

P. S. 88-Q

The Seneca School

2010 - 2011

SCHOOL COMPREHENSIVE
EDUCATIONAL PLAN
(CEP)

24-Q-088

**60-85 Catalpa Avenue
Ridgewood, New York 11385
(718) 821-8121 Fax: (718) 386-7214**

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**SECTION I: SCHOOL INFORMATION
2009 – 2010**

School Number: PS 088-Q *School Name:* The Seneca School

School Address: 60-85 Catalpa Avenue, Ridgewood, New York 11385

School Telephone: (718) 821-8121 *Fax Number:* (718) 386-7214

School Contact Person: David Bishop *Email:* Dbishop@schools.nyc.gov

<i>Position/Title</i>	<u>Print/Type Name</u>
<i>School Leadership Team Chairperson:</i>	<u>Mire Kabashi</u>
<i>Principal:</i>	<u>David Bishop</u>
<i>UFT Chapter Leader:</i>	<u>Maureen Wolf</u>
<i>Parent/Teacher Association President:</i>	<u>Yolanda Gomez</u>

District And School Support Organization (SSO) Information

District: <u>24</u>	SSO Name:	<u>CFN 204</u>
SSO Network Leader:		<u>Diane Foley</u>
Superintendent:		<u>Madelene Taub-Chan</u>

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

The duly constituted Leadership Team for the P. S. 88 is:

NAME	POSITION / CONSTITUENCY REPRESENTED	SIGNATURE
David Bishop	*Principal	
Maureen Wolf	*Faculty / UFT Chairperson	
Yolanda Gomez	*PTA President	
Mire Kabashi	SLT Chairperson / Teacher	
Angela DePaola	Member / Teacher	
Tara Morgan	Member / Teacher	
Margaret Joaskorzynski	Member / Parent	
Rosa Malone	Member / Parent	
Lori McDermott	Member / Parent	
Christine Viana	Member / Parent	

*Core (Mandatory) SLT Members

SECTION III: SCHOOL PROFILE

PART A: Narrative Description

School Vision and Mission:

PS 88 is committed to the education of the whole child so that he/she may become a literate, responsible, self-sufficient, contributing citizen of the immediate community and the world at large.

At PS 88, all children are included and given an opportunity to actively participate in many cultural and enrichment programs. We continually assess our educational programs and methods to determine which are succeeding as well as which need to be modified.

Description of School:

PS 88, a large urban elementary school located in north Queens, currently serves 1,079 children in grades pre-kindergarten through five. Our school organization consists of 44 classes.

The faculty at PS 88 consists of 56 classroom teachers which includes 26 ICT teachers and one SETSS teacher; 25 OTPs (clusters, ESL, speech, reading), two guidance counselors, two therapists, two occupational therapists, and .5 adaptive physical education teacher. The administrative staff includes two general education Assistant Principals. Close to 100% hold masters' degrees and/or have advanced degrees and/or courses.

All reading specialists work with classroom teachers to align their respective curricula with the CCSS (Common Core State). Children in grades two through five receive AIS reading services based upon the results of informal and formal assessments, as well as teacher input

Strategic Collaborations:

We formed inquiry teams based on the needs of student population and collaborate within the grades to discuss different teaching techniques as well as trends.

- Grade conferences to discuss curriculum
- Inter-class visitations to maintain continuity within the grades

The general education and the special education teachers work together collaboratively to ensure the needs of all students are being met. The teachers employ differentiated instruction and tap on the various modalities through the identification of students' learning styles.

Special Initiatives:

100 Days of School Celebration; participation in the Region wide Spelling Bee; Parent-Student Sports Night; Parent/Student Math Games Night; Pajama Read-Along; School Store; Newspaper Club; Valentine's Day "I Love You Very Brunch"; Spring Brunch and monthly Crafts Workshop for parents and children; Valentines for Vets; fundraising for various foundations.

Several local businesses donate goods and services to our school to be used as part of our school-wide activities. Attorneys in the community have financially supported our Future Lawyers' Club trip to historic states. Several have served as "judges" in our District's Mock Trial and/or Moot Competitions.

PS 88 continues to be a training ground for prospective teachers from several institutions of higher learning, i.e., LaGuardia Community College and Queens College.

PS 88 offers a variety of special education services. The teachers collaborate across grades differentiating instruction and identify the learning styles of the students.

Computer instruction is provided at all grade levels in each classroom.

- One classroom has an ELMO.
- Three SMART Boards are in our science labs, and in the computer lab.
- A media center (library) has seven student workstations.

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 088 Seneca								
District:	24	DBN:	24Q088	School BEDS Code:	342400010088				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	32	33	30		93.0	93.8	TBD		
Kindergarten	135	147	161	Student Stability - % of Enrollment:					
Grade 1	148	158	161	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	169	173	176		92.1	93.7	TBD		
Grade 3	156	173	173	Poverty Rate - % of Enrollment:					
Grade 4	170	171	180	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	189	168	175		57.0	57.0	75.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number:					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		3	2	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		34	36	25		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	26	8	23	(As of October 31)	2007-08	2008-09	2009-10		
Total	1025	1031	1079						
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	19	32	43	Principal Suspensions	3	17	TBD		
# in Collaborative Team Teaching (CTT) Classes	117	115	113	Superintendent Suspensions	0	8	TBD		
Number all others	48	51	43	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0	
(BESIS Survey)					Early College HS Program Participants	0	0	0	
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	92	90	TBD		
# receiving ESL services only	183	206	214						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	12	11	40	Number of Administrators and Other Professionals	31	33	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	19	19	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	84.8	85.6	TBD
				% more than 5 years teaching anywhere	81.5	83.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	99.0	98.0	TBD
American Indian or Alaska Native	0.4	0.8	0.3		99.0	98.5	TBD
Black or African American	2.0	2.0	2.1				
Hispanic or Latino	51.2	53.1	52.5				
Asian or Native Hawaiian/Other Pacific Isl.	6.7	6.6	7.8				
White	39.6	37.3	36.4				
Male	52.5	51.0	51.6				
Female	47.5	49.0	48.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	81.2			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	9.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	14.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	49						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	8.3						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Student Performance Trends:

GRADE 3: In 2010, 43% of the students scored in Levels 3 and 4 combined, a decrease of 37%.

Teacher assessment based on a combination of evaluative tools (e.g., weekly tests, Instructionally Targeted Assessment (ITA) and Predictive Assessments, student portfolios, Informal Reading Inventory (IRI), ARIS, Acuity, and Inquiry Team data) support standardized test data.

GRADE 3: Student Performance On The ELA Assessment

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
			#	%	#	%	#	%	#	%	#	%
2008	145	669.2	5	3.4	46	31.7	76	51.7	19	13.1	94	64.8
2009	169	661.7	13	7.9	34	20.6	103	62.4	15	9.1	118	71.5
2010	167	659.0	39	23.0	56	34.0	62	37.0	10	6.0	72	

Results in Grade 3 English Language Arts

Results by Student Group 2009-2010 School Year	STUDENTS TESTED	LEVEL 3-4
All Students	167	43%
Gender		
Female	79	47%
Male	88	40%
Race/Ethnicity		
Black or African American	3	-5%
Hispanic or Latino	89	36%
Asian or Pacific Islander	9	5%
White	66	50%
General Education	138	50%
Students with Disabilities	29	10%
English Proficient	130	48%
Limited English Proficient	37	24%
Economically Disadvantaged	167	43%

GRADE 4: In 2010, 49% of the students scored Levels 3 and 4 combined, a decrease of 37%.

GRADE 4: Student Performance On The NYS ELA Assessment

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
			#	%	#	%	#	%	#	%	#	%
2008	157	652.6	16	10.2	50	31.8	90	57.3	1	0.6	91	59.9
2009	167	671.3	2	1.2	38	23.0	114	69.1	11	6.7	91	59.9
2010	171	662.0	20	12.0	85	50.0	65	38.0	3	1.0	68	39.0

Results in Grade 4 English Language Arts

Results by Student Group 2009-2010 School Year	STUDENTS TESTED	LEVEL 3-4
All Students	171	39%
Gender		
Female	69	46%
Male	102	33%
Race/Ethnicity		
Black or African American	4	5%
Hispanic or Latino	77	32%
Asian or Pacific Islander	17	53%
White	72	42%
General Education	134	47%
Students with Disabilities	37	8%
English Proficient	139	45%
Limited English Proficient	32	13%
Economically Disadvantaged	171	39%

GRADE 5: In 2010, 57% of the students scored Levels 3 and 4 combined, a decrease of 15%.

GRADE 5: Student Performance On The ELA Assessment

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
			#	%	#	%	#	%	#	%	#	%
2008	177	661.8	0	0.0	49	27.7	123	68.9	6	3.4	128	72.3
2009	165	667.7	0	0.0	45	27.4	105	64.0	14	8.5	119	72.6
2010	171	675.0	22	13.0	51	30.0	66	39.0	32	19.0	98	57.0

Results in Grade 5 English Language Arts

Results by Student Group 2009-2010 School Year	STUDENTS TESTED	LEVEL 3-4
All Students	171	72%
Gender		
Female	82	65%
Male	89	51%
Race/Ethnicity		
Black or African American	3	5%
Hispanic or Latino	101	48%
Asian or Pacific Islander	4	5%
White	63	73%
General Education	139	68%
Students with Disabilities	32	13%
English Proficient	147	63%
Limited English Proficient	24	21%
Economically Disadvantaged	171	57%

GRADE 3: In 2010, 49% of the students scored in Levels 3 and 4 combined, a decrease of 43%.

GRADE 3: Student Performance On The Mathematics Test

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
			#	%	#	%	#	%	#	%	#	%
2008	155	691.2	0	0.0	12	7.7	97	62.6	46	29.7	143	92.0
2009	177	688.0	3	2.0	12	7.0	119	69.0	39	22.0	158	92.0
2010	169	687.0	22	13.0	64	38.0	52	31.0	31	18.0	83	49.0

Results in Grade 3 Mathematics

Results by Student Group 2009-2010 School Year	STUDENTS TESTED	LEVEL 3-4
All Students	169	91%
Gender		
Female	80	46%
Male	89	52%
Race/Ethnicity		
Black or African American	3	5%
Hispanic or Latino	90	37%
Asian or Pacific Islander	10	5%
White	66	64%
General Education	140	58%
Students with Disabilities	29	7%
English Proficient	130	53%
Limited English Proficient	39	36%
Economically Disadvantaged	169	49%

GRADE 4: In 2010, 55% of the students scored in Levels 3 and 4 combined, a decrease of 27%.

GRADE 4: Student Performance On The Mathematics Test

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
			#	%	#	%	#	%	#	%	#	%
2008	171	673.7	8	4.7	30	17.5	100	58.5	33	19.3	133	77.8
2009	172	680.0	3	1.8	26	15.3	95	55.9	46	27.1	141	82.9
2010	175	680.0	10	6.0	68	39.0	61	35.0	36	21.0	97	55.0

Results in Grade 4 Mathematics

Results by Student Group 2009-2009 School Year	STUDENTS TESTED	LEVEL 3-4
All Students	175	85%
Gender		
Female	70	60%
Male	105	52%
Race/Ethnicity		
Black or African American	4	5%
Hispanic or Latino	80	44%
Asian or Pacific Islander	18	67%
White	72	64%
General Education	138	64%
Students with Disabilities	37	22%
English Proficient	139	63%
Limited English Proficient	36	28%
Economically Disadvantaged	175	55%

GRADE 5:In 2010, 61% of the students scored in Levels 3 and 4 combined, a decrease of 21%.

GRADE 5: Student Performance On The Mathematics Test

Year	# Tested	Mean Scale Score	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
			#	%	#	%	#	%	#	%	#	%
2008	188	682.8	2	1.1	25	13.3	104	55.3	57	30.3	161	85.6
2009	171	680.0	3	1.8	26	15.3	95	55.9	46	27.1	141	82.9
2010	172	684.0	8	5.0	59	34.0	58	34.0	47	27.0	105	61.0

Results in Grade 5 Mathematics

Results by Student Group 2009-2010 School Year	STUDENTS TESTED	LEVEL 3-4
All Students	172	61%
Gender		
Female	84	62%
Male	88	60%
Race/Ethnicity		
Black or African American	3	5%
Hispanic or Latino	101	54%
Asian or Pacific Islander	4	5%
White	64	72%
General Education	140	70%
Students with Disabilities	32	22%
English Proficient	146	87%
Limited English Proficient	26	19%
Economically Disadvantaged	172	61%

English Language Arts:

For all students tested in grade 3, scores decreased by 37% in Levels 3 and 4. In grade 4, scores decreased 37% in Levels 3 and 4. Grade 5 decreased 15%.

For all ELL students tested in grade 3, scores decreased 8% in Levels 3 and 4. In grade 4, scores decreased 45% in Levels 3 and 4. In grade 5, scores decreased 10% in Levels 3 and 4.

For all students with disabilities, in grade 3 scores decreased 25% in Levels 3 and 4. In grade 4, scores decreased 34% in Levels 3 and 4. In grade 5, scores decreased 26% in Levels 3 and 4.

For all females tested in grade 3, scores decreased 26% compared to the males who decreased 43% in Levels 3 and 4. In grade 4, females' scores decreased 37% compared to the males who scores decreased 36% in Levels 3 and 4. In grade 5, females' scores decreased 10% compared to the males who decreased 18% in Levels 3 and 4.

Mathematics:

For all students tested in grade 3, scores decreased 43% in Levels 3 and 4. In grade 4, scores decreased 27% in Levels 3 and 4. In grade 5, scores decreased 21% in Levels 3 and 4.

For all ELL students tested in grade 3, scores decreased 42% in Levels 3 and 4. In grade 4, scores decreased 52% in Levels 3 and 4. In grade 5, scores decreased 42% in Levels 3 and 4.

For all students with disabilities tested in grade 3, scores decreased 61% in Levels 3 and 4. In grade 4, scores decreased 40% in Levels 3 and 4. In grade 5, scores decreased 40% in Levels 3 and 4.

For all females tested in grade 3, scores decreased 47% compared to the males who also decreased 38% in Levels 3 and 4. In grade 4, females' scores decreased 30% compared to the males who scores decreased 30% in Levels 3 and 4. In grade 5, females' scores decreased 23% as compared to the males who decreased 23% in Levels 3 and 4.

Great Accomplishments:

1. We provide activities that introduce students to career opportunities, including the Future Lawyers Club which researches and presents a mock trial at the end of the year. This program focuses on civics and is the only one left in the district (elementary level) from the inception of the program in the 1999-2000 school year.
2. We provide creative enrichment through the Guggenheim Museum, Empire State Grant, Art
3. PS 88 has received numerous Technology Grants from the local councilman which allowed us to purchase two SMART Boards.
4. PS 88 has implemented a new Literacy Program based upon the data collected and work of the Inquiry Team. *Core Inquiry Team* uses data to assess areas of weakness and collaborate on what subject areas need immediate attention. *Grade Inquiry Team* implements effective teaching strategies as well as collaboratively researching data and identifying trends.
5. An increase in Professional Development sessions for data collection and analysis to drive classroom differentiated instruction.

Barriers:

1. As a result of budget constraints for the 2010-2011 school year, we have fewer classroom teachers, Academic Intervention providers, before and after school programs, and art and music programs.
2. Our school has a large diverse population of students whose parents speak over 25 different languages which creates some difficulty for teachers to communicate with the parents on a continuous basis.
3. We have oversized classes on some grade levels due to budgetary constraints.
4. Time constraints make it difficult to dig deeper into Inquiry Team work, Quality Review Rubrics, and results from formal and informal assessments.

SECTION V: ANNUAL SCHOOL GOALS

GOAL NUMBER 1: D A T A	
Description	Expand the process of using data to set goals, develop instructional strategies to differentiate instruction, monitor student progress and improve student outcomes.
Annual Goal	By June 2011, 65% of our Staff (50 Classroom Teachers) will use pre-assessment tests, classroom tests, formative (periodic assessment) and <u>summative assessment data to analyze results, set interim student benchmarks</u> , modify and differentiate instruction to prepare students to meet promotional criteria in June 2011.

GOAL NUMBER 2: F E E D B A C K	
Description	Establish a consistent policy to ensure teacher feedback in response to student work that conveys high expectations and clear next steps.
Annual Goal	By June 2011, 65% of our Staff will use written feedback in response to student work to improve student outcomes.

GOAL NUMBER 3: P R O F E S S I O N A L D E V E L O P M E N T	
Description	Implement a professional development plan that aligns with teachers' goals and includes monitoring, revising, and evaluation procedures to determine the impact of instructional strategies on student achievement.
Annual Goal	By June 2011, 100% of the teaching staff will attend professional development sessions that will assist them in determining the impact of instructional strategies on student achievement.

GOAL NUMBER 4: S T U D E N T A C H I E V E M E N T	
Description	Develop and implement differentiated instruction to assist struggling learners and their needs to meet proficiency levels.
Annual Goal	By June 2011, the number of students in grades 3, 4, and 5 who will perform at proficiency (levels 3 and 4) will increase from 54.9% to 60% by targeting the students performing in the lowest one third of 3 rd , 4 th , and 5 th grade.

GOAL NUMBER 1: D A T A	
Annual Goal	By June 2011, 65% of our Staff will use pre-assessment tests, classroom tests, formative (periodic assessment) and <u>summative assessment data to analyze results, set interim student benchmarks,</u> modify and differentiate instruction to prepare students to meet promotional criteria in June 2011.
Action Plan	<ol style="list-style-type: none"> 1. Provide internal professional development on the use of data collection and analysis in order to develop instructional strategies to differentiate instruction. 2. Our CFN (Children's First Network) will provide on-going professional development. 3. Purchase Pre-Referral Intervention Manual (PRIM) for all Teachers. 4. Use the Houghton Mifflin Reading System's Teacher Resource Kit and Assessments, and Everyday Mathematics Assessments. 5. Use data collection, analysis and record to results in order to differentiate instruction. 6. Align curricular calendar to the new Common Core State Standards.
Aligning Resources: Implications for Budget, Staffing/ Training and Schedule	<ol style="list-style-type: none"> 1. CFN (Children's First Network) 2. Pre-Referral Intervention Manual (PRIM) 3. Data Specialist 4. NYSTL Textbooks 5. Common Core Standards
Indicators of Interim Progress and/or Accomplishments	<ol style="list-style-type: none"> 1. Data Specialist Log 2. Agendas and sign-in rosters for all professional development sessions 3. Distribution of the PRIM manual 4. Results of Interim Classroom Assessments from the Houghton Mifflin Reading System and Everyday Mathematics Program 5. Formal and informal observations 6. Student Work 7. Reading and writing conference notes

GOAL NUMBER 2: F E E D B A C K	
Annual Goal	By June 2011, 65% of our Staff will use written feedback in response to student work to improve student outcomes.
Action Plan	<ol style="list-style-type: none"> 1. Our CFN (Children's First Network) will provide professional development in the development of rubrics for written projects with teacher feedback in response to student work. 2. Teacher teams create rubrics aligned to Common Core State Standards. 3. Use of anchor papers to demonstrate best practices.
Aligning Resources: Implications for Budget, Staffing/ Training and Schedule	<ol style="list-style-type: none"> 1. CFN (Children's First Network) 2. Common Core Standards
Indicators of Interim Progress and/or Accomplishments	<ol style="list-style-type: none"> 1. Agendas and sign-in rosters from professional development opportunities and formal/informal meetings 2. Teacher Portfolios which include rubrics for each project 3. Student/Teacher feedback forms 4. Writing Conference Notes 5. Development of a writing rubric 6. Student work 7. Formal and informal observations

GOAL NUMBER 3: PROFESSIONAL DEVELOPMENT	
Annual Goal	By June 2011, 100% of the teaching staff will attend professional development sessions that will assist them in determining the impact of instructional strategies on student achievement.
Action Plan	<ol style="list-style-type: none"> 1. Implement the Core Inquiry Team and allocate specific day and time for meetings. 2. Our CFN (Children's First Network) will provide on-going support through the SATIF. 3. Distribute, collect and analyze a Teacher's Needs Assessment Survey to determine staff needs. 4. Staff members will attend external professional development and turnkey the information to our faculty. 5. Create a professional development feedback survey form for each professional development session. 6. Use the feedback survey information to develop next steps in determining the impact of instructional strategies on student outcomes. 7. Teachers will meet formally and informally to collaborate to identify challenges, share best practices and analyze data based upon the implementation of new teaching strategies. 8. Develop an inter-visitation schedule for staff members.
Aligning Resources: Implications for Budget, Staffing/ Training and Schedule	<ol style="list-style-type: none"> 1. Needs Assessment 2. CFN (Children's First Network) 3. Data Specialist
Indicators of Interim Progress and/or Accomplishments	<ol style="list-style-type: none"> 1. Collect Agendas and sign-in rosters 2. Analysis of the Teachers' Needs Assessment Survey 3. Analysis of the professional development feedback forms 4. Document best practices to be shared at Grade Conferences and Inquiry Team meetings including the new Extended Day Plan 5. Collect inter-visitation logs 6. Formal and informal observations 7. Anchor papers aligned to the Common Core State Standards

GOAL NUMBER 4: STUDENT ACHIEVEMENT	
Annual Goal	By June 2011, the number of students in grades 3, 4, and 5 who will perform at proficiency (levels 3 and 4) will increase from 54.9% to 60% by targeting the students performing in the lowest one third of 3 rd , 4 th , and 5 th grade.
Action Plan	<ol style="list-style-type: none"> 1. Align curricular calendars to the new Common Core State Standards. 2. Inter-grade meetings to close the curricular gaps between grades. 3. CFN (Children's First Network) will provide on-going professional development. 4. Use the item Distractor Analysis Report of 2010 NYS Math Test to analyze areas of weakness and areas in need of improvement and customize remediation. 5. Dedicate part of the extended day to math tutoring and test practice. 6. Differentiate instruction through the use of small group strategy lessons that will be ongoing throughout the year.
Aligning Resources: Implications for Budget, Staffing/ Training and Schedule	<ol style="list-style-type: none"> 1. NYSTL Textbooks 2. Title I ARRA 3. Title I SWP 4. Item Distractor Analysis Report
Indicators of Interim Progress and/or Accomplishments	<ol style="list-style-type: none"> 1. Teacher assessments, Acuity, ITA, Predictive Assessment, individual, class and grade item analysis. 2. Distractor Analysis results will be analyzed regularly for progress. 3. Agendas and minutes from meetings of Inquiry Teams. 4. Agendas from professional development sessions/workshops on use of accountability tools (ARIS, etc.) 5. Faculty conference agendas. 6. Data Specialist schedule and logs. 7. The 2011 NYS Mathematics Assessment result for the 3rd, 4th and 5th grade will show an increase in the number of students performing at proficiency levels. 8. Supervisory observation reports and walk through letters will reflect the use of differentiated instruction math workshops.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM
PART A: Summary Form

NEW YORK STATE EDUCATION DEPARTMENT (SED) REQUIREMENTS FOR ALL SCHOOLS

Identified Students	ELA Number of Students Receiving AIS	Mathematics Number of Students Receiving AIS	Science Number of Students Receiving AIS	Social Studies Number of Students Receiving AIS	At-Risk Services: Guidance Counselor/ Project Friend	At-Risk Services: School Psychologist	At Risk Services: Social Worker	At-Risk Health-Related Services
K	0	0	N/A	N/A	6 / 150	50	25	N/A
1	0	0	N/A	N/A	9 / 200	50	25	N/A
2	23	0	N/A	N/A	11 / 200	50	25	0
3	20	68	N/A	N/A	15	50	25	0
4	48	0	0	0	29 / 174	50	25	0
5	37	0	0	0	15 / 178	50	25	1

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

- Students in Grades k-3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4-8 who are performing at Level 1 or Level 2 on New York State English Language Arts (ELA), mathematics, science, and social studies assessments.

PART B: Description of Academic Intervention Services

ACADEMIC INTERVENTION SERVICE (AIS)	DESCRIPTION
<p>ELA</p> <p style="padding-left: 40px;"><i>At Risk Student:</i></p> <p style="padding-left: 40px;"><i>English as a Second Language:</i></p>	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Five 50-minute periods per week, provided by Reading Specialist in push-in/pull-out model. ▪ Differentiated instruction in all ELA classes is provided by classroom teachers in Tier I intervention. ▪ Through frequent content and skills based assessment, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be serviced by an AIS reading specialist where a specific plan will be tailored to meet their unique needs. <p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none"> ▪ Between four and five 50 minute periods per week. ▪ Differentiated instruction in all ELA classes is provided by classroom teachers in Tier I intervention. <p>Through frequent content and skills based assessment, the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I will be referred for Tier II intervention. Students who are referred for Tier II intervention will be serviced by an AIS reading specialist where a specific plan will be tailored to meet their unique needs.</p>
<p>Mathematics</p>	<p>In addition to the State mandated math program, differentiated instruction in all classes will be provided by the classroom teacher in Tier I and Tier II.</p>
<p>Science</p>	<p>In addition to the State mandated periods of science instruction, students will receive additional instruction in Tier I and Tier II by classroom teacher as needed.</p>
<p>Social Studies</p>	<p>In addition to the State mandated periods of social studies instruction, students will receive additional AIS services in social studies by classroom teachers as needed. The additional AIS period will be tailored to meet the specific needs of each student.</p>

At-Risk Services Provided by Guidance Counselor	School counselors will provide guidance and crisis Counseling services during the school day, one period a week (or more frequently if needed) to all students. The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.
At-Risk Services Provided by School Psychologist	The school psychologists will offer clinical services, agency referrals, and educational, social and personal services during the school day on an as-needed basis to at risk students. This service will identify emotional, social, neurological factors that impede on student performance and provide prescriptive measures that address student needs by suggesting additional student support services.
At-Risk Services Provided by Social Worker	Social Workers will provide counseling services to at risk students during the school day, one period a week, or more frequently if needed. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting student progress.
At-Risk Health-Related Services	Health related services are offered during the school day, one period a week or as needed, to all students. Students are assisted in learning how to cope with health related issues such as obesity, diabetes, asthma, etc.

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

PART A: Language Allocation Policy (LAP)

Part II: ELL Identification Process

1. Upon registration, our pupil accounting school secretary screens the parents and hands them the Home Language Survey (HLIS) form in their native language. One of our licensed ESL staff members is available to conduct an informal oral interview in English as well as in the native language using in-house personnel to translate when available. Newcomers who meet the criteria, based upon the HLIS form and interviews, are administered the LAB-R within the first ten days of school by our licensed ESL staff. The LAB-Rs are hand-scored, and depending on the results, those who do not test out and are Spanish speaking are also administered the Spanish LAB-R.
2. The students who have been identified as English Language Learners are tested within the first few days of entry into the school system. Parent orientations are held periodically throughout the year upon necessity. At these orientations, newcomer parents are shown videos in their native language (whenever possible and if there are no videos in their native language, interpreters are provided) explaining all three program choices – namely Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents become familiar with the goals of each program and how instruction is delivered. Brochures explaining the above three programs are also distributed in their native languages. Opportunities are given to parents to ask questions so they can make an informed selection about the placement of their child.
3. After viewing the videos during the orientation, Parent Surveys and Program Selection Forms are distributed to the parents in their native languages to be completed. The completed original Parent Survey and Program Selection Forms are filed, along with the original HLIS form in the student's CUM folder. Copies are kept in the office in an ESL folder by grade level. Based upon these surveys, placement letters in their native languages, as well as in English, are sent home. Parents who do not attend the parent orientation are contacted through letters and phone calls (copies and records of calls are filed) and are given alternate choices of dates and times to attend these workshops. After several documented attempts, parents who have failed to complete the Parent Survey and Program Selection Form, letters of placement in a Transitional Bilingual Education Program as per CR Part 15 are sent home and a copy placed in the CUM folder of the child, as well as in the main office.
4. If there are sufficient numbers of entitled students with the same home language on the same grade level (15) whose parents have opted into this program, then we have to offer the bilingual program to our students. However, if there are not sufficient numbers of entitled students who have opted in, then parents have the option of transferring their child to another school which has a bilingual program in the district/region. If the parents choose not to transfer their child, they will remain in our school and be placed in an ESL program. Entitlement letters are sent home in their native languages as well as in English, and copies are kept in a file.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice at PS 88 is Freestanding ESL. In the past few years only three parents have entered dual language as their first choice.

6. The program models offered at our school presently are aligned with parent requests as seen from the results of the Parent Surveys and Program Selection forms.

Programming and Scheduling Information

1. A. Our school implements a comprehensive freestanding ESL programs based upon our Parent Surveys and Program Selection Forms. The organizational models used at PS 88 are a combination of Push-in, Pull-out and Self Contained. Since we have a large, diverse ESL population, and in order to be in compliance and service all our students according to their proficiency levels, we have a combination of Push-in and Pull-out program. Pulls outs are done with our Special Education and CTT students who are placed in different CTT classes. These CTT and Special Education ELLs are pulled out according to their proficiency levels which dictates the number of instructional hours (Beginner and Intermediates 360 minutes and Advanced 180 minutes). Furthermore those ELLs are also grouped based upon their strengths and weaknesses in the different modalities from the results of the NYSESLAT as mentioned above. Our goal is to have a full push-in model. However, due to the number of ESL teachers and the mandated structure of our Special Ed classes, we utilize a combined push-in pull-out and self-contained organizational model.
 - B. ELL students are placed by grade level. In our self contained classes all proficiency levels are mixed and serviced by a Push-in ESL teacher. However, in those self contained ESL classes students are grouped according to their strengths and weaknesses as well as partnering by native languages. Whenever possible ELLs that are special ed or CTT are placed according to their proficiency levels in order to avoid disruption in the class by having too many pull-outs.
2. All our ESL teachers submit their program cards clearly indicating the group being pulled out or the push-in group being serviced and the number of minutes as well as the number of times per week.
 - A. As per CR Part 154, our ELL student beginners and intermediates receive two units of ESL totaling to 360 minutes per week. Our advanced ELLs receive one unit of ESL and one unit of ELA totaling to 180 minutes per week. We also have two self-contained classes being taught by licensed ESL teachers.
3. Content area instruction is delivered in each model whether it be push in or pull out through differentiated instruction using ESL strategies of scaffolding through visual aids, charts, graphic organizers, cooperative learning as well as partner work with native language support as much as possible.
4. All of our ESL subgroups are taught using ESL methodology and instructional strategies.
 - A. For our SIFE students who exhibit inadequate growth on reading or writing assignments, we implement the following programs, AIS, Wilson, remedial support as well as the 37 ½ minute tutoring. Imbedded in all of the above programs are ESL scaffolding techniques. In addition, some of our SIFE students who come from war torn countries, rural areas, and with little social exposure receive counseling and guidance.
 - B. For our newcomers (ELLS in US schools for less than three years), we provide small group instruction implementing ESL scaffolding techniques while providing contextual support such as illustration posters, maps, globes, timelines, songs, narratives etc. as well as native language support in the form of books and glossaries in order to reduce language demands of academic English. For example, we use pictures to build

background knowledge. We develop vocabulary using read-alouds, accountable talk (with language prompts) and shared reading. Some additional scaffolding strategies used in our instructional plans for newcomers are simplifying language, providing choices, using visuals and graphics, manipulatives, cooperative learning, simplifying formats and lots of modeling by our ESL teachers.

For our ELLs who have been here for a year and are required to take the ELA test, we teach them the language of testing, as well as test taking strategies while providing them with the required testing accommodations. We expose these students to all the genres of literature while teaching them the reading strategies of elaboration, inference, summarizing, note-taking etc. All of the above reading strategies are taught by lots of teacher modeling and the use of graphic organizers. Vocabulary and syntax are taught by classifying by association, using mental and actual pictures. Thus vocabulary is developed in our ELLs by using cognates, exemplifications, explanations and the use of synonyms.

- C. For our ELLs receiving 4 to 6 years of services, all informal and formal assessments data are analyzed (i.e. ESL Interim Assessments, NYSESLAT, ITA, Predictive) in order to zero in on their strengths and weaknesses. This analysis allows us to group them for differentiated instructions according to their needs while adhering to ESL scaffolding strategies. These students are also flagged for AIS services, possible after school programs and Inquiry Team.
 - D. For our long term ELLs (completed 6 years and more) after a careful data analysis of all formal and informal assessments, we organize collaborative activities according to their needs and scaffold instruction to build students' academic English proficiency. These students are also flagged for AIS services, possible after school programs and Inquiry Team.
 - E. For our ELLs who have been identified as having special needs, we carefully review their IEPs and all assessments (both formal and informal as well as alternate assessments) in order to tailor our ESL instruction accordingly. Adaptations of objectives with embedded ESL scaffolding procedures and native language support ensure successful instruction. We task analyze objectives into smaller units of differentiated instruction. We combine objectives to eliminate details while retaining essential information. Some adaptation of materials for students with special needs include: enlarge printed materials, reduce amount of information per page, use pictures and illustrations, pre-cut materials, increase space between words and sentences, increase space between lines and modify vocabulary.
- 5. Our targeted intervention program for our ELLs in ELA is thru the Houghton Mifflin Reading Program with an ESL component which is being used in grades 2-4. The targeted intervention program for our ELLs in 5th grade is On Our Way to English. We do not have targeted intervention programs for our ELLs in math or social studies and other content areas except for the ESL strategies and differentiated instruction incorporated in all our content areas.
 - 6. We also continue transitional support for students reaching proficiency on the NYSESLAT by providing them with testing accommodations up to two years of testing out of ESL. Native language glossaries are provided during content area testing. Academically we continue to develop their academic language through differentiated instruction and ESL scaffolding strategies. We provide contextual support in language by paying attention to vocabulary and syntax so ELLs can comprehend better.

7. For the upcoming school year, we will be offering our newcomer ELLs after-school classes once a week in order to ensure that our newly enrolled ELL population has an adequate opportunity to learn basic communication skills. In addition, starting November 12, 2009, we will be offering adult evening ESL classes two times a week, totaling six hours a week. These classes will help our ELL newcomer parents and community members learn English and enable them to help their children at home.
8. We have discontinued *Project Jump Start* which consisted of early bird morning classes for our newcomers. This was discontinued due to the fact that parents were finding it hard to bring their children so early in the morning.
9. Supplemental services offered to ELLs in our building include participation in all Spelling Bees, Law Club, School Store, Card Connection, Chorus and Recorded Club.
10. The instructional materials used at PS88 for literacy and writing are:

Kindergarten	TC MODIF & Foundations as well as On Our Way to English
1 st Grade	Bal. Lit Using T.C. Units, Foundations, On Our Way to English
2 nd ,3 rd & 4 th Grades	New Houghton-Mifflin (which has also an ESL component) as well as On Our Way to English
5 th Grade	Prior Houghton-Mifflin as well as On Our Way to English.

The following instructional materials are used for math with ESL scaffolding strategies and content area support such as glossaries and visuals:

K through 5 th Grade	Everyday Math
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The following instructional materials are used in science with ESL scaffolding techniques and academic language support such as native language glossaries, visuals etc.

K through 1 st Grade	Science Scope and Sequence
2 nd Grade	Science Clusters Scope and Sequence
3 rd through 5 th Grade	Foss

The following instructional materials are used for social studies with ESL scaffolding strategies and content area support through differentiated instruction.

K through 1 st Grade	Themes and Scope and Sequence
2 nd through 5 th Grade	NYS, Scope and Sequence

The technology materials used at PS88 to support our ELLs include Rosetta Stone and Starfall.

11. Native language support is delivered in each group model by glossaries, books whenever possible in their native language, grouping with similar language, multicultural literature and visuals. We also participate in the annual Spanish Spelling Bee.
12. Required services support and resources correspond to our ELLs' ages and grade levels.
13. At this time, our school does not have any activities to assist newly enrolled ELL students before the beginning of the school year except for the parent orientation we hold in June for next year's incoming new students including ELLs.

Professional Development and Support for School Staff

1. Our ESL staff members attend Regional Workshops as much as possible. Our ESL Coordinator attends all Regional Workshops as well as QTEL Workshops. She in turn compiles all the information from these workshops and disseminates it to other ESL staff members during lunch and learn common prep periods.
2. Our staff has access to use translators when meeting with parents to answer questions about middle school. There are also Middle School Open Houses which provide translation services.
3. We will continue to provide staff development to all teachers and paraprofessionals on staff development days on ESL strategies that can be used in daily classroom activities to further help ELLs in their classrooms. Teachers will also be trained and encouraged each year to interpret and use all ESL data from the NYSESLAT as well as the ESL Interim Assessments in order to drive their instruction and grouping strategies.

Parental Involvement

1. Parents of ELLs are members of our PTA and SLT. They are encouraged to join the PTA and SLT.
2. Presently our school does not partner with other agencies or Community Based Organizations. However, our new administration is looking to partner with Community Based Organizations/Agencies to provide workshops or services to ELL parents, since providing workshops for parents of ELLs is a high priority for our present administration.
3. Needs of parents are evaluated during ESL parent orientations as well as during the parent teacher conferences. We invite parents to participate in their child's education, help them understand their rights as parents of ELLs and increase their involvement and awareness of the academic activities of their children by holding several parent orientation sessions or workshops during the year. At these orientations interpreters are present to translate and answer questions. For example, parent workshops are conducted prior to the NYSESLAT exam in order to inform the parents about the assessment and show how they can help their children succeed on the exam.
4. Organizing an adult evening ESL program is a direct result of our parental involvement activities which have addressed the need to help parents learn English so they can help their children succeed in school.

Review and Analysis of Assessment Data

1. In kindergarten and first grade, the majority of our students score at the beginner level whether they take the LAB-R or the NYSESLAT.

Our second, third, and fourth graders are mostly intermediates and advanced and have less beginners, while in our fifth grade our ELLs are mostly intermediates, very few beginners and some advanced.

2. After reviewing the aggregate performance data on the results from the NYSESLAT Modality Analysis in Reading and Writing versus Listening and Speaking, it seems that all students seem to be more proficient in the Listening and Speaking and less proficient in the Reading and Writing (20% versus 43%). Based on the above results, we are putting a greater emphasis on teaching writing mechanics and grammar.
3. A. On the Reading and Writing Modality of the NYSESLAT, in Kindergarten and 1st grade 32% of ELLs scored at the beginner level, 31% scored at the intermediate level, 23% scored at the advanced level, and 14% scored proficient. For our 2nd to 4th graders, 10% scored at the beginner level, 34% scored at the intermediate level, 33% scored at the advanced level, and 23% scored proficient. For our 5th graders 20% scored at the beginner level, 17% scored at the intermediate level, 37% scored at the advanced level, and 27% scored proficient.

On the Listening and Speaking Modality of the NYSESLAT in Kindergarten and 1st grade 5% scored at the beginner level, 17% scored at the intermediate level, 37% scored at the advanced level, and 41% scored proficient. For our 2nd to 4th graders, 6% scored at the beginner level, 6% scored at the intermediate level, 42% scored at the advanced level, and 46% scored proficient. For our 5th graders 3% scored at the beginner level, 13% scored at the intermediate level, 50% scored at the advanced level, and 33% scored proficient.

Clearly the patterns across proficiencies and grades indicate our ELLs score higher in Listening and Speaking. While 41% scored in K & 1st grades proficient in Listening and Speaking, only 14% scored proficient in Reading and Writing. For our 2nd and 4th graders while 46% scored proficient in Listening and Speaking, only 23% scored proficient in Reading and Writing. For our 5th graders, 33% scored proficient in Listening and Speaking, while 27% scored proficient in Reading and Writing.
- B. Teachers receive the results of the ELL Periodic Assessments three times a year. During prep periods classroom teachers meet with their respective ESL counterparts in order to do a thorough analysis of the data and group ELLs according to their strengths and weaknesses. In turn, this determines the differentiated instruction for the groups.
- C. The school learns the strengths and weaknesses of the ELL population in listening, reading and writing. The native language is used for clarification and explanation of concepts by a teacher, teacher aide, para or a peer volunteer.
4. N/A
5. We evaluate the success of our programs for our ELL's by analyzing the results of the assessments, such as the NYSESLAT, as well as the ELA, Math, Science and Social Studies.
6. Support services for our LEP population are described in Appendix 1, Part B.

**PART B: Title III: Language Instruction for Limited English Proficient
and Immigrant Students**

Form TIII – A(1)(a)

Grade Level(s) **K - 5** Number of Students to be Served: **204** LEP **862** Non-LEP

Number of Teachers **7** Other Staff (Specify) _____

Form TIII – A(1)(b)

SCHOOL: PS 88-Q The Seneca School

BEDS CODE: 342400010088

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional Salaried (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$ 4,990.00 \$21, 617.00	After school ELL Program 20% of salary for self contained (certified) ESL teacher.
Purchased Services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts 		
Supplies and Materials <ul style="list-style-type: none"> • Must be supplemental • Additional curricula, instructional materials. • Must be clearly listed 	\$ 6,000.00 \$ 1,292.00	Textbooks Supplies
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$33,900.00	Money pending (unknown amount)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

PART A: Needs Assessment Findings

1. PS 88's written translation and oral interpretation needs are determined by the student demographics. During enrollment, a Home Language Survey (HLS) is completed by parents (translated in nine languages) which informs the school of the language spoken at home. The HLS helps us ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. PS 88's ELL demographics indicates a large Spanish and Polish population. We also have Arabic, Chinese, Romanian and Albanian ELL students.

PART B: Strategies and Activities

The written translation services the school provides include Home Language Survey (HLS) forms which are given to parents upon enrollment in English, Spanish, Albanian, Arabic, Bengali, Chinese, French, Haitian, Korean, Polish, Punjab, Russian and Urdu. During enrollment, if we have a parent who speaks a language not listed above we try to use translation services in-house provided by our multicultural staff.

During the ELL parent orientation sessions, brochures are provided in the above-mentioned languages to parents explaining the programs and choices available for our ELLs. Also, DVDs are shown in different languages explaining the programs.

When students are formally assessed on the State exams such as science, social studies and math, translated copies are ordered when available. Our in-house staff created glossaries to accompany those tests that are given to students from low-incidence languages.

During parent/teacher conferences, in-house translators are available to assist parents and teachers. Dictionaries in several languages are distributed to our ELLs and parents in order to make available tools which facilitate language acquisition.

Also, all ELL parent notification letters regarding placement or upcoming meeting are sent in the translated version according to Section VII of Chancellor's Regulations A-663.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

PART A: Title I Allocations and Set-Asides

		Title I	Title 1 ARRA	Total
1	Anticipated Title I allocation for 2010-2011	\$590,652	\$40,561	\$631,213
2	Anticipated 1% set-aside for Parent Involvement	\$ 5,960		
3	Anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified	\$ 29,530		
4	Anticipated 10% set-aside for Professional Development	\$ 59,060		

Percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year

100%

If the percentage of high quality teachers during 2010-2011 is less than 100%, describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Source of Data: *The Highly Qualified Teacher* located in the Basic Educational Data System (BEDS).

PART B: Title I School Parental Involvement Policy and School-Parent Compact

1. School Parental Involvement Policy:

Summary of Needs Assessment Findings:

We have created a school environment that promotes family engagement through parent/staff correspondence, continuous parent/teacher engagement, parental questions/concerns addressed by the Parent Coordinator and parent feedback from surveys.

Parent involvement has always been and continues to be a major thrust at PS 88. Parent involvement activities discussed in our current CEP have all been carried out with great success. Both parent and faculty needs assessments reiterated the need for a strong, involved parent body if children are to achieve in school. Planning of all school-wide, grade and classroom activities is done in conjunction with the PTA calendar and is based upon the needs of the parents. Frequent and extensive outreach to parents is made possible through letters from both the school's administration and PTA executive board, as well as from the Regional Office and Department of Education. Translators should be available at PTA meetings to do on-the-spot translation. Greater efforts will be made to keep parents informed and strengthen the home/school relationship by conducting workshops in Everyday Math curriculum in order to make it easier for the parents to assist their children in all areas of the curriculum. Some of these letters are translated into several languages so that we can better communicate with our immigrant parents. The School Parental Involvement Policy will be distributed during the March 2011 Parent/Teacher Conferences.

Process for Reporting Needs Assessment Findings:

A needs assessment is distributed to the parent body annually to give parents an opportunity to voice their concerns and bring to light any issues they may have (a copy is attached, together with the tallies). A special PTA meeting is held at which several parents translate the needs assessment into various languages including Spanish and Albanian. Results of these needs assessments are analyzed and are used to determine what we should address in our CEP for the new school year.

Results of the needs assessment returned indicate that parents are generally satisfied with academic programs being provided and are supportive of our efforts. However, although ample notice is given about PTA meetings, only a small amount of parents other than those whose children are "*Student of the Month*" attend. Parent attendance at School Leadership, however, is consistently excellent.

Implications for the Instructional Program:

The school's goals that support parental involvement are:

- a) The school is so diverse culturally and has a parent body that is vastly diverse linguistically, greater efforts must be made to translate school letters into more of the languages represented in our school, in addition to Spanish.
- b) Greater efforts will be made to keep parents informed and strengthen the home/school relationship.
- c) Communication with parents regarding school curriculum, learning standards, role of the Parent Coordinator and PTA sponsored events will be a focus.

- d) Workshops will be conducted at night and during the day in order to accommodate the work schedules of all parents. The workshops will include information on how to meet the educational, social and emotional needs of all students.
- e) ARIS Family Portal is a resource where parents can access information about instructional programs, enrollment procedures, DOE rules and regulations, health and support services, as well as news and other resources.

Priorities for School Year 2010-2011:

- We will continue to distribute information to parents in order to communicate testing schedules, trip schedules, parent/teacher conferences and school-wide parent functions. In order to inform parents we will utilize the school/PTA calendar and the parent handbook. *"The Seneca Scoop"* is the school newspaper which contains important information about the upcoming events. Letters from school administration, PTA board, and Department of Education are also sent home.
- For the 2010-2011 school years we will keep parents abreast of the curriculum goals for each grade and discuss children's progress. *"Meet the Teacher"* is an event that will take place at the beginning of the school year in order for family members to meet and develop partnerships with their child's teacher. Parent/teacher conferences will be held twice a year, along with other appointments arranged by both teachers and parents. School trips are also arranged to promote family engagement in our school community.
- Our Parent Coordinator is available to answer questions and concerns from family members. She is available to work with parents on all parent activities. The Parent Coordinator also schedules workshops for incoming Kindergarten parents, standardized test preparation, curriculum, standards and ARIS Family Portal.
- We will encourage family feedback and gather parents' opinions about our school in order to further improve our school community. The parent survey will be used to gather parent opinions. The survey will be translated into a variety of languages.
- Provide more opportunities for parents to participate in classrooms as encouragement to complete the survey.
- Continue to implement our well-attended Parent Support Group for parents of Special Education students.
- Extend the Emotional Resolution Program from Pre-Kindergarten to Grade 1 by inviting parents of first grade children to participate in classroom activities.
- Use services of the Parent Coordinator to support parents in their efforts to help their children at home.
- Provide translation services for non-English speaking parents.

Annual (Short-Term) Goals and Objectives:

GOAL 1:

Parent correspondence.

OBJECTIVES:

To inform and communicate testing schedules, trip schedules, parent/teacher conferences, school-wide parent functions.

GOAL 2:

Parent/Teacher engagement.

OBJECTIVES:

To keep parents abreast of the curriculum goals for each grade and discuss children's progress.

GOAL 3:

Parental concerns/questions.

OBJECTIVES:

Enable parents to question or gather information about the school from the Parent Coordinator.

GOAL 4:

Parental feedback.

OBJECTIVES:

Teachers and administrators will gather parent/guardian opinions of the school which will result in improving school programs.

Strategies and Activities for Improvement and/or Enrichment:

- a) PS 88 will inform and communicate testing schedules, trip schedules, parent/teacher conferences and school-wide functions through the use of the School/PTA calendar, Parent Handbook and *"The Seneca Scoop"*. Letters from school administration, Parent/Teacher Association, Regional Office, and the Department of Education will be translated into several languages and distributed to parents.
- b) Parent/Teacher conferences and "Meet the Teacher" will be held to keep parents abreast of the curriculum goals and to discuss their children's progress. School trips around the city and trips to historical sites will also be planned.
- c) The Parent Coordinator will answer parent's questions and help them gather information about the curriculum and standardized test preparation, as well as ARIS Family Portal. She will schedule workshops for incoming kindergarten parents.
- d) Needs assessment surveys, translated into many languages, will be given to parents in order to gather information and opinions. Teachers and administrators will use this information to improve school programs.

2. School Parent Compact:

Planning of all school-wide, grade and classroom activities is done in conjunction with the PTA calendar and is based upon the needs of the parents. Frequent and extensive outreach to parents is made possible through letters from both the school's administration and PTA executive board, as well as from the Regional Office and Department of Education. Some of these letters are translated into several languages so that we can better communicate with our immigrant parents. Where possible, translations are available in Spanish, Cantonese, Polish and Urdu. In addition, a monthly newspaper, *The Seneca Scoop*, is distributed school-wide. This paper includes announcements pertinent to parents

which include, but are not limited to: testing schedules; trip schedules; Parent/Teacher Conferences; school-wide and parent functions and activities; extended day programs; classroom celebrations, PTA meetings.

Parents are encouraged to attend "Meet The Teacher" night in September and Parent/Teacher Conferences in November and March to discuss their child's progress. Throughout the year, teachers are available to meet with parents before and after school and during the teachers' preparation periods, as well, for this purpose. In addition, parents are encouraged to join their children on school trips around the city including the fifth grade trip to Broadway and Future Lawyers' Club overnight trip to historical sites on the east coast. To keep parents abreast of the curriculum goals for each grade, various workshops are scheduled. This information will not only alert parents to a potential academic problem but will also allow parents to encourage children to "move ahead" in their studies.

A core of very involved parents makes up the Executive Board of the PTA which holds monthly meetings for the entire parent body. "Student of the Month" certificates are distributed during these meetings. In addition, several of the Board members serve on our School Leadership Team and are, therefore, actively involved in all school-wide activities. PTA members participate in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.

PTA sponsored activities include: school pictures and most fifth grade activities including graduation pictures, The yearbook, autograph album, tee shirts and dance. Their fundraising is a well-established system. A book fair, Spring candy sale, holiday bazaar and Spring plant sale are among the events.

A full-time Parent Coordinator serves as liaison between the parents and the school. This individual works with the parents on all parent activities among her other responsibilities. This individual also schedules workshops for incoming kindergarten and all grades parents, for all parents in reference to standardized test preparation, curriculum and standards, etc. In addition to coordinating several activities which include "Pajama Read-Along: and school talent shows, "Breakfast With Santa", "Halloween Extravaganza" and "Spring Breakfast".

Parents will be notified by letter in the Fall about the School Leadership Team. The notification will include the names of Committee members, the goals of the Committee and the time and location of Committee meetings. A summary of this information will also be presented in the monthly "Scoop". Translated versions will be made available. In addition, information on the structure of our PTA will be explained. Donations are accepted from members of both groups though no dues are collected. While teachers do have voting power, they cannot sit on the Executive Board.

Parents will be reminded that they are invited to attend all SLT meetings and that their input is very important for the school and is greatly appreciated. SLT meetings will be held bi-monthly unless there is a need to meet more often (to organize school activities, to write the CEP, etc.).

A needs assessment is distributed to the parent body annually to give parents an opportunity to voice their concerns and bring to light any issues they may have (a copy is included together with the tallies). A special PTA meeting is held at which several parents translate the needs assessment into various languages including Spanish, Polish and Arabic. Results of these needs assessment are analyzed and are used to determine what we should address in our CEP for the new school year. Results of the Needs Assessment returned indicate that parents are generally satisfied with academic programs being provided and are supportive of our efforts. However, although ample notice is given about

PTA meetings, only a small handful of parents, other than those whose children are “Student of the Month”, attend. Parent attendance at School Leadership, however, is consistently excellent.

Implications for the Instructional Program:

Maintaining the position of full-time Parent Coordinator is important to the continued success of the PTA and to help increase parent involvement in school activities. The Parent Coordinator will schedule parent meetings that deal with curriculum areas as well as with health related issues. These will include presentations on health insurance, well-child care, childhood asthma and diabetes and childhood obesity. These clinics will also be held for the children with the help of our school nurse.

Because the school is so diverse culturally and has a parent body that is vastly diverse linguistically, greater efforts must be made to translate school letters into more of the languages represented in our school, in addition to Spanish. Also, greater efforts are being made to have translators available at PTA meetings to do on-the-spot translation. This would encourage more non-native English speakers to attend.

Greater efforts will be made to keep parents informed and strengthen the home/school relationship by conducting math workshops in the *Everyday Math* curriculum in order to make it easier for the parents to assist their children with academics. Parents will be apprised of the following: curriculum and learning standards; code of conduct; availability and role of the Parent Coordinator; PTA functions; SLT roles and responsibilities; school-community activities. More frequent written reminders, blurbs in the “*Seneca Scoop*” and press releases in the “*Ridgewood Times*” will be made available.

PART C: Title I School Wide Program Schools

1. *Instruction by highly qualified teachers:*

Teachers hired prior to the implementation of the NCLB Act of 2001 who are not fully certified will be encouraged to fulfill all course requirements to achieve the standard. Teachers who fail to fulfill these requirements by the deadline mandated by SED will be terminated. New hires will be fully certified prior to their employment at P. S. 88.

Paraprofessionals hired prior to the implementation of the NCLB Act of 2001 will be encouraged to fulfill the course requirements. Accommodations through the Career Ladder Program will be made to facilitate this process. New hires will have fulfilled all requirements prior to employment.

2. *Strategies to attract highly qualified teachers:*

During interviews of prospective teachers, School Report Data on teacher attendance will be pointed out. Our high teacher attendance shows that pedagogues are satisfied with the working environment at P. S. 88. Data on increased achievement will be noted. A synopsis on the school's professional development program will be stressed to show the vast amount of support offered to new hires to help them develop good teaching strategies. In addition, to further emphasize the many positive characteristics of P. S. 88, a discussion on the extent and variety of ancillary staff to support teachers and students will be stressed. Mention of the role of Parent Coordinator to strengthen the home-school relationship, and that of the Parents' Association, will also be made.

3. *High-quality and ongoing professional development, aligned with State and City standards:*

Coaches will do demonstration lessons and confer with teachers to further the implementation of the standards and various Department of Education initiatives. Information obtained at conferences attended by staff will be disseminated at weekly professional development sessions, during a common prep period, as well as during voluntary "Lunch and Learn" meetings.

Coaches will serve as turnkey trainers for grade level specialists who will conduct grade specific workshops on those professional development days. Teachers will be encouraged to attend local and national conferences off school grounds to further their training. Substitute teachers will be hired for school day conferences; registration fees will be absorbed whenever possible by the school. With available funds, teachers will be encouraged to attend weekend and/or additional after-school meetings through the payment of per session dollars for their attendance. Assistant Principals will facilitate at professional development conferences and during grade conferences. They will also hold pre- and post-observation meetings to discuss expectations and how to improve the educational environment.

4. *Federal, State and local resources and programs that school will consolidate:*

Federal, State and local resources and programs will be consolidated. These resources will be combined to allow both entitled and non-entitled children to benefit from all school programs, which include but are not limited to school day reading intervention program; enrichment program; Newspaper Club; Lawyers' Club; Chorus and School Store.

5. Plans for assisting pre-school students in the successful transition from early childhood programs, pre-school programs under IDEA, or State-run pre-school programs to the Schoolwide Program:

All pre-school students (both general and special education) will have the opportunity to meet the kindergarten teachers and have an opportunity to familiarize themselves with materials and supplies. They will have access to this activity in the Spring prior to entering kindergarten. Parents will also have the opportunity to visit the Annex and to speak with the kindergarten teachers to discuss any child specific issues or concerns. The early childhood Assistant Principal, kindergarten teachers and pre-kindergarten teachers will conduct a workshop in June to inform parents of the expectations we have for incoming kindergarten children (academically, socially and emotionally); support services available for students and parents; school programs in which the kindergarten child might participate (both during and after the school day) to support instruction. Parents will be made aware of skills the children should have prior to beginning kindergarten (zip up a jacket, cut with a scissor, etc.). In this way, parents can help their children develop these skills prior to September and the opening of school. Children currently attending on site will spend time with their pre-kindergarten teachers discussing what will be expected of them in kindergarten. Theme books from the school library addressing this issue will be read to the children to further assist in this transition.

6. Parent Involvement:

Planning of all school-wide, grade and classroom activities is done in conjunction with the PTA calendar and is based upon the needs of the parents. Frequent and extensive outreach to parents is made possible through letters from both the school's administration and PTA executive board, as well as from the Department of Education. Some of these letters are translated into several languages so that we can better communicate with our immigrant parents. Where possible, translations are available in Spanish, Cantonese, Polish and Urdu. In addition, a monthly newspaper, *The Scoop*, is distributed school-wide. This paper includes announcements pertinent to parents which include, but are not limited to: testing schedules; trip schedules; Parent/Teacher Conferences; school-wide and parent functions and activities; extended day programs; PTA meetings.

Parents are encouraged to attend "Meet The Teacher" night in September and Parent/Teacher Conferences in November and March to discuss their child's progress. Throughout the year, teachers are available to meet with parents before and after school and during the teachers' preparation periods, as well, for this purpose. In addition, parents are encouraged to join their children on school trips around the city including the fifth grade trip to Broadway and Future Lawyers' Club overnight trip to historical sites on the east coast. To keep parents abreast of the curriculum goals for each grade, we will distribute copies of "What Every Child Should Know". This information will not only alert parents to a potential academic problem but will also allow parents to encourage children to "move ahead" in their studies.

A core of very involved parents makes up the Executive Board of the PTA which holds monthly meetings for the entire parent body. "Student of the Month" certificates are distributed during these meetings. In addition, seven of the Board members serve on our School Leadership Team and are, therefore, actively involved in all school-wide activities.

PTA sponsored activities include: school pictures; "Pajama Read-Along"; "I Love You Very Brunch"; Reading Incentive Program; Drug Free Carnival (grades kindergarten through two); field day (all grades); School Talent Show; and most fifth grade activities including graduation pictures, The Yearbook, autograph album, tee shirts and dance. Their

fundraising is a well-established system. A book fair, Spring candy sale, holiday bazaar and Spring plant sale are among the events. In our outreach to the community, a school-sponsored Adult Education Program is available to adults. ESL classes, held in the evening, will accommodate everyone's schedules.

A full-time Parent Coordinator serves as liaison between the parents and the school. This individual works with the parents on all parent activities among her other responsibilities. This individual also schedules workshops for incoming kindergarten parents, for all parents in reference to standardized test preparation, curriculum and standards, etc.

Parents will be notified by letter in the Fall about the School Leadership Team. The notification will include the names of Committee members, the goals of the Committee and the time and location of Committee meetings. A summary of this information will also be presented in the monthly "Scoop". Translated versions will be made available. In addition, information on the structure of our PTA will be explained. All faculty are automatically members, as are all parents. Donations are accepted from members of both groups though no dues are collected. While teachers do have voting power, they cannot sit on the Executive Board.

Parents will be reminded that they are invited to attend all SLT meetings and that their input is very important for the school and is greatly appreciated. SLT meetings will be held bi-monthly unless there is a need to meet more often (to organize school activities).

A needs assessment is distributed to the parent body annually to give parents an opportunity to voice their concerns and bring to light any issues they may have (a copy is included together with the tallies). A special PTA meeting is held at which several parents translate the needs assessment into various languages including Spanish and Albanian. Results of these needs assessment are analyzed and are used to determine what we should address in our CEP for the new school year. This year, 60% of the surveys were returned out of a possible 1,079 students. Results of the Needs Assessment returned indicate that parents are generally satisfied with academic programs being provided and are supportive of our efforts. However, although ample notice is given about PTA meetings, only a small handful of parents, other than those whose children are "Student of the Month", attend. Parent attendance at School Leadership, however, is consistently excellent.

Implications for the Instructional Program:

Maintaining the position of full-time Parent Coordinator is important to the continued success of the PTA and to help increase parent involvement in school activities. The Parent Coordinator will schedule parent meetings that deal with curriculum areas as well as with health related issues. These will include presentations on health insurance, well-child care, childhood asthma and diabetes and childhood obesity. These clinics will also be held for the children with the help of our school nurse.

Because the school is so diverse culturally and has a parent body that is vastly diverse linguistically, greater efforts must be made to translate school letters into more of the languages represented in our school, in addition to Spanish. Also, greater efforts must be made to have translators available at PTA meetings to do on-the-spot translation. This would encourage more non-native English speakers to attend.

Parents will be apprised of the following: curriculum and learning standards; code of conduct; availability and role of the Parent Coordinator; PTA functions; SLT roles and responsibilities; school-community activities. More frequent written reminders, blurbs in the "Seneca Scoop" and press releases in the "Ridgewood Times" will be made available.

Adult education ESL classes should be continued for the 2010-2011 school year. This provides the parents with a vehicle through which to improve their English skills, enhance their education and thereby increase their job prospects.

7. All pre-school students (both general and special education) will have the opportunity to meet the kindergarten teachers and have an opportunity to familiarize themselves with materials and supplies. They will have access to this activity in the Spring prior to entering kindergarten. Parents will also have the opportunity to visit the Annex and to speak with the kindergarten teachers to discuss any child specific issues or concerns. The early childhood Assistant Principal, kindergarten teachers and pre-kindergarten teachers will conduct a workshop in June to inform parents of the expectations we have for incoming kindergarten children (academically, socially and emotionally); support services available for students and parents; school programs in which the kindergarten child might participate (both during and after the school day) to support instruction. Parents will be made aware of skills the children should have prior to beginning kindergarten (zip up a jacket, cut with scissors, etc.). In this way, parents can help their children develop these skills prior to September and the opening of school. Children currently attending on site will spend time with their pre-kindergarten teachers discussing what will be expected of them in kindergarten. Theme books from the school library addressing this issue will be read to the children to further assist in this transition.
8. Teachers are included in the decision making process regarding assessments during common preps and in Inquiry Teams. There are separate Inquiry Teams on third and fourth grades that meet weekly to discuss the needs of individual students. This is done by analyzing test data and student observations.

Common preps are conducted on every grade level in order to examine the effectiveness of on-going curriculum programs, as well as interim assessments.

9. ***Implementation of Instruction Program:***

In order to meet the needs of our students who are in danger of not meeting State Standards in grades three through five, several Academic Intervention Services (AIS) programs have been implemented in accordance with Tier I, Tier II and Tier III intervention strategies. A combination of half day co-teaching and small group tutorial model of instruction is incorporated in the General Ed and CTT classroom models, along with the AIS Intervention Programs in reading. An informal congruence program during common prep time is also initiated to allow time for classroom teachers to collaborate with the AIS specialists.

All reading specialists work with classroom teachers to align their respective curriculum with city and State Performance Standards. Children in Kindergarten through grade two receive AIS services based upon one or more of the following: ECLAS-2, classroom work and teacher recommendation. In grades three, four and five, Individual Reading Inventories, standardized scores, class work, student portfolios, teacher observation, classroom tests and standard measurements will be considered for children needing additional intervention. In grade three, ECLAS-2 will be used. AIS in social studies and science for grades three, four and five are provided through the literacy program. Trade books in social studies and science concepts are used as part of classroom instruction and are included in classroom libraries. The grade four science specialist also provides support services for children whose reading skills are below standard (based on the third grade Standardized Reading Test) to help prepare these children for the fourth grade Science Exam.

Specific intervention programs are implemented in grades four and five according to several methodologies. In reading, the Houghton Mifflin Reading Program, which includes balanced

literacy, guided reading, guided writing and extension activities, is used in the classroom with small groups. Explicit instruction in comprehension and writing for AID Tier II students in the fourth and fifth grade are provided through shared reading and guided reading activities through programs such as *Options Just Right Reading Books* and *Options Comprehension Strategies in the Content Areas*. This model includes vocabulary development and fluency instruction. The Wilson Program is also used for those students who require intensive intervention in phonemic awareness and phonics instruction. This program provides encoding and decoding curriculum that is done as a Tier II or Tier III intervention program.

In kindergarten through grade 3, Wilson Foundations will be the primary phonics program in all classes. Voyager will be the academic intervention program. The Wilson Foundations Program, as well as the Voyager Program, will be the intervention program in grade one.

In grades two and three, AIS will also be provided through the Voyager Program or the SRA Reading Program. The Voyager Program is a small group instructional program as well as an assessment instrument. The curriculum is built on research that shows how children learn to read.

Enrichment:

Encourage creative productivity on the part of young people by exposing them to various topics, areas of interest and fields of study, and to further train them to apply advanced content, process- training skills and methodology training to self-selected areas of interest.

By providing these opportunities students will

- Gain knowledge, formulate creative ideas and become task committed.
- Acquire advanced level understanding of the knowledge (content) and methodology (process) that is used within particular disciplines, artistic areas of expression and interdisciplinary studies.
- Develop authentic products that are primarily directed toward bringing about a desired impact upon a specified audience.
- Develop self-directed learning skills in the areas of planning, origination, resource utilization, time management, decision making and self-evaluation.

Activities will be focused on Learning Styles, Bloom's Taxonomy and Gardner's Multiple Intelligences.

10. The Physical Best Program is a comprehensive health-related fitness education program developed by physical educators for physical educators. It is designed to educate, challenge and encourage all children in the knowledge, skills and attitudes they will need for a healthy and fit life.

The National Standards for Physical Education are based on the definitions of the physically educated person as defined in the NASPE (National Association for Sport and Physical Education). A person who is considered physically educated:

- has learned skills to perform a variety of physical activities;
- is physically fit;
- participates regularly in physical activity.

The Health Teacher-Teaching Health Concepts and Skills is a comprehensive, sequential K-12 Health Education Curriculum designed to address the significant health and behavior issues facing today's youth and their classroom teachers. This curriculum is based on the

National Health Education Standards and was written for all nine content areas for traditional Health Education:

- alcohol and other drug use prevention
- injury prevention
- nutrition
- physical activity
- family health and sexuality
- community and environmental health.

OASAS funds a Substance Abuse Prevention and Intervention Specialist (SAPIS). Duties include:

- Providing research based “Lifeskills” curriculum lessons to grades 3, 4, and 5.
- Conducting individual and group counseling to at-risk students.
- Providing assemblies, staff and parent workshops on topics related to health, safety and behavior, as well as drug and alcohol specific topics.
- Coordinating special programs such as Safe and Drug Free Carnivals, field days, recess improvement projects, peer leadership.
- Supporting educational staff by providing current research and attending staff meeting such as PPT.

APPENDIX 7: SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

PART A: For Title I Schools

1. There is currently one student living in temporary housing.
2. The same services that are available to our general student population are also available to STH. Also, we offer support from our guidance counselors to the student and the parent or guardian.
3. Bus passes providing free transportation for the child are available if needed.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 088 Seneca					
District:	24	DBN:	24Q088	School		342400010088

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	30	33		93.0	93.8	92.9
Kindergarten	147	161	172				
Grade 1	158	161	176	Student Stability - % of Enrollment:			
Grade 2	173	176	154	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	173	173	180		92.1	93.7	94.8
Grade 4	171	180	159				
Grade 5	168	175	168	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		57.0	75.8	75.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		3	2	10
Grade 12	0	0	0				
Ungraded	8	23	23	Recent Immigrants - Total Number:			
Total	1031	1079	1065	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					34	36	25

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	43	48	Principal Suspensions	3	17	4
# in Collaborative Team Teaching (CTT) Classes	115	113	108	Superintendent Suspensions	0	8	0
Number all others	51	43	49				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	92	90	86
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	31	33	10
# receiving ESL services only	206	214	TBD				
# ELLs with IEPs	11	40	TBD	Number of Educational Paraprofessionals	19	19	42

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.8	85.6	91.9
				% more than 5 years teaching anywhere	81.5	83.3	89.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	99.0	98.0	95.3
American Indian or Alaska Native	0.8	0.3	0.2	% core classes taught by "highly qualified" teachers	99.0	98.5	100.0
Black or African American	2.0	2.1	1.6				
Hispanic or Latino	53.1	52.5	52.0				
Asian or Native Hawaiian/Other Pacific	6.6	7.8	9.4				
White	37.3	36.4	36.6				
Male	51.0	51.6	47.4				
Female	49.0	48.4	52.6				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				UPF	
Overall Score:	35.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data				UPF	
School Environment:	6.9	Quality Statement 2: Plan and Set Goals				UPF	
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				UPF	
School Performance:	3.5	Quality Statement 4: Align Capacity Building to Goals				UPF	
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				UPF	
Student Progress:	23.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster	District 24	School Number 088	School Name The Seneca School
Principal David Bishop		Assistant Principal Mrs. Shatzkes, Mrs. C. Lowe	
Coach Rita Brooks		Coach	
Teacher/Subject Area Mrs. I. Wainer / ESL		Guidance Counselor	
Teacher/Subject Area Ms. T. Lee / ESL		Parent	
Teacher/Subject Area Mr. D. Fenner / ESL		Parent Coordinator Kristen Shea	
Related Service Provider		Other	
Network Leader		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	6	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1067	Total Number of ELLs	208	ELLs as Share of Total Student Population (%)	19.49%
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Part II: ELL Identification Process

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

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

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
1. Upon registration, our pupil accounting school secretary screens the parents and hands them the Home Language Survey (HLIS) form in their native language. One of our six licensed ESL staff members is available to conduct an informal oral interview in English as well as in the native language using in-house personnel to translate when available. Newcomers who meet the criteria, based upon the HLIS form and interviews, are administered the LAB-R within the first ten days of school by our licensed ESL staff. The LAB-Rs are hand-scored, and depending on the results, those who do not test out and are Spanish speaking are also administered the Spanish LAB-R. Every September, our ESL staff evaluates the existing ELL population by analyzing the results from the NYSESLAT. This data determines proficiency levels, hours of service, as well as trends in students strengths and weaknesses. Once students are placed in classrooms, teachers are given the NYSESLAT results. These results, as well as other assessments, such as IRIs and ELA, are used to group students accordingly.
 2. The students who have been identified as English Language Learners are tested within the first ten days of entry into the school system. Parent orientations are held periodically throughout the year upon necessity. At these orientations, newcomer parents are shown videos in their native language (whenever possible and if there are no videos in their native language, interpreters are provided) explaining all three program choices – namely Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents become familiar with the goals of each program and how instruction is delivered. Brochures explaining the above three programs are also distributed in their native languages. Opportunities are given to parents to ask questions, so they can make an informed selection about the placement of their child.
 3. After viewing the videos during the orientation, Parent Surveys and Program Selection Forms are distributed to the parents to be completed in their native languages. The completed original Parent Survey and Program Selection Forms are filed, along with the original HLIS form in the student's CUM folder. Copies are kept in the office in an ESL folder by grade level. Based upon these surveys, placement letters in their native languages, as well as in English, are sent home. Parents who do not attend the parent orientation are contacted through letters and phone calls (copies and records of calls are filed). They are given alternate choices of dates and times to attend these workshops. After several documented attempts, parents who have failed to complete the Parent Survey and Program Selection Form are sent letters of placement in a Transitional Bilingual Education Program as per CR Part 154, and a copy is placed in the CUM folder of the child, as well as in the main office.
 4. If there are sufficient numbers of entitled students with the same home language on the same grade level (15) whose parents have opted into this program, then we have to offer the bilingual program to our students. However, if there are not sufficient numbers of entitled students who have opted in, then parents have the option of transferring their child to another school which has a bilingual program in the district/region. If the parents choose not to transfer their child, they will remain in our school and be placed in an ESL program. Entitlement letters are sent home in their native languages as well as in English, and copies are kept in a file.
 5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice at PS 88 is Freestanding ESL. In the past few years only three parents have entered dual language as their first choice.
 6. The program models offered at our school presently are aligned with parent requests as seen from the results of the Parent Surveys and Program Selection forms.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	23	0	0	22	0								45
Push-In	41	24	21	35	10	31								162
Total	41	47	21	35	32	31	0	0	0	0	0	0	0	207

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	208	Newcomers (ELLs receiving service 0-3 years)	176	Special Education	39
SIFE	0	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	176	1	25	31	0	12	1	0	0	208
Total	176	1	25	31	0	12	1	0	0	208

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	28	9	21	15	17								110
Chinese	1	4	1	4	2	2								14
Russian														0
Bengali														0
Urdu	1													1
Arabic	5	6	4	3	8	3								29
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	7	6	4	2	4	4								27
Albanian	3	3	3	2	2	1								14
Other	5			3	1	2								11
TOTAL	42	47	21	35	32	29	0	206						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response

1. A. Since we have a large diverse ESL population, and in order to be in compliance and service all our students according to their proficiency levels, we have a combination of push-in and pull-out program. Pull-outs are done with our Special Education and ICT students who are placed in different ICT classes.

At PS 88, there are six fully certified ESL teachers servicing the entitled children using the Push-In and Pull-Out models. We have a first and fourth grade self-contained class taught by licensed ESL teachers. We have a third grade self-contained ESL class being taught by a licensed bilingual teacher. A licensed ESL teacher pushes into that class to service the students. The remaining four ESL teachers are servicing Kindergarten ELLs, first grade (ICT) ELLs, second grade ELLs, third grade ELLs, fourth grade (ICT) ELLs and all of the fifth grade ELLs. We have no bilingual content area teachers or special education teachers with bilingual extensions. We have no teachers servicing our ELLs without ESL/Bilingual Certification.

B. ELL students are placed by grade level. In our self contained classes, all proficiency levels are mixed and serviced either by the classroom teacher who is a licensed ESL teacher or by a push-in ESL teacher. However, in those self contained ESL classes students are grouped according to their strengths and weaknesses as well as partnering by native languages. Whenever possible, ELLs with IEPs are placed according to their proficiency levels in order to avoid disruption in the class by having too many pull-outs.

2. In September, our ESL staff meets to review and analyze the results of the NYSESLAT. This is done to determine proficiency levels and the required number of hours of service, as well as to analyze trends in strengths and weaknesses in the different modalities of listening, speaking, reading and writing. The data from the NYSESLAT, as well as other assessments, i.e., ESL, Math, ELL Interim Assessments, etc., help both the ESL teachers as well as the classroom teachers in grouping their students and providing the best language acquisition plan based on ESL strategies of differentiated instruction.

All our ESL teachers submit their program cards clearly indicating the group being pulled out or the push-in group being serviced and the number of minutes as well as the number of times per week.

A. As per CR Part 154, our ELL student beginners and intermediates receive two units of ESL totaling to 360 minutes per week. Our advanced ELLs receive one unit of ESL and one unit of ELA totaling to 180 minutes per week.

CTT and Special Education ELLs are pulled out according to their proficiency levels which dictates the number of instructional hours (Beginner and Intermediates 360 minutes and Advanced 180 minutes). Furthermore those ELLs are also grouped based upon their strengths and weaknesses in the different modalities from the results of the NYSESLAT as mentioned above. Our goal is to have a full push-in model. However, due to the number of ESL teachers and the mandated structure of our Special Ed classes, we utilize a combined push-in pull-out and self-contained organizational model.

3. Content area instruction is delivered in each model whether it be push in or pull out through differentiated instruction using ESL strategies of scaffolding through visual aids, charts, graphic organizers, cooperative learning as well as partner work with native language support as much as possible.

4. All of our ESL subgroups are taught using ESL methodology and instructional strategies.

A. At PS 88, presently we have one SIFE student. We offer our SIFE student who exhibits inadequate growth on reading or writing assignments, the following programs: Wilson, remedial support as well as the 37 ½ minute tutoring. Imbedded in all of the above programs are ESL scaffolding techniques. In addition, some of our SIFE students who come from war torn countries, rural areas, and with little social exposure, receive counseling and guidance.

B. For our newcomers (ELLs in US schools for less than three years), we provide small group instruction implementing ESL scaffolding techniques while providing contextual support such as illustration posters, maps, globes, timelines, songs, narratives etc. as well as native language support in the form of books and glossaries in order to reduce language demands of academic English. For example, we use pictures to build background knowledge. We develop vocabulary using read-alouds, accountable talk (with language prompts) and shared reading. Some additional scaffolding strategies used in our instructional plans for newcomers are visuals and graphics, manipulatives, cooperative learning, and lots of modeling by our ESL teachers. Our newcomers have access to the Rosetta Stone Language Learning Program in all their classrooms. Our newcomers will also be given the opportunity to enroll in a supplemental ESL class once a week after school starting in January 2011.

For our ELLs who have been here for a year and are required to take the ELA test, we teach them the language of testing, as well as test taking strategies, while providing them with the required testing accommodations. We expose these students to all the genres of literature while teaching them the reading strategies of predicting, evaluating, inferring, monitoring/clarifying, as well as phonics and decoding. In writing, we expose these students to the writing strategies of note-taking, summarizing, and elaborating as well as language arts. All of the above reading and writing strategies are taught by lots of teacher modeling and the use of graphic organizers. Vocabulary and syntax are taught by classifying by association, using mental and actual pictures. Thus, academic vocabulary is developed in our ELLs by using cognates, exemplifications, explanations and the use of synonyms. These students also participate in ELA test preparation two days a week for 37 ½ minutes during extended day in a small group setting.

C. For our 23 ELLs receiving 4 to 6 years of services, all informal and formal assessments data are analyzed (i.e. ESL Interim Assessments, NYSESLAT, ITA, Predictive) in order to zero in on their strengths and weaknesses. This analysis allows us to group them for differentiated instructions targeting their needs while adhering to ESL scaffolding strategies.

D. For our one long term ELL (completed 6 years and more) after a careful data analysis of all formal and informal assessments, we organize collaborative activities according to the student's needs and scaffold instruction to build academic English proficiency.

E. For our 25 ELLs who have been identified as having special needs, we carefully review their IEPs and all assessments (both formal and informal as well as alternate assessments) in order to tailor our ESL instruction accordingly. Adaptations of objectives with embedded ESL

scaffolding procedures and native language support ensure successful instruction. We task analyze objectives into smaller units of differentiated instruction. We combine objectives to eliminate details while retaining essential information. Some adaptation of materials for students with special needs include: enlarge printed materials, reduce amount of information per page, use pictures and illustrations, pre-cut materials, increase space between words and sentences, increase space between lines and modify vocabulary.

B. Programming and Scheduling Information--Continued

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

- As far as our targeted intervention program is concerned, one of our ESL teachers services a group of ELLs once a week, from grades 1 through 5, who are having difficulties in ELA. This is an ongoing changing group that receives additional services in ESL. Our targeted intervention program for our ELLs in ELA is through the Houghton Mifflin Reading Program with an ESL component which is being used in grades 2-5. We do not have targeted intervention programs for our ELLs in math or social studies and other content areas except for the ESL strategies and differentiated instruction incorporated in all our content areas with native language support.
- Our transitional ELLs are integrated into regular classrooms with other advanced ELL students. Since an ESL teacher pushes in to service the advanced students, they also support transitional students when the situation arises where language interferes with academic learning. Transitional students also get the benefit of extended time and native language support in the form of glossaries during testing in content areas.
- Starting January 2011, we will be offering an  population.
- Due to budget restraints, we will not be offering evening ESL classes for the parents of our ELL population.
- All our ELLs are invited to join supplemental school programs, such as Law Club, Newspaper Club, Chorus, Card Connection and Recorder Club.
- The technology materials used at PS 88 to support our ELLs include Rosetta Stone, Starfall and Head Sprout. Native language support is delivered in each group model by glossaries, books whenever possible in their native language, grouping with similar language, multicultural literature and visuals. In January 2011, we will offer our newly enrolled ELLs ESL classes taught after school by a licensed ESL teacher.
- Native language support is delivered by providing students with glossaries, dictionaries and books available in the native language as much as possible, as well as partnering them with students that speak the same language.
- Required services support, and resources correspond to our ELLs' ages and grade levels
- At this time, our school does not have any activities to assist newly enrolled ELL students before the beginning of the school year, except for the parent orientation we hold in June for the next year's incoming new students including ELLs.
- There are no language electives offered in this school.e response to questions 5-14 here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. Our ESL staff members attend Regional Workshops as much as possible. Our ESL Coordinator attends all Regional Workshops as well as QTEL Workshops. She in turn compiles all the information from these workshops and disseminates it to administration and the other ESL staff members during lunch and learn common prep periods. In addition, we have staff development provided to all our teachers through Child First Network headed by Diane Foley.

We will continue to provide staff development on ESL strategies to all teachers and paraprofessionals on staff development days that can be used in daily classroom activities to further help ELLs in their classrooms. Teachers will also be trained and encouraged each year to interpret and use all ESL data from the NYSESLAT as well as the ESL Interim Assessments in order to drive their instruction and grouping strategies.

2. Our staff is informed about dates of open house offered by Middle and Specialty School so that they can prepare their students to attend these events with possible questions that students might have. Our staff has access to use translators when meeting with parents to answer questions about middle schools. There are also middle school open houses which provide translation services.

3. All our common branch classroom teachers, as well as content area teachers, are required to complete a minimum of 7.5 hours of ESL training. Special Education teachers are required to complete ten hours of ESL training. We have a record keeping system when teachers attend these workshops. Staff members are required to submit proof of attendance, a copy of which is kept in each teacher's cumulative file in the main office.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Some parents of ELLs are members of our PTA and SLT, and new incoming parents of ELLs are encouraged to join the PTA and SLT. Organizing an adult evening ESL program has been a direct result of our parental involvement activities which have addressed the need to help parents learn English so they can help their children succeed in school. Although, due to budget restraints, we will not be offering these classes this school year.

2. Presently, our school partners with community based organizations, such as Greater Ridgewood Youth Council. They provide homework help and recreational activities in our building during after school hours for all students in grades one through 5.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	30	7	7	3	4								67
Intermediate(I)	10	13	3	12	5	11								54

Advanced (A)	15	3	11	16	23	13								81
Total	41	46	21	35	31	28	0	0	0	0	0	0	0	202

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	6	1	2	1	2							
	I	0	8	0	0	0	4							
	A	2	14	11	11	11	6							
	P	0	14	6	20	20	22							
READING/WRITING	B	2	25	4	5	2	2							
	I	0	15	3	12	5	8							
	A	0	2	9	16	18	11							
	P	0	0	2	0	7	11							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	1	0	1
4	10	12	4	0	26
5	9	14	1	0	24
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		1		0		0		2
4	3		14		7		2		26
5	5		18		4		0		27
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

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

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

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

Paste response to questions 1-6 here

1. The early literacy skills of our ELLs are assessed by ECLAS. Classroom teachers also use IRI from the Houghton Mifflin to assess their students.
2. After a careful review and analysis of ESL assessment data, we find that in kindergarten and first grade, the majority of our students score at the beginner level in reading and writing whether they take the LAB-R or the NYSESLAT, while in listening and speaking, the majority of our Kindergarten and 1st grade students score advanced. However, the majority of our ELLs in 2nd, 3rd, and 4th grades are advanced in reading and writing and proficient in listening and speaking. The majority of our 5th grade ELLs are either proficient or advanced in both listening and speaking, as well as reading and writing.

On the Reading and Writing Modality of the NYSESLAT, in Kindergarten and 1st grade 39% of ELLs scored at the beginner level, 21% scored at the intermediate level, 19% scored at the advanced level, and 21% scored proficient. For our 2nd to 4th graders, 10% scored at the beginner level, 26% scored at the intermediate level, 40% scored at the advanced level, and 23% scored proficient. For our 5th graders 4% scored at the beginner level, 17% scored at the intermediate level, 46% scored at the advanced level, and 33% scored proficient.

On the Listening and Speaking Modality of the NYSESLAT in Kindergarten and 1st grade 4% scored at the beginner level, 6% scored at the intermediate level, 35% scored at the advanced level, and 55% scored proficient. For our 2nd to 4th graders, 3% scored at the beginner level, 3% scored at the intermediate level, 29% scored at the advanced level, and 64% scored proficient. For our 5th graders 4% scored at the beginner level, 0% scored at the intermediate level, 42% scored at the advanced level, and 54% scored proficient.

After reviewing the aggregate performance data on the results from the NYSESLAT Modality Analysis in Reading and Writing versus Listening and Speaking, it seems that all students seem to be more proficient in the Listening and Speaking (55%) and less proficient in the Reading and Writing (24%). Based on the above results, we are putting a greater emphasis on teaching writing mechanics and grammar. In order to address this problem, the administration is planning to implement an Inquiry Team of ELLs.
3. Based on the data across NYSESLAT modalities, most ELL students at PS 88 score proficient in listening and speaking while lagging behind in reading and writing. According to the results of the data stated in number 2 above, our ESL teachers push in during guided reading and writing workshops in order to target the specific needs of the English Language Learners.
4. A. Clearly the patterns across proficiencies and grades indicate our ELLs score higher in Listening and Speaking. While 42% scored in K and 1st grades proficient in Listening and Speaking, only 21% scored proficient in Reading and Writing. For our 2nd and 4th graders while 64% scored proficient in Listening and Speaking, only 23% scored proficient in Reading and Writing. For our 5th graders, 54% scored proficient in Listening and Speaking, while 27% scored proficient in Reading and Writing.

B. Teachers receive the results of the ELL Periodic Assessments three times a year. During prep periods classroom teachers meet with their respective ESL counterparts in order to do a thorough analysis of the data and group ELLs according to their strengths and weaknesses. In turn this determines the differentiated instruction for the groups.

C. The school learns the strengths and weaknesses of the ELL population in listening, reading and writing from the Periodic Assessment. The native language is used for clarification and explanation of concepts by a teacher, teacher aide, para or a peer volunteer.

6. We evaluate the success of our programs for our ELLs by analyzing the results of all informal, as well as formal assessments, such as the NYSESLAT, ELL Interim Assessment, ELA, Math, and Science test results. Another way we evaluate the success of our ELLs is by looking at the progress each ELL student has made each year on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 24Q088

All Title I SWP schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

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

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

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

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

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

Explanation/Background:

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

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

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	yes			496,106		
Title I, Part A (ARRA)	Federal	yes			40,156		
Title II, Part A	Federal	yes			367,145		

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal	yes			33,900		
Title IV	Federal			n/a			
IDEA	Federal		no				
Tax Levy	Local	yes			5,438,885		