parent conferences on the 4 ACES. Parents will attend Kids at Hope activities such as the art competition.</p>	<p>School community – students, teachers, non-pedagogue staff, parents, partners</p>	<p>Ongoing throughout the 2015-16 school year</p>	<p>The administration will continue to monitor the effectiveness of these programs in the building through monthly SLT meetings and Principal’s Council meetings.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>1. Administration</p> <p>2. Staff</p>

3. Guidance Counselors

4. Outside partnerships: PENCIL, Urban Advantage, Discovery, Columbia University

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, every student will participate in the Kids at Hope art competition which specifically identifies the 3 Universal Truths. The art competition rubric will assess student understanding of the purpose of Kids at Hope and the students' interest. We expect 90% of students to understand.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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 in order to address these changes which will focus on common assessments that support our instruction focus: evidence in argument.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, subject area professional learning communities will have common assessments for each unit of study that raise the level of rigor through high quality instruction.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b>	<b>Target Group(s) <i>Who will be targeted?</i></b>	<b>Timeline <i>What is the start and end date?</i></b>	<b>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></b>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>			
<p>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.</p>	<p>Teachers</p>	<p>September 8, 2015 to June 28, 2016</p>	<p>1. Administration 2. BFSC support personnel 3. Teacher teams</p>

2. Develop trust among teachers in using common language to norm high, medium and low examples of student work for periodic assessments aligned to grade-level CCLS skills.	Teachers	September 8, 2015 to June 28, 2016	1. Administration 2. BFSC support personnel 3. Teacher teams
3. Administration, lead teachers, and coaches will identify learning gaps based on state assessment, AMAO, and subject baselines. Based on these identified gaps, lead teachers and coaches will make customizations to curricula that provide access for all learners to the rigorous DOK 3 and 4 learning tasks.	Teachers	September 8, 2015 to June 28, 2016	1. Administration 2. BFSC support personnel 3. Teacher teams
4. Parents will see the growth of their child in one unit between pre and post assessments on Engrade.	Teachers	September 8, 2015 to June 28, 2016	1. Administration 2. BFSC support personnel 3. Teacher teams

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
1. Administrative cabinet										
2. Network support personnel										
3. Teacher teams										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>	<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>	<b>Other</b>

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, administration will review two units of study for common assessments by subject area.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our School Quality Report and our designation as a model middle school, we successfully support an extraordinary range of learners. Students made year-over-year progress where there was a 5% increase in students on level 3 and 4 and a decrease in students on level 1 in ELA and math.

#### Strengths

Based on 2011 QR this school was cited for a culture of trust and community that was highly developed school wide and exemplifies the enduring commitment of all constituents to student academic success.

The principal promotes a vision of 21<sup>st</sup> Century learning that is designed to ACCELERATE opportunities for all learners, practical application of skills and license to create and problem-solve.

The school has developed a strong teacher recruitment pool aligned to this vision by becoming a site for teacher training for key partners including: Teach for America; NYC Teaching Fellows; Student teachers from Columbia University, Brooklyn College, Hunter College Teacher residence institute; Model teachers; Scientists-in-Residence.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 21st Century learning will be seen uniformly in the work of all students through CCLS-aligned Integrated Project work that spans all content areas and all grade levels.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>21<sup>st</sup> Century Learning is enabled through a unique set of partnerships which facilitate pilot programs and practices including:</p> <p>Design thinking in the curricula</p> <p>Discovery Education tech books and Board Builder</p> <p>STEM competitions</p> <p>Scientists-in-Residence from Columbia University</p> <p>“Explode” the Code</p> <p>Virtual World</p> <p>NSF GK-12</p> <p>Engineering students from NYU/Polytechnic</p>	<p>All students, partnerships, teachers, and parents</p>	<p>September 8, 2015 to June 28, 2016</p>	<p>Administrative cabinet</p>
<p>Develop teacher teams to design Common Core aligned integrated learning projects that provide opportunities for all learners, practical application of skills and license to create and problem-solve</p>	<p>All teachers</p>	<p>September 8, 2015 to June 28, 2016</p>	<p>Administrative cabinet</p>
<p>Identify and develop teacher leadership roles to 1) champion 21<sup>st</sup> Century Accelerated learning to first pilot and then sustain new practices which will deepen future integrated projects.</p>	<p>Lead teachers</p>	<p>September 8, 2015 to June 28, 2016</p>	<p>Administrative cabinet</p>
<p>Run two weeks of student led showcases for integrated learning projects that demonstrated 21<sup>st</sup> Century learning aligned to common core.</p>	<p>All students, partnerships, teachers, and parents</p>	<p>September 8, 2015 to June 28, 2016</p>	<p>Administrative cabinet</p>

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Partners: Discovery Education, Columbia University Earth Institute, NYU/Polytechnic, Hunter College, Brooklyn College, Learning Partners Program, Teaching Matters Institute, Middle School Quality Initiative, PENCIL, ThinkCERCA

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By January 2016, teacher teams will look for trends in student application on what “power Common Core Standards” did students need to demonstrate and what “power Common Core Standards” did students need to demonstrate

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on 2014-2015 parent attendance at parent teacher conferences, we saw the highest number of parents, who include working parents and immigrant families with various educational background and experience, come up to the school to meet with teachers and be exposed to upcoming school events, volunteer activities and engage with the parent coordinator.

We want parents to come up to the school more regularly during the Tuesday parent engagement time from 2:40-3:20 p.m. We want to use parent attendance on Tuesday afternoon to inform them of upcoming events and volunteer opportunities as well as learning about their child’s progress and learning outside of the parent teacher conferences. As well, parents will use this time to email or call parents in cycles.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will have 90% of parents respond by survey that they are receiving clear communication about what their child is learning, academic level, social and emotional development, classroom learning experience, and parent events and activities.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>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.</p>	<p>Parents</p>	<p>Ongoing</p>	<p>Administration, deans, teachers</p>
<p>Parent communication survey to assess preferred communication and topics of interest. Survey during extended parent conferences and parent-teacher conferences.</p>	<p>PTA, parents</p>	<p>Ongoing</p>	<p>PTA, parent coordinator and administration cabinet</p>
<p>Identify parent liaisons for Spanish-speaking, Bengali-speaking, Chinese-speaking, and Arabic-speaking immigrant families.</p>	<p>PTA, parents</p>	<p>Ongoing</p>	<p>PTA, parent coordinator and administration cabinet</p>
<p>Prepare monthly principal’s letter and calendar, and email and print to parents.</p>	<p>PTA, parents</p>	<p>Ongoing</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Administrative cabinet, teacher teams, parent coordinator and PTA</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p><b>Tax Levy</b></p>		<p><b>Title I SWP</b></p>		<p><b>Title I TA</b></p>		<p><b>Title II, Part A</b></p>		<p><b>Title III, Part A</b></p>	<p><b>Title III, Immigrant</b></p>
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, we will survey parents regarding regularity of communication. We expect 75% of parents to respond that they are receiving communication by at least one of the following methods:

Backpack letter or flyer

Email

Text

Phone message

Engrade

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	Degrees of Reading Power assessment, Word Identification Spelling Test	Close reading Word Generation Wilson Wilson Just Words 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.	Small group three times a week Computer mobile cart and whole group once a week Small group; one-to-one	Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS During the school day for Wilson Just Words and Rosetta Stone
<b>Mathematics</b>	Universal assessment by grade	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.	Small group; one-to-one	Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS

		Khan Academy, and Learn Zillion are used to personalize interventions for struggling students.		
<b>Science</b>	MOSL assessments	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.	Small group; whole class	Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS
<b>Social Studies</b>	MOSL assessments	Social Studies 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.	Small group; whole class	Small group instruction takes place during the Extended Day period in order to meet the mandate 150 minutes for all students eligible for AIS
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Case-by-case evaluation of IEP goals, subject assessments, teacher and parent anecdotal	Good Shepherd Services offers counseling for the entire family including issues with childcare, housing, finances, health, immigration status, and education.  Guidance counselors make referrals to Sunset Terrace Mental Health Clinic (Lutheran), Heartshare, Jewish	Small group; one-to-one	Before, during, after school

		<p>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</p>		
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		<p>neighborhood agencies.</p> <p>The social work staff's Kinship program includes students and caretakers attending weekly meetings with both parties to provide advocacy, counseling, and basic needs assurance.</p>		
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## Section 7: Title I Program Information

**Directions:**

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<ul style="list-style-type: none"> <li>• In order to sustain and expand effective partnerships to achieve teacher quality goals and close student achievement gaps, we continue to:             <ul style="list-style-type: none"> <li>o Develop partnerships with city universities in order to train teachers effectively</li> <li>o Work with Teaching Fellows and Teach for America in order to observe and hire teachers who fit the philosophy of our school.</li> </ul> </li> <li>• 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)</li> <li>• 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</li> <li>• Provide new and second-year teachers with experienced mentors</li> </ul> <p>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.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the activities and strategies for high quality professional development for teachers, principals, 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

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. 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

### **Part 4: SWP Schools Only**

#### **4a. 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

#### **4b. 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.

N/A

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	948,744.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	20,132.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	7,879,396.00		

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Middle School 88**, 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 the school and the families. The 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 the school community. **Middle School 88** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template

**Middle School 88**, 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 on assessments.

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

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

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

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

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## Application for Immigrant Funding

**Requirements:** Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

**Directions:** Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: Middle School 88	DBN: 15K088
Name/Phone/Email Address of Contact Person: Sara Panag / 718-788-4482 / SPanag2@schools.nyc.go	
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 5	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here: To supplement the achievement of ELLs and immigrant students in our school, we have in place: A morning program for Newcomers, immigrant students (including 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 ELLs and immigrant students. Beginner students are instructed in English communication skills using the latest version of LightSail language software. Long Term ELLs and immigrant students are instructed using myON 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 ENL teachers use a team-teaching model and meet once a week after school to plan instruction. The after-school program open to all ELLs and immigrant students 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 ENL 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 and ThinkCERCA, 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 the revamped 2014-2015 NYSESLAT exam. We are a site for the English Language Literacy through Arts Saturday program that will run for five months and it is open to all of our ELLs and immigrant students.	

### Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include:

- 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 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 and immigrant students' data to support curriculum goals
- TC Reading and Writing Project lab site with a lens on ELLs and immigrant students
- Participation in our network's ESL Forums and SIOP workshops

To improve teaching practices for the achievement of our ELLs and immigrant students, we developed an extensive Professional Development program in concert with Teachers College, Teaching Matters, and Middle School Quality Initiative (MSQI). In addition to sending ESL teachers to TC calendar days that support the curriculum for ELLs and immigrant students, and Teaching Matters workshops and PLCs with a focus on ELLs and immigrant students. We programmed dedicated cycles to have our staff developer and education consultant work with ESL teachers and content area 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, NYSESLAT 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 ESL specialist with a lens on immigrant students. She regularly communicates and consults with the ESL teachers. As part of our Professional Development plan developed this year, ENL 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) ENL teachers attend calendar days to specifically address the needs of our ELL and immigrant student subgroups and (2) our staff developer works one-on-one and in small groups with our ENL 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 and immigrant students, through academic vocabulary study. ENL teachers are being trained and supported by MSQI coach.

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

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 and immigrant students. The school secretary maintains a log of assistance which serves as documentation for all Professional Development activities. All ENL and content area teachers use a combination of tablet apps and continue ongoing professional development in education technology tools.

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

We have an MSQI coach, twice monthly on Thursdays, piloting Word Generation to develop academic vocabulary for ELLs and immigrant students. 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 and immigrant students.

#### **Part D: Parental Engagement Activities**

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- 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 and parents of immigrant students, we distribute a Parent Survey at the beginning of each year to better understand parent concerns and individual family needs, and parents also provide feedback to the school through the Annual School Environment Survey.

Our Parent Coordinator, Tracy Jordan, who is fluent in Spanish, runs health workshops for parents in conjunction with Health Plus and Lutheran Hospital. She meets regularly with ELL parents and parents of immigrant students regarding the emotional and academic well-being of all students providing them with and connecting them to school-based and community-based support resources.

With the introduction of IDNYC, we launched our own initiative of parent outreach to apply for the IDNYC highlighting the free access to cultural institutions, the ease of accessing government and municipal buildings and offices, and most importantly how easy it is to accrue the points necessary to apply for IDNYC through regular parent workshops on IDNYC and parent-school created IDNYC posters and brochures. We post available appointments that parents can sign up for to apply for IDNYC and answer questions of who examples where a parent's family member was deemed ineligible. Our answers comply with the requirements listed on NYC.gov.

Technology workshops for parents of ELLs and immigrant students including use of M.S. 88's web-based programs such as Khan Academy, Learn Zillion, NewsELA, ThinkCERCA and Engrade are offered several times a year.

International Food Festival Pot Luck Day, held November 25, as well as Crossing Languages and Cultures through Art, held December 22, 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, Spanish, Chinese and Bengali where available so that parents can understand what their children are doing in school and connect as lifelong learners themselves, with the take-away of strategies to support their children at home in their home language.

Information about the workshops, arts and culture nights and curriculum nights are communicated to parents via fliers posted in the main entrance lobby and the PTA room, via email, via phone master, via text message, via fliers and notices sent home in student backpacks, and monthly parent calendar and newsletter posted on the school website, emailed and backpacked home. Evening meetings and workshops are scheduled from 6-8 p.m. and afternoon meetings and workshops are scheduled from 2:50-4 p.m. on Tuesdays once a month.

#### **Part E: Budget**

**Part D: Parental Engagement Activities**

**FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>088</b>
School Name <b>Middle School 88</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Ailene Altman Mitchell</b>	Assistant Principal <b>Sara Panag</b>
Coach <b>Cera-Jann Joseph-Guevara</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>type here</b>
Teacher/Subject Area	Parent <b>Beatrice Riefkohl</b>
Teacher/Subject Area <b>Jack Wasylyk/ENL</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>4</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>1266</b>	Total number of ELLs	<b>176</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

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

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	176	<b>Newcomers</b> (ELLs receiving service 0-3 years)	46	<b>ELL Students with Disabilities</b>	124
<b>SIFE</b>	24	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	78	<b>Long-Term</b> (ELLs receiving service 7 or more years)	52

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	46	22	1	78	2	34	52	0	29	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New 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							48	45	22					0
Chinese							11	9	8					0
Russian														0
Bengali							10	4	4					0
Urdu								1	1					0
Arabic							4	3	2					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other SI, TW, UZ							2	2						0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							8	4	3					0
<b>Emerging</b> (Low Intermediate)							12	0	0					0
<b>Transitioning</b> (High Intermediate)							16	7	9					0
<b>Expanding</b> (Advanced)							52	48	20					0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Analyzing the data above has allowed our ESL teachers to work in conjunction with our staff developers from Teachers College, Teaching Matters and MSQI support staff 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.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The majority of students who have been provided with the option of taking the exam in English or their native language chose to take the exams in English. Based on the small sample size (7 students) who select to complete the exam in their native language, there is no discernible difference in student performance.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?

We make every effort to ensure that a child's second language development is considered in all instructional decisions. We do this by working in instructional teams, collaborating with administration, and including all teachers who work with ELLs. We have discussions about approaches to target the most specific needs of our ELL students, while keeping language development as a part of all instructional decisions. Classroom teachers use high-quality research-based instruction which is differentiated for ELLs, collect data, monitor ongoing progress, and work with colleagues in making instructional decisions based on the data.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

We examine a variety of data sources through ATS reports, item analyses spreadsheets and the school's Quality Guide 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

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 NYSITELL testing. This decision is noted immediately on the HLIS form and the student is administered the NYSITELL 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 NYSITELL 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 ENL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Qualified ENL teachers administer the NYSITELL as well as an oral interview questionnaire. As we have students whose home language is Bengali, Arabic, Chinese, or Spanish we also administer the LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

NYSITELL eligibility for students with IEPs is based on the determination of the LPT, which includes the assistant principal supervising literacy, the literacy coach, the ENL teacher and a parent member.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
**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**
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).  
**Along with the entitlement letter of ELL status notification within 5 school days of ELL identification, Mr. Wasylyk informs parents of the results and that they have the right to appeal the ELL status within 45 days of enrollment.**
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
**We provide this in the entitlement and non-entitlement letters, the first parent conference, parent survey, and the first parent meeting for parents of ELLs.**
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
**We are aware of our incoming ELLs from elementary school and newly enrolled ELLs and Mr. Wasylyk coordinates with the pupil personnel secretary and the parent coordinator to ensure the surveys are returned in a timely manner.**
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
**We conduct parent outreach through Mr. Wasylyk and the parent coordinator if forms are not completed or incomplete and assist parents in understanding why it needs to be completed and how to complete it in a timely manner.**
9. Describe how your school ensures that placement parent notification letters are distributed.  
**We have a system for school start up and the ongoing enrollment process managed by the assistant principal, ENL teacher and pupil personnel secretary to ensure that placement parent notification letters are distributed.**
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
**The pupil personnel secretary files all ELL documentation in student records.**
11. 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.  
**Paste response to question here:**
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
**Paste response to question here:**
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
**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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

Middle School 88 currently has a total enrollment of 1276 students and \_\_\_\_ English Language Learners (or \_\_\_\_ % of the total population), all of whom are served by a freestanding ESL program. Our program serves \_\_\_\_ General Education and \_\_\_\_ 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 ENL 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 ENL 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 ENL support. The program is taught exclusively in English but all five of our ENL teachers are fluent in Spanish. Since Spanish is the largest home language group among our ENL population and more than half of the beginner students are speakers of Spanish, this allows the ENL 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 NYSITELL, ELA Exam, Reading Levels 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 ENL classrooms. This differentiation is further tailored to student need based on an ongoing dialogue between ENL 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.

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Since our ELLs are programmed into designated classes for ENL, they receive all of their mandated periods of ENL services during the normal literacy block from a certified ENL teacher. Advanced students receive their mandated periods of ELA instruction during periods in which a licensed literacy teacher pushes into the ENL 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 ENL teachers regularly reference student transcripts and records which are easily accessible as 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 ENL 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 ENL teacher communicates regularly with IEP teachers to understand the needs of each ENL student with an IEP. As is common practice with all of our SWD, IEP teachers share best practices with the ENL 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 core content is delivered in each program model. 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 ARIS to access program-wide data on student performance. Additionally this year in accordance with our school's data and in conjunction with MSQI, we have piloted the WordGen vocabulary acquisition program in our ESL classes this year .

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 home 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 each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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 ENL teachers regularly reference student transcripts and records which are easily accessible via 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 ENL 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 ENL 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 ENL 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 ENL 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

All students including ELLs and non-ELLs take unit pre- and post-assessments. This summative data for the core curricula is captured in MasteryConnect and teachers use the data reports along with student work samples during professional development Mondays and Other Work Time to assess student progress against a benchmark. This allows teachers and administrators to see how well students are making progress and what interventions are needed for struggling students. This system inherently prevents any adverse affect by the re-identification as the literacy coach, who is also an ENL teacher, and the ENL teachers regularly review updated lists of current and former ELLs and their academic progress.

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

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. ENL 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

Chart

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 MasteryConnect 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. The ELA teacher meets with the students’ other content area teachers to discuss targeted ENL 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

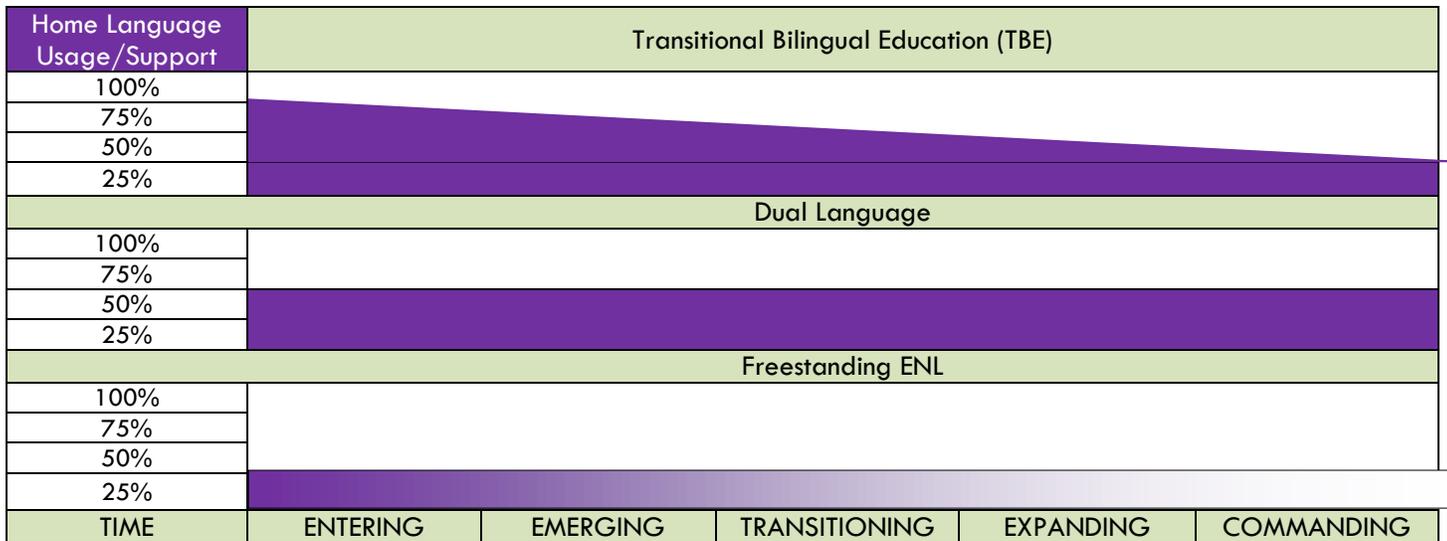


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. We have also provided parallel classroom library texts on all levels in the ELL classrooms in both English and the students' native languages.
11. 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 ENL Literacy Coach, with weekly ENL meetings, ensures even greater program coherence and collaboration than would be otherwise possible. The ENL 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.
12. What new programs or improvements will be considered for the upcoming school year?  
We have launched Wilson's Just Words as a full ongoing program with our 6th grade ELL students. Additionally, we have launched the aforementioned vocabulary program, WordGen which is being implemented in all core content areas.
13. What programs/services for ELLs will be discontinued and why?  
We discontinued Achieve 3000 and have instead had our social studies teachers of ENL students use the current events program, Newsela which allows students to experience the same content at different Lexile levels and ThinkCERCA which has a proven track record at our school for lifting student progress.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
We are proud this year to offer a fully comprehensive, free after school program provided by LEAP which folds in academic, artistic and athletic elements. Additionally all ELLs are offered equal opportunity to participate in all of our school's extra curricular activities, which include Design Thinking, LEGO Robotics, Band, Yearbook, and Theater as well as a multitude of arts and athletic programs.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 ENL classrooms, up to date Rosetta Stone software, and classroom document cameras. ENL teachers and ELL students have priority over the school's computer lab, and each ENL class enjoys dedicated time in the lab as part of its weekly schedule. Because of our strengths as an ENL 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
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Instructional materials are available in students' native languages across the ELL/ELA classrooms.
17. Explain how the school ensures all required services/resources support and 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 ENL 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 ENL 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.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
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.
19. What language electives are offered to ELLs?

Spanish is offered as the school's only elective language.

20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Five 50-minute professional development sessions will be devoted to ELL services. ENL 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 Common Core Standards. There is also a separate meeting for all staff members who will be administering statewide exams that focuses on making sure that testing accommodations for ELL students. All content teachers are trained to develop a college and career ready culture for ELLs that begins 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 ENL teachers 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 during Professional Development sessions. Additionally, our teachers in the ELL department meet weekly for a 35-minute Professional Development session tied into the current best practices in supporting ELLs to be successful in utilizing the CCLS.

Our ENL teachers plan weekly with content area teachers, and monthly with assistant principals and as needed with the 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

We believe in a holistic approach to language development in literacy and all content areas. The professional development on Mondays incorporates sound ELL instructional strategies because our population of ELLs and F-ELLs make up nearly two-thirds of the school. This includes teacher-led workshops on building vocabulary across content, vocabulary front-loading, using technology to support language acquisition and
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Aside from English language fluency, ELLs have the same developmental characteristics and needs of any incoming 6<sup>th</sup> grader and graduating 8<sup>th</sup> grader. Our teachers of 6<sup>th</sup> grade are aware of and trained in the needs of children transitioning from a one to two teacher all-day block schedule to a changing program with five to six teachers and traveling from classroom to classroom. The uniqueness is to support the language development and to communicate the differences to the families of ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.

Please refer to response B. 1. The school secretary maintains attendance records for on-site and off-site PD. Teachers record and save meeting minutes that are shared with administration on Google Drive or Dropbox.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

During parent engagement time on Tuesdays we run workshops for all parents and include Spanish translation as needed. During feeder school tours we provide Spanish translation for parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Parent volunteers, the PTA and the PC maintain records of outreach other than schoolwide outreach to parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

We uses resources from Colorin Colorado's

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We have reached out Spanish, Arabic, Bengali and Chinese CBOs but have not found sufficient support as they are stretched in meeting the needs of the community beyond our school.

5. How do you evaluate the needs of the parents?

We utilize student learning needs surveys at the beginning of the school year that inquires about family life as well as outreach to limited English proficiency parents through translators and parent volunteers to engage them with school and to assess the reason for the low engagement rate.

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

ELL parents are regarded as important partners in the school community, and as such we schedule 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.

### D. Additional Information

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

Paste response 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. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ailene Altman Mitchell	Principal		1/1/01
Sara Panag	Assistant Principal		1/1/01
Tracy Jordan	Parent Coordinator		1/1/01
Jack Wasylyk	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K088** School Name: **Middle School 88**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We have records of parents language suveys for our current year 7 th and 8 th grade students. All parents/guardians of newly enrolled students fill out a Home Language Survey when enrolling their child. This form is maintained as part of the student's record. If the parent/guardian indicates on the HLIS that they would like to receive information from the school in their home language, forms being sent home are translated either in written form or orally to the parent/guardian. Information from teachers is translated to parents by staff members who speak the home language or via telephone translation unit. There are currently 174 ELLs at Middle School 88. During the first week of school and curriculum night, the parents provide requests for language preference and they document their language preference on the emergency contact cards. The ATS Report of Preferred Languages is updated regularly in order to maintain accurate information on parent language choices (RAPO ATS Report). Parent Blue Cards are also updated regularly to keep parent language choices current. Parent surveys are given out by the parent coordinator in order to maintain accurate data on parent language choices. Teachers also send home surveys during the first weeks of school in order to collect parent data by class. A report is generated using a variety of data sets in order to regularly update the languages that parents speak by class.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Approximately 65% percent of the school's population reports Spanish as the primary language. Fifteen percent and 14% report Bengali and Chinese or Mandarin as the primary language. The remaining five percent speak Arabic, French, Russian, Urdu, Twi, Uzbek or Vietnamese. The school's demographic is made available on the school's official DOE website. Teachers whose parents have elected to receive information in their home language have had this information communicated to them by the ENL coordinator. All other language needs are met through the utilization of the DOE Translation and Interpretation Unit.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents which are distributed to parents/guardians and require translations are: annual handbooks, parent-teacher conference announcements, ELL parent orientation information letters, NYSESLAT testing notification and calendar, other NYS testing dates, curriculum overview, ELL entitlement and non-entitlement letters, as well as letters from the school leadership. Curriculum information is sent at the beginning of the school year. Testing dates and calendars are provided as soon as they become available in order to allow parent/guardians to prepare themselves as well as their children for upcoming events. Parent's Bill of Rights are distributed as they become available to the school. School announcements, after school program information, general overview of student curriculum and letters from school leadership is translated in order to keep all parents aware and engaged on all school matters.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Middle School 88 holds four parent conferences throughout the school year. The first, in September, introduces parents to their children's new grade and provides curriculum information. The next three, held in November, March and June are focused on student progress and grades. The ENL teacher holds a parent orientation for any newly enrolled ELL parent/guradian as well as separate meetings for individual ELL parent/guardians throughout the year. Teachers communicate with parents throughout the year via Engrade, Remind or Youcanbook.me in order to address questions/concerns ad well as any possible issues in or outside of the classroom. If necessary, the guidance counselor will also be present during such meetings. In addition to these meetings, a designated one to one parent conference will take place annually in order to provide updates on student progress as mandated by CR Part 154.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

If a parent indicates on the HLIS or communicates to a staff member that they would like to receive any forms from the school in their home language, Middle School 88 is sure to meet these needs. The school will provide translation through the Department of Education for documents that relate specifically to the Chancellor's Regulation. The translation of the documents will be completed by a Spanish-speaking staff member or the use of Google Translate for languages other than Spanish if the turnaround time is short, which is then vetted by a parent member who speaks the native language and English. A current roster of bilingual staff is maintained and updated regularly. A designated staff member will obtain documents and contact the Translation and Interpretation Unit to provide timely written translation services for designated parents. The services will be documented to ensure timely provision of translated documents to parents.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If a parent who has requested translation services visits or calls the school, a teacher who is proficient in the home language will be made available to translate between school staff and the parent. If a staff member who speak the parent's home language is not available, the DOE Translation and Interpretation Unit will be contacted and asked to take part in the meeting via telephone. There are currently school staff members that are proficient in Spanish, Mandarin and Cantonese, and are able to support translation and interpretation services for the parents. A current roster is maintained and regularly updated in order to access bilingual staff that can be called upon to provide interpretation services for parents. Over-the-phone interpreters is utilized for languages other than Spanish or when the demand for Spanish or Chinese is greater than on-site Spanish and Chinese translators.

## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator (LAC) has created articulation sheets informing teachers about the Translation and Interpretation Unit's services. Staff has been made aware of the LAC's role in the coordination of parent language needs and has been notified to contact the LAC and document the language needs of parents regularly. should any such needs occur. Staff members are provided with information on the use of translation services and over the phone interpretation services at faculty conferences twice a year. The Translation and Interpretation Language ID Guide and Language Palm Card are distributed at these sessions. These professional development sessions exclusively target translation and interpretation services for parents of English Language Learners. All teachers and school staff members are given copies of the "I Speak...." card which includes the phone number for over-the-phone interpretation.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### **Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Middle School 88 has a multilingual welcome poster hanging in the main entrance to the school building so that everyone that enters the building is aware of language assistance services. Language I.D. guides are kept in at the security office as well as the main office. Information for parents on the N.Y.C.D.O. E.'s translation and interpretation services are available in 10 languages, and is kept at the security desk and main office. Parents' Bill of Rights are sent to the school in a variety of languages and they are distributed upon arrival to all parents who have indicated a preferred language other than English. The school staff are aware of language assistance services provided by the school by using data (ATS Reports, Blue Cards and Surveys), updated roster of bilingual staff and The Translation and Interpretation Unit Services, and daily interactions with parents with limited English proficiency.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys are distributed at the beginning of the year which gather feedback from parents on the quality and availability of services. The ENL teacher also meets individually with all parents/guardians of ELLs and can then also ascertain the needs and concerns that they may have. After such meetings, the ENL teacher confers with the parent coordinator and/or the classroom teachers in order to discuss the needs of the parents/guardians and students. In order to gather feedback from parents, we are creating a focus group of multilingual and multicultural parents to discuss their needs and the needs of their children. We can obtain information to inform our practices in order to improve the quality and availability of services we provide to parents and students.