



PS 88 SIDNEY SILVERSTEIN LITTLE SPARROW SCHOOL

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL: 09X088
ADDRESS: 1340 SHERIDAN AVENUE, BRONX, NY 10456
TELEPHONE: 718-681-6220
FAX: 718-681-6224**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X088 **SCHOOL NAME:** Sidney Silverstein Little Sparrow School

SCHOOL ADDRESS: 1340 Sheridan Avenue, Bronx, NY 10456

SCHOOL TELEPHONE: 718-681-6220 **FAX:** 718-681-6224

SCHOOL CONTACT PERSON: Melinda Hyer **EMAIL ADDRESS:** mhyer@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Caitlin Trapani

PRINCIPAL: Melinda Hyer

UFT CHAPTER LEADER: Cynthia Adair

PARENTS' ASSOCIATION PRESIDENT: Gabriela Lucero

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 104

NETWORK LEADER: Bob Cohen

SUPERINTENDENT: Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Melinda Hyer	*Principal or Designee	
Cynthia Adair	*UFT Chapter Chairperson or Designee	
Gabriela Lucero	*PA/PTA President or Designated Co-President	
Victor Tejeda	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Caitlin Trapani	Member/Teacher	
Maria Patterson	Member/Teacher	
Priscilla Centeno	Member/CSA Representative	
Aminata Kone	Member/Parent	
Inez Chimbo	Member/Parent	
Hatu Gumaneh	Member/Parent	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Vision Statement: Our school community mentors our students into valuing education and becoming life-long achievers, while equipping them with the tools to be visionaries - now and in the future.

Mission Statement: PS 88's mission is dedicated to fostering a school that honors and respects the work of its diverse community, which is focused on integrated learning and achievement.

The vision statement is exemplified in an educational experience that engages students in skills and strategies that will build the foundation necessary for success. With an enrollment of 257 students, we are able to create classes that are lower in size than the city average. This benefits each student as it allows all staff the opportunity to know each student well and to work collaboratively to ensure that students are achieving. As you walk through our unique facility, you will see and hear teaching and learning occurring and in some instances, a simultaneous exchange of students teaching teachers and teachers teaching students.

In April 2009, several teachers on each grade level began a journey to create a curriculum calendar that reflected the needs of our students. This journey continues as the document has evolved into a tool that teacher's collaboratively revise on a weekly basis through planning meetings.

Our intervention team identifies students in need and provides targeted instruction. The team works closely with all constituents in order to keep the flow of information current. Schedules are created with input from teachers with consideration to the number of times a student is pulled out of the classroom. All forms of interventions that we utilize assist in moving our students towards a year of progress. Referrals to special education become necessary after we have exhausted all resources. All referrals end up in needing mandated services which is a testament to the staff knowing each student and their needs.

The school engages students in a visual arts and theater program. Both teachers provide experiences through the arts and are in process of aligning their programs to the curriculum calendar. For the past five years, educational consultants have provided residencies in all modalities however we are unable to provide the residencies due to budget cuts. We are committed to providing arts instruction despite limitations.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Sidney Silverstein Little Sparrow School				
District:	09	DBN #:	09X088	School BEDS Code:	320900010088

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
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	0	0	0		91.4	92.9	93.9		
Kindergarten	79	77	78						
Grade 1	85	80	85						
Grade 2	65	73	65						
Grade 3	73	53	63						
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	0	0	0						
Grade 7	0	0	0						
Grade 8	0	0	0						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	0	0	0						
Total	302	283	292						
				Student Stability: % of Enrollment					
				(As of June 30)	2007-08	2008-09	2009-10		
					96.9	93.3	TBD		
				Poverty Rate: % of Enrollment					
				(As of October 31)	2007-08	2008-09	2009-10		
					88.8	92.1	97.5		
				Students in Temporary Housing: Total Number					
				(As of June 30)	2007-08	2008-09	2009-10		
					15	36	4		
				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
					11	5	3		
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		
Number in Self-Contained Classes	13	12	26	Principal Suspensions	1	0	TBD		
No. in Collaborative Team Teaching (CTT) Classes	10	2	0	Superintendent Suspensions	4	0	TBD		
Number all others	16	19	16						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	55	57	43	CTE Program Participants	n/a	n/a	n/a
# in Dual Lang. Programs	0	0	0	Early College HS Participants	n/a	n/a	n/a
# receiving ESL services only	48	40	53	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	3	13	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	30	30	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	5	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0	Percent more than two years teaching in this school	53.3	70.0	TBD
Black or African American	40.4	40.6	40.1	Percent more than five years teaching anywhere	53.3	50.0	TBD
Hispanic or Latino	59.3	58.7	55.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.3	0.7	0.7	Percent Masters Degree or higher	83.0	87.0	TBD
White	0.0	0.0	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.0	100.0	TBD
Multi-racial							
Male	48.7	47.3	49.7				
Female	51.3	52.7	50.3				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:		Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	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							
Other Groups							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	3	3					

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	√
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

The student performance trends identified indicate:

- In the 2010 NYSESLAT 102 ELL students were tested. The overall results were as follows: 16% scored beginning, 22% scored intermediate, 45% scored advance, and 19% scored proficient. In the 2009 NYSESLAT only 5% scored proficient. We increased the proficient level by 14%. The data patterns across the four modalities reveal that listening and speaking are areas of strength and that reading and writing are areas that continue to need more rigorous instruction.
- In level one of the NYSESLAT, 61 kindergarten and first grade students were tested and in the listening and speaking area 49% scored advanced, 23% scored proficient, 6% scored intermediate and 2% scored beginning. Listening and speaking were areas of strength for our level one students. In the combined areas of reading and writing, 21% scored beginning, 30% scored intermediate, 20% scored advanced, and 18% scored proficient. In the 2010 NYSESLAT we had an increase of 5% in the proficient level in reading/writing. In the academic area of reading and writing our students continue to show progress due to an increase in the instructional academic rigor of our reading and writing programs.
- In level two of the NYSESLAT, 41 grade two and three students were tested. In the listening/speaking areas 88% scored proficient, 7% scored advanced, 2% scored intermediate, and 2% scored beginning. Listening and speaking were areas of strength. In the area of reading and writing performance levels were 24% proficient, 55% advanced, 14% intermediate and 7% beginning. More than half of our level two students are within the proficient and advance levels in reading and writing. In the third grade 24% scored proficient in the overall NYSESLAT. Our level two students have improved their level of reading comprehension and are writing with coherence and grammatically improved writing skills.
- Due to the change in scoring for the State Exams, there is a significant decrease in both ELA and Math scores. We have looked at which strategies and skills are

students show weakness and are aligning the curriculum calendar to address those weaknesses.

- NY State 2010 ELA results show that 38.7% of our students scored at or above Level 3.
 - NY State Math in 2010 show that 66.1% of our students scored at or above Level 3 or Level 4.
- End year reading levels did not show gains from last year as we remained at 61% of students reading at or above grade reading levels. Significant gains were made in kindergarten and grade 3. Disaggregating reading levels by grade indicate the following: 72% of kindergarten students are reading at or above grade level, 60% of grade 1 students are reading at or above reading level, 45% of grade 2 students are reading at or above reading level, 69% of grade 3 students are reading at or above reading level.

The greatest accomplishments that PS 88 has had over the last couple of years are:

- Last year, we applied for five grants and were awarded all five. Four out of the five were considered to be small but allowed us to provide parent workshops, add a physical education component to our school and increase materials and professional development. The largest grant was the Library Reach Grant which afforded us the opportunity to upgrade our library. The most noticeable result of the Library Reach Grant was bookshelves that were manufactured for libraries. It has transformed the space.
- Strategic planning is thorough by collecting and analyzing data. All staff use data well to monitor regularly the goals set annually for the school as well as for their students. Our curriculum calendar is evident of our use of data and strategic planning. The calendar continues to be a tool that is truly a living document that is embedded with content area and ELA and is aligned to the standards. This year, we are ensuring that resources are aligned.
- The library continues to evolve by focusing on involving students in the library squad which takes on the responsibility to maintain the library. The library media specialist improves her practice by challenging the learning experiences she provides to students. This year, she is collaborating with teachers by providing instruction in the library using all resources as well as in the classroom using the available resources. This collaborating should increase the use of technology in the classroom.
- Our intervention team which includes both at-risk and mandated providers has developed into the strongest component in our school. The team collaboratively works with all constituents to ensure that students are progressing by designing intervention tailored to a student's need. The success is evident in student achievement on informal and formal assessments as well as a reduction of incidents. Each year they fine tune their systems in order to work efficiently and effortlessly towards ensuring that all students are recognized and supported.

Significant aids that support the school's continuous improvement:

- The school provides a strong individualized professional development program for teachers that address teachers' current professional needs. Teachers work with support personnel such as coaches, lead teachers and consultants by setting goals to support their teaching and learning. Each teacher takes a leadership role in sharing their learning with their colleagues both by horizontally and vertically.
- Resources are aligned to our strategic goals. This is evident in both professional development as well as student achievement. Celebrations occur as we reach milestones which occur through our progress monitoring. Budget and resources are carefully planned to ensure that they support our goals.
- Arts education continues to be a priority at PS 88 despite the budget cuts. Although we may not be able to provide residencies in all modalities, our full time arts teachers are committed to our continued efforts to the arts. Students will engage in visual arts and theatre.
- The creation of bridge classes allowed for both addressing overcrowding on grade levels and to address the decrease of students in our Spanish bilingual classes. Teachers receive additional support to ensure that they are continue to identify needs and provided targeted instruction while aligning the curriculum to ensure that standards for both grades are met. Our success is due in large part to the teachers who have taken on this endeavor. This year, one additional bridge class was created.

Significant barriers that interfere with the school's continuous improvement:

- In addition to budget cut that all schools received, we experienced a register loss which also reduced our budget resulting in a loss of services. Those services include: after school programming, educational consultants, assembly programs, literacy coach, reduction in teaching staff, arts programs, needed technology upgrades. Our budget situation has had a detrimental impact but we have faced the challenge and are finding ways to creatively address how we organize the school.
- Parent involvement continues to be an area that we are strategically addressing. Although parents attend and support school programs, in house celebrations, events and conferences, their participation in the PTA and SLT is limited to a small group of parents. Our hope is that as our school enters its second year of the parent leadership program, more parents will be involved.
- Each year we continue to address the limitations the facility provides. Unfortunately, these issues do not seem to be recognized for Capital Improvements despite the severity. Last year, some issues were resolved however we still experience plumbing, electrical and space constraints. This year, the Fire Department has closed off a space that was utilized for small group mandated instruction provided for ELLs and Special Education students. In addition, we can no longer provide related services in the hallway because the tables although flush to wall are a building code violation. The sub feeds and breaker panels are underrated causing our modern use of technology such as document cameras and computers to fail due to lack of power supplied to each classroom. Due to the age of the building, the plumbing is

deteriorating which causes water leakage. Water penetration has lead to weakening of ceilings resulting in water saturation thus resulting in ceiling pieces falling onto surfaces.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

Based on the findings and implications from our comprehensive needs assessment, the following are our instructional goals for 2010-2011.

Goal #1: To increase the number of ELL students by 5% who score at an Advanced Level on the NYSESLAT, results Fall 2011.

After reviewing the Spring 2010 NYSESLAT results, 19% of our students tested at proficient thus no longer requiring ELL services. That is a 14% increase from 2009. In order to service our increasing ELL population, our focus will be to ensure that students achieve at or above standard on state exams when they reach testing grades.

Goal #2: To increase parental engagement and knowledge of teaching and learning in order to build effective support strategies at home.

Parental engagement continues to be an area in need of improvement. In 2009-2010, the parent coordinator created a parent leadership program to increase parent engagement in the school through a volunteer program and to assist parents in developing skills necessary to enter the workforce. Our goal is to increase the number of parents participating in the leadership program this year.

Goal #3: To develop consistency amongst all pedagogues by demonstrating coherence in student tasks, standards and assessment.

After conducting our needs assessment, all pedagogues are collaborating in order to plan. What has become apparent is a need to define and demonstrate instructional coherence. By doing so, we believe student achievement will increase.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of ELL students by 5% who score at an Advanced Level on the NYSESLAT, results Fall 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Create 1 ESL class in grade 1 (14 ELLs) and grade 2 (17 ELLs). All identified ELLs are opted out of TBE and currently receive pull out ESL services by the licensed mandated ESL teacher • Schedule two periods of mandated push in ESL provided by licensed ESL teacher • Provide professional development on ESL methodologies to classroom teachers and Jose P. refresher training (All teachers have participated in Jose P. training) • Implement Santillana Intensive English program • Push in support from F-Status teacher
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Opted in to conceptually consolidate federal, state, and local funding for fiscal year 2011 • Tax Levy Lead Teacher • NYSTL funding

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Spring 2011 NYSESLAT result will show a 5% increase of students scoring at Advanced in all grades
- Progress monitoring through the use of DIBELS will be monitored periodically
- Data meetings will be held with the principal three times a year
- All documentation of professional development will be maintained in the main office

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase parental engagement and knowledge of teaching and learning in order to build effective support strategies at home.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase participants in the newly developed I.N.V.O.L.V.E.D (Parent Volunteer) Program by identifying parents and encouraging participation in the training sessions • Parent Coordinator Workshops that are geared towards parent leadership • Create monthly Parent Read Aloud events. • Curriculum events such as writing celebrations, Education Fair, • Curriculum workshops provided by coach and lead teachers designed to teach parents strategies to use in the home to build literacy and content area skills • Create a school survey workshop in order to increase response rate by 10% on school survey
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Title 1, 1% Parent Involvement Monies • Tax Levy Parent Coordinator • Tax Levy Parent Coordinator OTPS
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Increase of 50% of parents participating in the training program • Increase of 20% of parents volunteering • Significant increase of parent response rate on the school survey • Documentation of workshops and events will be maintained in the main office

Subject/Area (where relevant): Instructional Coherence

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop consistency amongst 60% pedagogues by demonstrating coherence in student tasks, standards and assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>SQR statement 1.2: Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products</p> <ul style="list-style-type: none"> • Professional development will focus on developing teacher pedagogy from a coherent set of beliefs (i.e. aligning student tasks with curriculum, common core standards and assessments) • Curriculum calendar reflects student work exemplars, common core standards, assessments • Forums to foster work: Weekly common planning meetings by grade, data meetings, monthly faculty / grade conferences • Professional development provided by AUSSIE consultant. Literacy coach, Lead Teachers
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • Opted in to conceptually consolidate federal, state, and local funding for fiscal year 2011 • Tax Levy Lead Teacher • Title 1 SWP: 10% Professional Development
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • A strategic professional development plan will be created for teachers based on the professional teaching standards • Curriculum calendar will be aligned to Common Core State Standards, resources identified, exemplars will demonstrate rigorous tasks and assessments • Forums to foster work: Weekly common planning meetings by grade, data meetings, monthly faculty / grade conferences • Professional development provided by AUSSIE consultant, Lead Teachers

- | | |
|--|---|
| | <ul style="list-style-type: none">• All documentation will be maintained in the main office• Maintaining class sizes lower than the city average |
|--|---|

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	11	0	N/A	N/A	N/A	N/A	N/A	0
1	21	0	N/A	N/A	N/A	N/A	N/A	0
2	19	15	N/A	N/A	N/A	N/A	N/A	0
3	19	15	N/A	N/A	N/A	N/A	N/A	6
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	The implementation of AIS is directed for small group instruction geared towards students who are performing below grade level and are considered at high risks academically. This program is available during school hours, five times a week in sessions of 45 minutes. The use of intervention programs such as Wilson, Voyager/Passport, and Great Leaps focus and support phonics, fluency, comprehension and vocabulary. Extended time is also provided four times a week either before or after regular school time, in sessions of 37.5 minutes. Pending budget, some programs such as other After School Academy or Saturday Academy will be dedicated to improve and support skill work and enrichment within the reading area.
Mathematics:	Students, who are performing below grade level and are considered high risk academically, receive small group instruction. An F-status teacher provides essential strategies and support to improve skill work.
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Position eliminated due to severe budget cuts.
At-risk Services Provided by the School Psychologist:	School Psychologist is shared with another school is in the building 2 days per week. No at-risk services are provided. Attends intervention team meetings and provides strategies and parent consultations as needed.
At-risk Services Provided by the Social Worker:	Social Worker is shared with another school is in the building 2 days per week. No at-risk services are provided. Attends intervention team meetings and provides strategies and parent consultations as needed.
At-risk Health-related Services:	Students identified as having a 504 Accommodation Plan participate in a six week open airway class provided by the on-site DOH Nurse. Targeted third grade students participate in a 4 session class with the Dietician and learn about healthy eating choices as well as hands-on cooking experiences. All students engage in a lessons provided by a teacher who follows the DOE Health Curriculum. Students learn about nutrition, exercise, hygiene, safety, and HIV/AIDS curriculum lessons.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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

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

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

Section I. Student and School Information

Grade Level(s) K-3 Number of Students to be Served: 27 LEP 0 Non-LEP
Number of Teachers 2 Other Staff (Specify) 1 Assistant Principal to supervise program

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our Emergency Immigrant After School Intensive ESL Program will service 27 second and third grade ELL students including SIFE and long term ELLs. After analyzing our 2010 NYSELAT data, reading and writing have been determined to be subject areas where 69% of our second and third grade ELLs scored within the intermediate or advanced range. Therefore the ELLs targeted for this program will get the additional support in the Immigrant Program in order to move them to the proficiency level. In addition, second and third grade ELLs scoring at the beginner level are invited to participate in the program in order to improve their social and academic English language proficiency.

The program will be held on Tuesdays and Wednesdays beginning November 16th until June 1. In total there will be 51 sessions which is equivalent to 76.5 hours of instruction. On the aforementioned days the program will run from 3:15 to 4:45p.m. The instructional language is English with native language support for those beginning level students. There are two instructors, one Bilingual licensed and one ESL certified teacher. Each group is composed of approximate 12 - 15 students. 76.5 hours of per session will be applied to have a supervisor in the building in order to supervise the program. The intermediate supervisor will conduct informal and a formal observation of both teachers. This will ensure that the teachers are identifying learning gaps and aligning instruction towards closing those gaps.

Using a thematic approach, the program aims at using language in an appropriate context to make the learning language experience meaningful and comprehensible. All language modalities ~ listening, speaking, reading and writing will be incorporated in an interactive learning environment. The strength of the program is the experiences provided through content area instruction which address reading, writing and math skills in English.

The *Santillana Intensive English ESL* program will be utilized to bridge language and content area instruction. The program uses a standard based instructional approach which differentiates instruction and addresses the linguistic and academic needs of students. The learning experiences provide for content area instruction which address reading, writing and math skills in English. The Santillana program will be supplemented by other instructional materials which lend themselves to the explicit teaching of cognitive and meta-cognitive strategies which increase academic learning. The materials will support vocabulary development, the building of reading comprehension skills, promoting better usage of English grammar in reading and writing, and the development of problem solving skills in mathematics.

To support vocabulary development we will use *Analogies Concept Connections*, levels B and C, by Continental Press. This book will help students to recognize and generate analogies through word associations and classifications. To build reading comprehension skills, we will use, *Best Practices in Reading*, level B, by Continental Press. This book promotes guided instruction and independent practice in order to activate schema and develop the cognitive process of each student. The learning experiences will help students construct understanding of elements such as, the main idea, cause and effect, sequencing, making inferences, and using context clues.

Its use improves reading comprehension elements such as language knowledge, background knowledge, making connections, drawing conclusion, questioning, visualizing, and summarizing. To improve writing skills we will use, *Practice Exercise in Basic English*, levels B and C, by Continental Press. This book includes exercises that reinforce grammar usage, and word study. Skills are repeated in a variety of formats so students learn and retain the information that is being taught. The texts and exercises represented in this workbook focus on high-interest subjects from across the curriculum and all content areas. Other materials include, *Practice Exercises in Basic Math*, along with *Essential Skills for NY Math*. These books include exercises correlated to NYS' grade-level objectives. The exercises represented in these workbooks reinforce math vocabulary to allow students to solve math problems that are challenging and engaging.

The addition of document cameras will offer teachers a way of engaging students through the use of technology. For ELLs, this approach will be an additional strategy that will enhance learning experiences. The ultimate goal of our Immigrant Program is to bridge language and content in order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the program and the learning process will include modeling, shared celebrations, presentations, peer explorations and the use of instructional technology to construct knowledge across all areas of the curriculum.

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

Bilingual and ESL teachers will attend bi-monthly professional development provided by Deputy Network Leader. Meetings consist of instructional strategies, data and compliance related to ELL’s. Teachers participate in professional development during the school day. Monthly professional development addresses all curriculum areas, standards based instruction as well as ESL strategies that assist ELL’s in the language acquisition process. Foci topics: Analysis of NYSESLAT data for grouping and differentiation of instruction, goal setting, progress monitoring, aligning instructional plans to goals, bridging content and language, setting language goals and objectives. Topics are discussed with LAP team, common planning meetings, department meetings and inquiry teams. Agendas and documentation are maintained in the main office.

Section III. Title III Budget

School: 09X088 BEDS Code: 320900010088

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must		(Example: 200 hours of per session for ESL and General Ed

account for fringe benefits) - Per session - Per diem	\$11,627.24	teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) <u>Teacher Per session</u> -153 hours for two teachers -Rate of \$49.89 per hour which includes fringe benefits <div style="text-align: right;">Sub Total \$7633.17</div> <u>Supervisor Per session</u> -76.5hours for one supervisor -Rate of \$52.21 per hour which includes fringe benefits <div style="text-align: right;">Sub Total \$3994.07</div>
Purchased services - High quality staff and curriculum development contracts.	\$300.00	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) -Educational Consultant will provide parent workshop -2 hour workshop at a rate of \$300 per workshop.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$3912.76	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) Document Camera x 2 at 543.81= \$1087.62 Media Cart x2 at 310.01= \$620.20 <div style="text-align: right;">Sub Total \$1707.82</div> Santillana Intensive English Level 2 Student Kit \$1270.95 Level 3 Student Kit \$1838.95 <div style="text-align: right;">Sub Total \$3109.90</div> Continental Press: Practice Exercises in Basic English \$4.29 Level B: 24, Level C: 15 = \$167.31 Practice Exercises in Basic Math \$4.24 Level B: 30, Level C: 30 = \$254.40 Analogies Concept Connections \$4.68 Level B: 30, Level C: 15 = \$210.60 Rally Education: Essential Skills for NY Math \$9.80 Level B: 30 = \$294.00 Options: Best Practices in Reading \$10.95 Level C: 30 = \$328.50 <div style="text-align: right;">Sub Total \$1254.81</div>

		Grand Total: \$6072.53
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	\$0.00	-Staff will provide a 2 hour parent workshop -Handouts, refreshments, flyers
TOTAL	\$15,840.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

For all new admissions to our school, we follow the Chancellor's Regulations. The needs for written translation and oral interpretation at PS 88 were assessed through the Home Language Survey to determine the predominant languages spoken by our parent population.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

A review of this language survey indicates that our Hispanic population which comprises 60.7% is in need of communications interpreted and translated to Spanish. 38.1% of our population is Black and within that 38.1%, most are West African and many are in need of oral interpretation services. Informal conversations with parents determined that several dialects are represented within our West African community. The most spoken dialects are Soninke, Bambara, and Surahuli. It is difficult for agencies to provide an interpreter that speaks these dialects as they are considered exotic languages. In addition, there are limited vendors that can provide the interpretation.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All communication issued by the DOE will be sent home in English, Spanish and in identified languages whenever a translation in those identified languages is provided by the DOE. This accommodates the largest percentage of written languages in the school. All Spanish translations are done by school staff to ensure accuracy. Unfortunately, we were informed several times by the NYCDOE Translation and Interpretation unit that they cannot accommodate our dialects.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Spanish interpretation is provided for parents at school events, parent meetings, and parent/teacher conferences by school staff. We have used an interpreter from the West African community. When her schedule permits she is available for parent meetings, parent/teacher conferences, and informal parent meetings. This improves the communication barriers that may be present for a small number of our parents. We also try to encourage parents to assist in oral interpretations for all languages which ties into our collaborative community.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

At the beginning of the school year, each parent was provided with written notification of their rights regarding interpretation and translation services in the appropriate language. All parents in need of language assistance can make requests in the school's main office. At the main school entrance is the DOE Interpretation sign that tells parents who to contact, in the school, for interpretation services.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	315,660	90,389	406,049
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,156	932	4,088
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,573	*	
4. Enter the anticipated 10% set-aside for Professional Development:	34,500	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

N/A

* 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.
PS 88 gathers, analyzes, and interprets student data in order to understand the performance and achievement of our students. Effective practices have been set in place to meet the level of quality for monitoring student performance and development.
 - a. The administration monitors data three times a year (October, January, June) using formal and informal assessments: DIBELS/IDEL/3D, DRA, running records in grade K-3, Acuity periodic assessments in grade 3, NYSESLAT and EPAL.
 - b. The Academic Intervention Team, in order to discuss case studies, uses informative and summative data.
 - c. Teacher made assessments and end of unit assessments allow teachers to gather data on which students are not meeting the goals of the unit.
 - d. Classroom teachers use mathematics and writing portfolios and reading/writing unit study checklists as evidence of student data.
 - e. Student Data Profile Sheets are prepared at the end of the year. They are gathered and passed along with other assessments to the next grade.

- f. Student Data Profile Sheets are used by the Academic Intervention Team to establish the students that will receive services in the upcoming school year.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

During the 2009-2010 school year the PS 88 staff began working on developing curriculum calendars. Each grade level proceeded to develop the calendar throughout the year. All of the content areas were incorporated into the curriculum calendars. These calendars have become living documents in which teachers can clearly see what educational goals and objectives they should seek to attain with their students; Teachers can see what learning experiences are likely to be useful in attaining these goals and objectives they have selected; the calendars show teachers how learning experiences can be organized for effective instruction; and teachers can evaluate the effectiveness of learning experiences. As the school year goes along, the curriculum calendars are edited to incorporate methods of assessing the achievement of the curriculum's goals and objectives. Another goal this year will be to begin incorporating the Common Core State Standards into the curriculum calendars.

3. Instruction by highly qualified staff.

PS 88's teaching staff has the ability to motivate high academic engagement and competence and has the ability to foster a positive, reinforcing, cooperative environment. Teachers make explicit connections across the curriculum, providing students with opportunities to use the skills they are learning. Teachers make sure that reading and writing are integrated in all content areas. The teachers set high but realistic expectations and consistently encouraged students to try more challenging, but not overwhelming, tasks.

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.

This year professional development is intended at aligning curricula to Common Core State Standards. Decisions must be made to emphasize key standards in order to close the achievement gap, and align curricula across grades and across the content areas. Focus will also be on making student tasks more rigorous and ensuring that all students know what they are learning and why they are learning it. In addition:

- a. Lead Teachers, AIS intervention, Cluster and mandated service providers submit weekly action plans and weekly schedules to warrant the needs of the staff are met.
 - b. AUSSIE Literacy Consultant works with grades K-3 to provide professional development, not only in literacy, but also in curriculum mapping and the editing of the curriculum maps.
 - c. F-status staff is purposefully placed with teachers to ensure academic rigor in the goals set forth in the actionable goals set forth in the CEP.
 - d. Based on teacher needs, teacher observations, and informal walk-throughs, lab sites are established.
 - e. Topics are selected for grade conferences that reflect teacher and student need.
 - f. Parent workshops that help parents interpret test scores, reading levels, and DIBELS/3D reading benchmarks, and the Common core State Standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
There has been little turn over in the past two years and this year, only one vacancy was created. Unfortunately, due to imposed hiring restrictions from the NYCDOE, we were forced to choose from the excessed teacher pool when the vacancy was created. Interviews were conducted to find the teacher that would best fit our community.
6. Strategies to increase parental involvement through means such as family literacy services.
It is widely known that children whose parents share in their education tend to do better in school. Some benefits that have been identified that measure parental involvement in education includes: higher grades and test scores, long term academic achievement, positive attitudes and behavior, and more effective schools. To that end we have implemented the following programs:
- a. INVOLVED Leadership Program, which is overseen by the parent coordinator.
 - b. Online databases which parents can use at home at with their children.
 - c. Workshops that help parents interpret test scores, reading levels, and DIBELS/3D reading benchmarks, the new Common Core State Standards, the School Progress Report, ARIS Parent Link.
 - d. Workshops for parents, along with their children, where they are introduced to visual arts.
 - e. School library, which includes a collection of books and magazines, which are of particular interests to parents as well as Internet access.
 - f. Nutrition workshops, including a workshop from Eat Well Play Hard; ADD/ ADHD workshops; Fresh Air Fund
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.
In the Spring, when Kindergarten registration usually takes place, a Kindergarten checklist will be given to all parents who register their child to attend PS 88 in September. The checklist will contain important elements that all children should know before entering Kindergarten. A workshop will also be held in June to present this information to all incoming parents so that they can get their children ready during the summer months. During this workshop the Common Core State Standards for kindergarten will also be presented to the incoming parents so that they are aware of what their child must master by the end of Kindergarten. This will be done in order to provide for a smooth transition for these students.

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.
 - a. Common planning is scheduled during the school week to address and problem solve instructional needs and professional development for each grade.
 - b. Lead Teachers meet with the administration to review, address, and problem solve current and future instructional needs.
 - c. Teachers engage in data analysis that helps them determine appropriate level texts for student choice in independent and guided reading groups.
 - d. Teachers analyze pre, mid, and end year assessments and make the necessary changes in the assessments where needed.
 - e. Communication between teachers and Academic Intervention providers is constant, clear, and informed.
 - f. During grade conferences discussions regarding data results and data differentiation are held.
 - g. Topics selected for grade conferences reflect teacher and student need.

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. After thorough analysis of all academic data, DIBELS/IDEL/3D, running records, informal/formal assessments, state assessments, students are targeted and academic intervention services are aligned. These students are targeted to receive guided reading/mathematics in small groups and Wilson intervention is also given. Students are assessed every three months to ensure that they are achieving academic achievement. Second and third grade students who are experiencing academic difficulty are also invited to attend ELA/Math academic programs which are held on Saturdays.

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.

The following programs are brought to PS 88: Childhood Abuse Prevention Program, cultural assemblies, Eat Well Play Hard, Move to Improve, Play Streets, Open Airways provided by a DOH nurse and asthma workshops for parents.

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	✓			315,660	✓	15, 18, 21, 22, 31-34
Title I, Part A (ARRA)	Federal	✓			90,389	✓	11, 18, 22, 31-34
Title II, Part A	Federal	✓			317,399	✓	17, 31-34
Title III, Part A	Federal	✓			15,840	✓	15, 23, 22, 24, 25, 26, 27,
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			9,759	✓	18, 21, 22
Tax Levy	Local	✓			1,975,910	✓	18, 21, 22, 31-34

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Current data shows the school has one student who is in temporary housing.

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

Outreach is done to identify the STH population and assist them with accessing applicable school programs. Students who are in temporary housing will receive at risk counseling services to aid them in dealing with their current situation. Our Parent Coordinator will assist parents with phone calls, making appointments, or giving them referrals to organizations that will aid them with their housing situation. The guidance counselor will work with these students so that they may deal better with their situation. The school will also provide these students with transportation, academic intervention services and after school academic and enrichment programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. X088 - S. Silverstein Little Sparrow School					
District:	9	DBN:	09X088	School		320900010088

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4		8		12		
	1	v	5		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	0	0	0				NR
Kindergarten	77	78	52				
Grade 1	80	85	75	Student Stability - % of Enrollment:			
Grade 2	73	65	71	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	53	63	57		96.9	93.3	92.9
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		88.8	97.5	97.5
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		15	36	39
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		11	5	3
Ungraded	0	1	1				
Total	283	292	256				

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	12	26	24	Principal Suspensions	1	0	1
# in Collaborative Team Teaching (CTT) Classes	2	0	0	Superintendent Suspensions	4	0	0
Number all others	19	16	9				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	57	43	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	40	53	TBD
# ELLs with IEPs	3	13	TBD
Number of Teachers	30	30	32
Number of Administrators and Other Professionals	4	5	3
Number of Educational Paraprofessionals	1	1	1

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	53.3	70.0	87.5
				% more than 5 years teaching anywhere	53.3	50.0	65.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	87.0	90.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.0	100.0	100.0
Black or African American	40.6	40.1	37.9				
Hispanic or Latino	58.7	55.1	60.9				
Asian or Native Hawaiian/Other Pacific	0.7	0.7	0.4				
White	0.0	0.3	0.8				
Male	47.3	49.7	57.0				
Female	52.7	50.3	43.0				

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/Differentiated 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:		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					
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White							
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	47.9	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	17.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	8.3						

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



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MELINDA HYER
PRINCIPAL

PRISCILLA CENTENO
ASSISTANT PRINCIPAL

Language Allocation Policy Narrative **2010-2011**

Part I: School ELL Profile (see attached worksheet)

Part II: ELL Identification Process

At the initial registration process, the pupil accounting secretary explains the purpose of the HLIS to all parents and surveys are completed through an interview during the registration process. Then, the interview is conducted in English and in their native language whenever possible. PS 88 can administer the HLIS in English, Spanish and French. Next, the pupil accounting secretary works collaboratively with the licensed bilingual coordinator to review all HLIS of new admits. After careful review of all HLIS, the bilingual coordinator determines who is eligible for LAB-R testing. The state certified and licensed ESL teacher and state certified and licensed bilingual coordinator administer the LAB-R and Spanish LAB within ten days of registration to those students deemed eligible. There is only one ESL teacher, Henri Lenogue-Ford at PS 88 and one Bilingual Coordinator, Haychel Taveras. Both teachers are highly qualified and have permanent New York State Certification. For those students who are entitled to services, NYSESLAT results are reviewed once scores are released. The bilingual coordinator outreaches to parents through letters and telephone calls to review results.

Orientation sessions are held in September and October for the parents of newly enrolled ELLs (18 students) as per results of LAB-R. Parents of newly enrolled ELLs are invited through an initial letter, followed by a reminder notice and the parent coordinator contacts parents through a telephone call. The orientation sessions are hosted by the state certified and licensed bilingual coordinator; state certified and licensed ESL teacher, and parent coordinator. It is an opportunity for parents to become informed, ask questions, and receive the "NYCDOE Guide for Parents of English Language Learners" in Spanish, Arabic, French and English about the ELL instructional programs offered in Public School 88X. Furthermore, parents view the orientation video provided by the Chancellor's Office of English Language Learners which explains how NYCDOE identifies and services ELLs. The video is viewed in the parent's language of choice. At the end of the orientation sessions, parents are offered assistance in completing the Program Selection Form. For parents who are unable to attend the orientation session, the bilingual coordinator and the parent coordinator outreach through another letter, telephone call and if necessary meet with parents at the Parent/Teacher Conference.

The ELL programs available in Public School 88 are: Transitional Bilingual Education Program (TBE) and English as a Second Language Pull-Out Program. The Dual Language program is not offered in our school. In September, after reviewing NYSESLAT results, the bilingual coordinator and the ESL teacher distribute entitlement letters to parents within the first week of school in September which informs parents of the ELL status of their child. Outreach to parents is through a letter and if

necessary, reminder letters, telephone call and meeting at Parent/Teacher Conferences. All documentation is maintained by the bilingual coordinator and pupil accounting secretary.

Based on the LAB-R results, parents are informed of the program offerings at PS 88 in their native language which is provided by either school staff or contracted interpretation services. The bilingual coordinator and if necessary an interpreter discuss with the parent the best option for their child at the orientation and if necessary, a one to one consultation. Parents complete the program selection form and students are placed in corresponding programs. When possible, information is communicated in native language.

The NYSESLAT is administered to students by state certified and licensed TBE teachers, ESL teacher and bilingual coordinator. Upon receiving the results of the NYSESLAT in the summer, data is analyzed, discussed and reported to all staff. The outcomes show that the trend in the last three years as per the NYSESLAT and enrollment data has been an increase in the number of students participating in the ESL program. This is due in large part to parental option as well as an increase in our West African population in the community. The TBE program has decreased due to a proportional decrease in the overall school population as well as a decrease in the number of Spanish speaking students that are entitled to bilingual services. From 09-10, there has been an 8% decrease in the number of students in the TBE classes which can also be attributed to the number of students that tested out as per the spring 2010 NYSESLAT scores.

The programs offered at our school are aligned with what parents have been requesting. As mentioned, parents are requesting pull out ESL program as an option over the TBE model. All survey documents reflecting parental choice are maintained by licensed Bilingual coordinator. Other documentation includes first time entitlement letter, continuation letter, and agenda for yearly orientation meeting. In order to build alignment with parent requests, we are in need of funding to support the maintenance of one TBE class on each grade.

Part IV: Programming

A. Programming and Scheduling Information

Public School 88 has a student population of approximately 257 students. We have identified 32% of the entire student population as being English Language Learners. The educational and linguistic needs of our ELL students are met through our Transitional Bilingual Program and our English as a Second Language Pull-Out and Push-in Program. The goal of our TBE/ESL program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large.

The Spanish TBE program extends itself from kindergarten to grade three. There are 33 students and two certified teachers in the bilingual bridged K/1 and 2/3 classes. Through an additive teaching approach to bilingualism, our TBE teachers aim at creating students who have positive attitudes towards their first and second language and who are proficient in both Spanish and English. The teacher schedules indicate how Spanish and English are separate instructional focuses within the academic school day. Through a collaborative effort our TBE teachers set language objective and differentiate instruction in order to improve proficiency levels in both languages and also help students meet required performance standards for the grade. They bridge language and content in order to explore, clarify concepts, and promote academic and social language development.

One certified ESL teacher will service all 46 ESL students in the Push-in and pull-out program. All ESL students in kindergarten (5 Spanish, 3 African Dialects) and third grade (5 Spanish, 4 African Dialects) will be pulled out for one or two periods of ESL small group instruction. For the first time the

ESL teacher will be pushing into the newly created first (8 Spanish, 9 African Dialects) and second grade (5 Spanish, 7 African Dialects) ELL classes. The ESL teacher will push-in for two periods a day into these ELL classes and will work collaboratively with the classroom teachers to present lessons that improve English language proficiency and academic knowledge. The teachers will utilize various data sources such as NYSESLAT/LAB-R, periodic assessments, IEP recommendations and informal classroom assessments to collaboratively plan instruction that meets the needs of these ELL students. Instructional plans reflect differentiation, grouping by proficiency levels as well as grouping by grade levels. Careful monitoring of students progress allows for the team of teachers to implement flexible grouping in order to ensure all students meet the standards.

The ESL teacher will use theme based instructional approach and will use ESL methodologies to explore the academic content areas of mathematics, science and social studies. Theme based instruction will be used to increase meaningfulness of lessons and to ensure comprehension and participation. The ultimate goal of our ESL program is to provide multiple opportunities for students to process the English language in meaningful academic settings that promote social (BICS) and academic (CALP) language development.

All ELL students in the TBE classes and ELL students in the ESL pull-out, push-in program who are at the beginning or intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 periods per day). Students at the advanced level will receive the mandated 180 minutes per week of ESL (1 period per day) with more time allocated to English literacy instruction. Lesson plans reflect the number of mandated instructional minutes.

In the TBE classes all students scoring at beginning or intermediate levels on the LAB-R or NYSESLAT, follow the state guidelines for instruction of 60% in the native language (Spanish), and 40% in English with two periods of ESL per day (360 minutes per week) and two periods of native language arts (180 minutes per week). For bilingual students scoring at the advanced level of English proficiency, more time will be allotted to the English language through one period of ESL (180 minutes per week) and a period of English language arts (180 minutes per week). These advanced students will continue to receive one period of native language arts per day. The TBE staff will utilize data from periodic assessments such as DIBELS/IDEL/MCLASS, DRA/EPAL and the NYSESLAT and LAB-R to create instructional units that support the academic language development of each student in English and the native language. All bilingual classes will continue to use the Santillana, Spotlight on English ESL Program. This ESL program covers all curriculum areas and offers standard based activities that fit into all content areas. The program provides authentic learning experiences that enhance comprehensible input and create meaning and purpose within the learning experience. The content areas of science, social studies, and mathematics will be covered in Spanish and also through ESL instruction. Mathematics will be taught in the native language through a 90 minute block of instruction. The content areas of science and social studies will have 3 instructional periods per week. TBE teachers will utilize scaffolding and bridging teaching strategies to increase understanding and proficiency in both the native language and English.

Our ESL advanced pull-out students are picked up every day for a 45-minute period of ESL instruction daily and those at the beginning and intermediate levels receive an additional 45 minute ESL instruction period during our extended day program. The Scott Foresman ESL program is used with the pull out students. It is a thematic program that provides multiple opportunities for students to process the English language and promote social and academic development that meet academic standards.

The TBE and ESL teachers will provide meaningful educational experiences that will allow ELL students to be active participants rather than passive agents of the language learning process. All ESL pullout students and TBE classroom students will follow the balanced literacy program for

reading and writing. In the academic area of mathematics all students will continue to use the Everyday Math program. In the content area of science, all grades will be using the Harcourt Science Program, which promotes hands-on exploratory learning. In the content area of Social Studies, all grades will be using the Scott Foresman program. Second language development will be further strengthened through enrichment classes such as technology, art, theatre and dance. All of these programs aim at bridging language and content in order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the programs and the learning process will include modeling, shared celebrations, presentations, peer explorations, and the use of instructional technology to construct knowledge across all areas of the curriculum.

Currently, we do not have SIFE students or long term ELLs. In order to provide ELLs with less than three years, ELLs in years four to six, special need ELLs, and ELLs reaching proficiency on the NYSESLAT with additional school resources, the following services are available:

- Academic Intervention Services will be offered to those ELLs in grades 1-3 who are not meeting the reading and writing standards in English for their grade. These students will be provided with a small group developmentally appropriate literacy program that emphasizes high standards resulting in students reading at or above grade level. Reading programs such as Great Leaps, Voyager Passport, and Wilson will be utilized to improve academic proficiency in English. The instruction within these programs will focus on decoding, fluency, word construction and building reading comprehension.
- Our bilingual push-in teacher will work collaboratively with the Spanish TBE classroom teachers to support those students who are not meeting the reading and writing standards in English or the native language. Through a collaborative effort, the push-in teacher and the classroom teacher will work together to build strong literacy foundations in both English and Spanish and align small group instructional plans that will provide the avenue for improving reading and writing skills.
- The Emergency Immigrant After School Intensive ESL Program will service those ELL students including SIFE students, who have been identified as in need of additional ESL services based on formal and informal assessments. This program meets twice a week for 90-minute sessions of intensive ESL instruction. Using a thematic approach, the program aims at using language in an appropriate context and making the learning experience meaningful and comprehensible.
- The Saturday Academy provides those ELLs that are required to take the NYS ELA with additional academic intervention in English Language Arts.
- The special needs students who have been X-coded in CAP were identified after being assessed using the Bilingual Assessment and a review by the SAT team which made the determination that monolingual service without ESL or bilingual was appropriate. These students are served as per their IEP recommendations. They receive English instruction in their self contained 12:1:1 classroom and are academically prepared for the NYSESLAT exam. Furthermore, these students receive related services in English such as occupational therapy, physical therapy, speech-language therapy and counseling.

B. Programming and Scheduling Information--Continued

Students who are mandated as per IEP to receive bilingual and/or ESL instruction are serviced based on their identified needs. For students who do not have an IEP and are deemed at-risk, the Intervention Team reviews relevant data, academic needs and creates a targeted plan for each

student. Within the classroom, students participate in learning experiences such as partner talk, small group guided discussions, book talk, group share at the end of a lesson, writing celebrations, poetry readings, storytelling, mini plays shared with audiences. Teachers use programs such as Spotlight on English and Wilson Foundations to support language acquisition. Small group instruction is provided to students who are identified as performing below grade level. The use of intervention programs such as Wilson, Voyager/Passport, Great Leaps and guided reading strategies address, focus and support the five key elements of reading development; Phonics, phonemic awareness, fluency, comprehension and vocabulary.

Continued support for those ELLs reaching proficiency on the NYSESLAT is offered through our AIS second and third grade push-in teacher who monitors their academic progress and offers individual and small group instruction. Test accommodations for former ELLs are given to students for classroom assessments and NY State exams. All teachers receive test accommodations for former ELLs from the testing coordinator in September after review of the NYSESLAT data. Furthermore, these students are invited to participate in our Saturday Academy classes which offer language experiences through a combination of enrichment and academic instructional settings.

Due to the reduced number of students participating in the TBE classes and an increase of students participating in the ESL program, organization improvements were necessary. The number of TBE classes has reduced to two bridge classes. The TBE teachers receive push in support for small group instruction as well as support from both educational consultants and lead teachers. The number of ELLs in both first and second grade were large enough to create one ELL only class on each grade. The first and second grade ELL student only classes receive ESL instruction using a push in model. The ESL teacher and classroom teachers collaboratively plan for these two periods.

Based on a decrease of the number of Spanish speaking ELLs, our TBE classes have been reduced to two bridge/multi grade level classes. We have reduced the total number of TBE classes from three to two for this school year. This is due in part to the number of students tested out and community demographics.

All students, including current and former ELLs are offered an opportunity to participate in all programs including enrichment, intervention and after school programs. Due to increased budget cuts, program length has decreased significantly however, we are still able to offer after school programs such as Chess and all ELLs are invited to participate. The Chess Club runs one day per week with opportunities to participate in school wide chess tournaments. The Immigrant Program and Academic Enrichment program each run two days per week and support both language acquisition and academic strategies. Students are grouped by language and academic proficiency in both programs. Enrichment programs are offered on Saturdays and allow students to explore content areas such as The Arts.

All students in the bilingual classes use the Santillana, Spotlight on English ESL program. This program covers all curriculum areas, grade levels, and proficiency levels and offers standard based activities that fit into all content areas. For all kindergarten and third grade pull-out ESL students, the Scott Foresman ESL theme based program is incorporated. In the ESL push-in ELL classrooms, the Scott Foresman social studies program, People and Places will be utilized and science instruction will be covered through the, Hartcourt Science Program. This science program promotes hands-on exploratory learning and is further enhanced by our newly created science room which provides students with visuals and experimental materials that allow for active participation in the investigative learning experience. In the school library and classrooms, technology equipment such as document cameras, smart board, and individual laptops are used to gather and organize information and instruction. Annual subscription to online encyclopedias, science databases, and online book libraries are a key resource for ELLs. Most subscription services allow students to select languages

such as Spanish. All students have access to subscription services in school and at home. Websites, usernames and passwords are provided to parents and students yearly.

In the TBE program native language support in Spanish is given through the Balanced Literacy 90 minute instructional block of reading and writing. This instructional approach develops literacy skills in the native language by incorporating activities such read-alouds, shared reading, guided reading, interactive reading, phonics, shared writing, guided writing, modeled writing, interactive writing, and independent writing. Leveled books in native language are a key resource for the literacy block. In addition, classroom libraries contain materials in Spanish to support native language. The bilingual push-in teacher works with small groups and individual students in the TBE classrooms in order to address student needs and academic progress.

All support services for general and special education ELLs are age and grade appropriate. Special Education ELLs are served as per IEP recommendations and services such as SETTS, speech, counseling, and physical therapy are based on individual needs. General Education ELLs who are in need of support are evaluated by the Academic Intervention team and the classroom teacher in order to establish an instructional plan that will enable the student to meet educational standards.

PS 88 serves students in grades K to 3. Instruction is provided in Spanish and English as per NYSESLAT proficiency levels in the Spanish TBE classes and English for all other students. Data is reviewed in September in order to provide appropriate required services and support. Furthermore data is used in the classroom to group students and provide appropriate interventions. Resources are aligned to ELLs ages and grade levels.

All students who are registered prior to the start of the school year receive a letter of welcome and are invited to make an appointment and have a walk through visit in order to become familiar with the school building and personnel. For new admits that registered after the start of the school year, they receive a consultation with the parent coordinator who reviews the offerings at PS 88.

C. Schools with Dual Language Programs

PS 88 does not offer a dual language program.

D. Professional Development and Support for School Staff

All personnel who work with ELLs receive professional development through monthly 80 minute faculty/grade conferences. Professional development sessions allow us the opportunity to select, plan and implement teaching strategies to help our ELL students gain English proficiency while building and developing language acquisition and conceptual development. Through professional development we strive to make sound instructional decisions and provide the instructional tools necessary to scaffold learning for our ELL students. Through a collaborative effort the staff will identify teaching strategies and practices which will allow our ELL students to learn language through appropriate content that is meaningful and comprehensible.

In order to support staff to assist ELLs as they transition from one school level to another, we first analyze data with staff. Professional development and support for staff to align instructional plans to standards is provided regularly throughout the school year. All documentation is maintained in the main office. For students that articulate out of the school, teachers assist students in creating goals for the upcoming school year that identifies strengths and weaknesses and is included with a portfolio and academic profile sheet. These items are sent to the articulating school in June so that they can appropriately place students in their fourth grade class.

As we did not have any teacher turnover this year, Jose P. training was not necessary. However, instructional strategies geared toward ELLs are included in all professional development.

E. Parental Involvement

Aside from the PTA and SLT, workshops and programs are offered to ELL parents. Of the offerings, the parent leadership program has shown the most interest and sustainability since its inception in October 2010. The program is divided into two components: helping your child and helping yourself. The parents first learn how academic strategies and supports for at home and then empower parents to both learn English as well as open doors to career readiness. 90% of parents participating are either learning English or were former ELLs. The SLT sponsors school events that engage parents and students in learning opportunities and school involvement activities. One of the SLT's biggest sponsored event is the annual Education Fair. This event allows parents, students and staff to engage in discussion, celebrations and performances that occur at PS 88. The highlight of the event is the performance by the Title III Immigrant Program.

Our school partners with other agencies, educational consultants and other community based organizations to provide workshops or services to ELL parents. Workshops engage parents in developing language in both social and academic setting. The Department of Health and Mental Hygiene is working with classroom teachers on developing nutrition habits to support health. In addition, a series of workshops on selecting and preparing nutrient rich foods is offered to parents. As with the DOHMH, Puppets in Practice aligns their parent workshop to the lessons provided in to students by an author. Parents engage in creating puppets to explore language and learn how to build language experiences at home. Academic workshops are provided to parents to assist them in working with their children at home, especially for parents whose native language is not English.

The parent coordinator works closely with the PTA President in order to provide an avenue of identifying needs. The parent coordinator is visible and accessible in a variety of forums which allows for parents to freely express needs and interests. Based on this active communication, several needs have been addressed. A survey created by the SLT was issued to parents in order to determine parent needs. This survey provided valuable information which was used to provide appropriate workshops that evolved from survey responses. In addition, the PTA had issued a workshop request survey however due to limited responses, no further action was taken by the PTA. Through parent workshops and meetings, each year, parents request formal English classes. Even though we provide information on where to go off-site, very few take advantage as they wish to for our school to house the program. We do not have the ability to do so due to budget restrictions as well as space restrictions. The parent leadership program affords ELL parents an indirect opportunity to gain language which has resulted in the confidence for some of our parents to then enroll in English classes off-site.

Part V: Assessment Analysis (see attached worksheet)

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

The TBE and ESL teachers will evaluate ongoing assessment results of the DIBELS/IDEL/MCLASS, Acuity, and EPAL to monitor academic progress in both English and Spanish. Teachers will be encouraged to use student performance to plan instruction and differentiate teaching and learning.

In the 2010 NYSESLAT 102 ELL students were tested. The overall results were as follows: 16% scored beginning, 22% scored intermediate, 45% scored advance, and 19% scored proficient. In the 2009 NYSESLAT only 5% scored proficient. We increased the proficient level by 14%.

In level one of the NYSESLAT, 61 kindergarten and first grade students were tested and in the listening and speaking area 49% scored advanced, 23% scored proficient, 6% scored intermediate and 2% scored beginning. Listening and speaking were areas of strength for our level one students. In the combined areas of reading and writing, 21% scored beginning, 30% scored intermediate, 20% scored advanced, and 18% scored proficient. There was an increase of 5% in the proficient level in reading/writing. In the academic area of reading and writing our students continue to show progress due to an increase in the instructional academic rigor of our reading and writing programs.

In level two of the NYSESLAT, 41 grade two and three students were tested. In the listening/speaking areas 88% scored proficient, 7% scored advanced, 2% scored intermediate, and 2% scored beginning. Listening and speaking were areas of strength. In the area of reading and writing performance levels were 24% proficient, 55% advanced, 14% intermediate and 7% beginning. More than half of our level two students are within the proficient and advance levels in reading and writing. In the third grade, 24% scored proficient in the overall NYSESLAT. Our level two students have improved their level of reading comprehension and are writing with coherence and grammatically improved writing skills.

The data patterns across the four modalities reveal that our ELL students continue to show improvement in their English language proficiency as the years of instruction increase. The data patterns across the four modalities reveal that listening and speaking are areas of strength and that reading and writing are areas that continue to need more rigorous instruction. Teachers are more prepared to address the reading/writing modality due to increased teacher participation on inquiry teams, full implementation of Foundations word study program and teacher created and continuously revised curriculum calendar. Although results might be slow, there are incremental increases across all grade levels.

After reviewing student results, 57% of Spanish speaking ELLs, who were administered the 2010 ELE, scored in the third or fourth quartile. 32% of third grade ELLs who were administered the 2010 NYS ELA, scored at or above grade level which is a significant decrease from the 2009 NYS ELA results. 57% of Spanish speaking ELLs who were administered the 2010 NYS Math exam in their native language scored at or above grade level.

36% (3 out of 8) of the ESL pull-out students scored at or above grade level on the 2010 NYS ELA exam. 88% (7 out of 8) of the ESL pull-out students scored at or above grade level on the 2010 NYS Math exam. This information was used to differentiate instruction, reorganize classes and teacher planning for the 2010-2011 school year. Current periodic assessment data is used for differentiation of instruction, teacher planning, student grouping, and to decide whether students are meeting their academic goals. School leadership and teachers have used this data to inform decisions regarding the purchase of instructional materials, classroom resources, and staff development needs.

PS 88 does not offer a dual language program.

After reviewing the NYSESLAT, ELA, Math, ELE, and all periodic assessment data it can be determined that students are progressing in content area as well as native language and literacy. This is done through reflection of teacher and student goals bi-yearly.

**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 CFN 104	District 09	School Number 088	School Name PS 88
Principal Melinda Hyer		Assistant Principal Priscilla Centeno	
Coach None, due to budget cut		Coach Ruth Grossman, Per Diem	
Teacher/Subject Area Henri Lenogue-Ford, ESL		Guidance Counselor None, due to budget cut	
Teacher/Subject Area Jose Limardo, Bil. Teacher		Parent Gabriel Lucero, PTA President	
Teacher/Subject Area Henry Nuñez, Bil. Teacher		Parent Coordinator Lisa Pineda	
Related Service Provider Cynthia Adair		Other Haychel Taveras, Bil. Inter.	
Network Leader Bob Cohen		Other N/A	

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	1	Number of Certified Bilingual Teachers	4	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	257	Total Number of ELLs	83	ELLs as Share of Total Student Population (%)	32.30%
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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.

Paste response to questions 1-6 here

At the initial registration process, the pupil accounting secretary explains the purpose of the HLIS to all parents and surveys are completed through an interview during the registration process. Then, the interview is conducted in English and in their native language whenever possible. PS 88 can administer the HLIS in English, Spanish and French. Next, the pupil accounting secretary works collaboratively with the licensed bilingual coordinator to review all HLIS of new admits. After careful review of all HLIS, the bilingual coordinator determines who is eligible for LAB-R testing. The state certified and licensed ESL teacher and state certified and licensed bilingual coordinator administer the LAB-R and Spanish LAB within ten days of registration to those students deemed eligible. There is only one ESL teacher, Henri Lenogue-Ford at PS 88 and one Bilingual Coordinator, Haychel Taveras. Both teachers are highly qualified and have permanent New York State Certification. For those students who are entitled to services, NYSESLAT results are reviewed once scores are released. The bilingual coordinator outreaches to parents through letters and telephone calls to review results.

Orientation sessions are held in September and October for the parents of newly enrolled ELLs (18 students) as per results of LAB-R. Parents of newly enrolled ELLs are invited through an initial letter, followed by a reminder notice and the parent coordinator contacts parents through a telephone call. The orientation sessions are hosted by the state certified and licensed bilingual coordinator; state certified and licensed ESL teacher, and parent coordinator. It is an opportunity for parents to become informed, ask questions, and receive the "NYCDOE Guide for Parents of English Language Learners" in Spanish, Arabic, French and English about the ELL instructional programs offered in Public School 88X. Furthermore, parents view the orientation video provided by the Chancellor's Office of English Language Learners which explains how NYCDOE identifies and services ELLs. The video is viewed in the parent's language of choice. At the end of the orientation sessions, parents are offered assistance in completing the Program Selection Form. For parents who are unable to attend the orientation session, the bilingual coordinator and the parent coordinator outreach through another letter, telephone call and if necessary meet with parents at the Parent/Teacher Conference.

The ELL programs available in Public School 88 are: Transitional Bilingual Education Program (TBE) and English as a Second Language Pull-Out Program. The Dual Language program is not offered in our school. In September, after reviewing NYSESLAT results, the bilingual coordinator and the ESL teacher distribute entitlement letters to parents within the first week of school in September which informs parents of the ELL status of their child. Outreach to parents is through a letter and if necessary, reminder letters, telephone call and meeting at Parent/Teacher Conferences. All documentation is maintained by the bilingual coordinator and pupil accounting secretary.

Based on the LAB-R results, parents are informed of the program offerings at PS 88 in their native language which is provided by either school staff or contracted interpretation services. The bilingual coordinator and if necessary an interpreter discuss with the parent the best option for their child at the orientation and if necessary, a one to one consultation. Parents complete the program selection form and students are placed in corresponding programs. When possible, information is communicated in native language.

The NYSESLAT is administered to students by state certified and licensed TBE teachers, ESL teacher and bilingual coordinator. Upon receiving the results of the NYSESLAT in the summer, data is analyzed, discussed and reported to all staff. The outcomes show that the trend in the last three years as per the NYSESLAT and enrollment data has been an increase in the number of students participating in the ESL program. This is due in large part to parental option as well as an increase in our West African population in the community. The TBE program has decreased due to a proportional decrease in the overall school population as well as a decrease in the number of Spanish speaking students that are entitled to bilingual services. From 09-10, there has been an 8% decrease in the number of students in the TBE classes which can also be attributed to the number of students that tested out as per the spring 2010 NYSESLAT scores.

The programs offered at our school are aligned with what parents have been requesting. As mentioned, parents are requesting pull out ESL program as an option over the TBE model. All survey documents reflecting parental choice are maintained by licensed Bilingual coordinator. Other documentation includes first time entitlement letter, continuation letter, and agenda for yearly orientation meeting. In order to build alignment with parent requests, we are in need of funding to support the maintenance of one TBE class on each grade.

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>	1	1	1	1										4
Dual Language <small>(50%:50%)</small>	0	0	0	0										0
Freestanding ESL														
Self-Contained	1	0	0	1										2
Push-In	0	2	2	0										4
Total	2	3	3	2	0	0	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	83	Newcomers (ELLs receiving service 0-3 years)	80	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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	32	0	0	1	0	0	0	0	0	33
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	44	0	5	2	0	1	0	0	0	46
Total	76	0	5	3	0	1	0	0	0	79

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	7	10	5	11										33
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	7	10	5	11	0	33								

**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	5	8	5	5										23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	3	9	7	4										23
TOTAL	8	17	12	9	0	46								

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 to questions 1-4 here

Public School 88 has a student population of approximately 257 students. We have identified 32% of the entire student population as being English Language Learners. The educational and linguistic needs of our ELL students are met through our Transitional Bilingual Program and our English as a Second Language Pull-Out and Push-in Program. The goal of our TBE/ESL program is to enable our ELL

students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large.

The Spanish TBE program extends itself from kindergarten to grade three. There are 33 students and two certified teachers in the bilingual bridged K/1 and 2/3 classes. Through an additive teaching approach to bilingualism, our TBE teachers aim at creating students who have positive attitudes towards their first and second language and who are proficient in both Spanish and English. The teacher schedules indicate how Spanish and English are separate instructional focuses within the academic school day. Through a collaborative effort our TBE teachers set language objective and differentiate instruction in order to improve proficiency levels in both languages and also help students meet required performance standards for the grade. They bridge language and content in order to explore, clarify concepts, and promote academic and social language development.

One certified ESL teacher will service all 46 ESL students in the Push-in and pull-out program. All ESL students in kindergarten (5 Spanish, 3 African Dialects) and third grade (5 Spanish, 4 African Dialects) will be pulled out for one or two periods of ESL small group instruction. For the first time the ESL teacher will be pushing into the newly created first (8 Spanish, 9 African Dialects) and second grade (5 Spanish, 7 African Dialects) ELL classes. The ESL teacher will push-in for two periods a day into these ELL classes and will work collaboratively with the classroom teachers to present lessons that improve English language proficiency and academic knowledge. The teachers will utilize various data sources such as NYSESLAT/LAB-R, periodic assessments, IEP recommendations and informal classroom assessments to collaboratively plan instruction that meets the needs of these ELL students. Instructional plans reflect differentiation, grouping by proficiency levels as well as grouping by grade levels. Careful monitoring of students progress allows for the team of teachers to implement flexible grouping in order to ensure all students meet the standards.

The ESL teacher will use theme based instructional approach and will use ESL methodologies to explore the academic content areas of mathematics, science and social studies. Theme based instruction will be used to increase meaningfulness of lessons and to ensure comprehension and participation. The ultimate goal of our ESL program is to provide multiple opportunities for students to process the English language in meaningful academic settings that promote social (BICS) and academic (CALP) language development.

All ELL students in the TBE classes and ELL students in the ESL pull-out, push-in program who are at the beginning or intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 periods per day). Students at the advanced level will receive the mandated 180 minutes per week of ESL (1 period per day) with more time allocated to English literacy instruction. Lesson plans reflect the number of mandated instructional minutes.

In the TBE classes all students scoring at beginning or intermediate levels on the LAB-R or NYSESLAT, follow the state guidelines for instruction of 60% in the native language (Spanish), and 40% in English with two periods of ESL per day (360 minutes per week) and two periods of native language arts (180 minutes per week). For bilingual students scoring at the advanced level of English proficiency, more time will be allotted to the English language through one period of ESL (180 minutes per week) and a period of English language arts (180 minutes per week). These advanced students will continue to receive one period of native language arts per day. The TBE staff will utilize data from periodic assessments such as DIBELS/IDEL/MCLASS, DRA/EPAL and the NYSESLAT and LAB-R to create instructional units that support the academic language development of each student in English and the native language. All bilingual classes will continue to use the Santillana, Spotlight on English ESL Program. This ESL program covers all curriculum areas and offers standard based activities that fit into all content areas. The program provides authentic learning experiences that enhance comprehensible input and create meaning and purpose within the learning experience. The content areas of science, social studies, and mathematics will be covered in Spanish and also through ESL instruction. Mathematics will be taught in the native language through a 90 minute block of instruction. The content areas of science and social studies will have 3 instructional periods per week. TBE teachers will utilize scaffolding and bridging teaching strategies to increase understanding and proficiency in both the native language and English.

Our ESL advanced pull-out students are picked up every day for a 45-minute period of ESL instruction daily and those at the beginning and intermediate levels receive an additional 45 minute ESL instruction period during our extended day program. The Scott Foresman ESL program is used with the pull out students. It is a thematic program that provides multiple opportunities for students to process the English language and promote social and academic development that meet academic standards.

The TBE and ESL teachers will provide meaningful educational experiences that will allow ELL students to be active participants rather than passive agents of the language learning process. All ESL pullout students and TBE classroom students will follow the balanced literacy program for reading and writing. In the academic area of mathematics all students will continue to use the Everyday Math program. In the content area of science, all grades will be using the Harcourt Science Program, which promotes hands-on exploratory learning. In the content area of Social Studies, all grades will be using the Scott Foresman program. Second language development will be further strengthened through enrichment classes such as technology, art, theatre and dance. All of these programs aim at bridging language and content in

order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the programs and the learning process will include modeling, shared celebrations, presentations, peer explorations, and the use of instructional technology to construct knowledge across all areas of the curriculum.

Currently, we do not have SIFE students or long term ELLs. In order to provide ELLs with less than three years, ELLs in years four to six, special need ELLs, and ELLs reaching proficiency on the NYSESLAT with additional school resources, the following services are available:

- Academic Intervention Services will be offered to those ELLs in grades 1-3 who are not meeting the reading and writing standards in English for their grade. These students will be provided with a small group developmentally appropriate literacy program that emphasizes high standards resulting in students reading at or above grade level. Reading programs such as Great Leaps, Voyager Passport, and Wilson will be utilized to improve academic proficiency in English. The instruction within these programs will focus on decoding, fluency, word construction and building reading comprehension.
- Our bilingual push-in teacher will work collaboratively with the Spanish TBE classroom teachers to support those students who are not meeting the reading and writing standards in English or the native language. Through a collaborative effort, the push-in teacher and the classroom teacher will work together to build strong literacy foundations in both English and Spanish and align small group instructional plans that will provide the avenue for improving reading and writing skills.
- The Emergency Immigrant After School Intensive ESL Program will service those ELL students including SIFE students, who have been identified as in need of additional ESL services based on formal and informal assessments. This program meets twice a week for 90-minute sessions of intensive ESL instruction. Using a thematic approach, the program aims at using language in an appropriate context and making the learning experience meaningful and comprehensible.
- The Saturday Academy provides those ELLs that are required to take the NYS ELA with additional academic intervention in English Language Arts.
- The special needs students who have been X-coded in CAP were identified after being assessed using the Bilingual Assessment and a review by the SAT team which made the determination that monolingual service without ESL or bilingual was appropriate. These students are served as per their IEP recommendations. They receive English instruction in their self contained 12:1:1 classroom and are academically prepared for the NYSESLAT exam. Furthermore, these students receive related services in English such as occupational therapy, physical therapy, speech-language therapy and counseling.

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

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

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

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

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.

Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Students who are mandated as per IEP to receive bilingual and/or ESL instruction are serviced based on their identified needs. For students who do not have an IEP and are deemed at-risk, the Intervention Team reviews relevant data, academic needs and creates a targeted plan for each student. Within the classroom, students participate in learning experiences such as partner talk, small group guided discussions, book talk, group share at the end of a lesson, writing celebrations, poetry readings, storytelling, mini plays shared with audiences. teachers

use programs such as Spotlight on English and Wilson Foundations to support language acquisition. Small group instruction is provided to students who are identified as performing below grade level. The use of intervention programs such as Wilson, Voyager/Passport, Great Leaps and guided reading strategies address, focus and support the five key elements of reading development; Phonics, phonemic awareness, fluency, comprehension and vocabulary.

Continued support for those ELLs reaching proficiency on the NYSESLAT is offered through our AIS second and third grade push-in teacher who monitors their academic progress and offers individual and small group instruction. Test accommodations for former ELLs are given to students for classroom assessments and NY State exams. All teachers receive test accommodations for former ELLs from the testing coordinator in September after review of the NYSESLAT data. Furthermore, these students are invited to participate in our Saturday Academy classes which offer language experiences through a combination of enrichment and academic instructional settings.

Due to the reduced number of students participating in the TBE classes and an increase of students participating in the ESL program, organization improvements were necessary. The number of TBE classes has reduced to two bridge classes. The TBE teachers receive push in support for small group instruction as well as support from both educational consultants and lead teachers. The number of ELLs in both first and second grade were large enough to create one ELL only class on each grade. The first and second grade ELL student only classes receive ESL instruction using a push in model. The ESL teacher and classroom teachers collaboratively plan for these two periods.

Based on a decrease of the number of Spanish speaking ELLs, our TBE classes have been reduced to two bridge/multi grade level classes. We have reduced the total number of TBE classes from three to two for this school year. This is due in part to the number of students tested out and community demographics.

All students, including current and former ELLs are offered an opportunity to participate in all programs including enrichment, intervention and after school programs. Due to increased budget cuts, program length has decreased significantly however, we are still able to offer after school programs such as Chess and all ELLs are invited to participate. The Chess Club runs one day per week with opportunities to participate in school wide chess tournaments. The Immigrant Program and Academic Enrichment program each run two days per week and support both language acquisition and academic strategies. Students are grouped by language and academic proficiency in both programs. Enrichment programs are offered on Saturdays and allow students to explore content areas such as The Arts.

All students in the bilingual classes use the Santillana, Spotlight on English ESL program. This program covers all curriculum areas, grade levels, and proficiency levels and offers standard based activities that fit into all content areas. For all kindergarten and third grade pull-out ESL students, the Scott Foresman ESL theme based program is incorporated. In the ESL push-in ELL classrooms, the Scott Foresman social studies program, People and Places will be utilized and science instruction will be covered through the, Hartcourt Science Program. This science program promotes hands-on exploratory learning and is further enhanced by our newly created science room which provides students with visuals and experimental materials that allow for active participation in the investigative learning experience. In the school library and classrooms, technology equipment such as document cameras, smart board, and individual laptops are used to gather and organize information and instruction. Annual subscription to online encyclopedias, science databases, and online book libraries are a key resource for ELLs. Most subscription services allow students to select languages such as Spanish. All students have access to subscription services in school and at home. Websites, usernames and passwords are provided to parents and students yearly.

In the TBE program native language support in Spanish is given through the Balanced Literacy 90 minute instructional block of reading and writing. This instructional approach develops literacy skills in the native language by incorporating activities such read-alouds, shared reading, guided reading, interactive reading, phonics, shared writing, guided writing, modeled writing, interactive writing, and independent writing. Leveled books in native language are a key resource for the literacy block. In addition, classroom libraries contain materials in Spanish to support native language. The bilingual push-in teacher works with small groups and individual students in the TBE classrooms in order to address student needs and academic progress.

All support services for general and special education ELLs are age and grade appropriate. Special Education ELLs are served as per IEP recommendations and services such as SETTS, speech, counseling, and physical therapy are based on individual needs. General Education ELLs who are in need of support are evaluated by the Academic Intervention team and the classroom teacher in order to establish an instructional plan that will enable the student to meet educational standards.

PS 88 serves students in grades K to 3. Instruction is provided in Spanish and English as per NYSESLAT proficiency levels in the Spanish TBE classes and English for all other students. Data is reviewed in September in order to provide appropriate required services and support. Furthermore data is used in the classroom to group students and provide appropriate interventions. Resources are aligned to ELLs ages and grade levels.

All students who are registered prior to the start of the school year receive a letter of welcome and are invited to make an appointment and have a walk through visit in order to become familiar with the school building and personnel. For new admits that registered after the start of the school year, they receive a consultation with the parent coordinator who reviews the offerings at PS 88.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here
PS 88 does not offer a dual language program.

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
All personnel who work with ELLs receive professional development through monthly 80 minute faculty/grade conferences. Professional development sessions allow us the opportunity to select, plan and implement teaching strategies to help our ELL students gain English proficiency while building and developing language acquisition and conceptual development. Through professional development we strive to make sound instructional decisions and provide the instructional tools necessary to scaffold learning for our ELL students. Through a collaborative effort the staff will identify teaching strategies and practices which will allow our ELL students to learn language through appropriate content that is meaningful and comprehensible.

In order to support staff to assist ELLs as they transition from one school level to another, we first analyze data with staff. Professional development and support for staff to align instructional plans to standards is provided regularly throughout the school year. All documentation is maintained in the main office. For students that articulate out of the school, teachers assist students in creating goals for the upcoming school year that identifies strengths and weaknesses and is included with a portfolio and academic profile sheet. These items are sent to the articulating school in June so that they can appropriately place students in their fourth grade class.

As we did not have any teacher turnover this year, Jose P. training was not necessary. However, instructional strategies geared toward ELLs are included in all professional development.

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
Aside from the PTA and SLT, workshops and programs are offered to ELL parents. Of the offerings, the parent leadership program has shown the most interest and sustainability since its inception in October 2010. The program is divided into two components: helping your child and helping yourself. The parents first learn how academic strategies and supports for at home and then empower parents to both learn English as well as open doors to career readiness. 90% of parents participating are either learning English or were former ELLs. The

SLT sponsors school events that engage parents and students in learning opportunities and school involvement activities. One of the SLT's biggest sponsored event is the annual Education Fair. This event allows parents, students and staff to engage in discussion, celebrations and performances that occur at PS 88. The highlight of the event is the performance by the Title III Immigrant Program.

Our school partners with other agencies, educational consultants and other community based organizations to provide workshops or services to ELL parents. Workshops engage parents in developing language in both social and academic setting. The Department of Health and Mental Hygiene is working with classroom teachers on developing nutrition habits to support health. In addition, a series of workshops on selecting and preparing nutrient rich foods is offered to parents. As with the DOHMH, Puppetry in Practice aligns their parent workshop to the lessons provided in to students by an author. Parents engage in creating puppets to explore language and learn how to build language experiences at home. Academic workshops are provided to parents to assist them in working with their children at home, especially for parents whose native language is not English.

The parent coordinator works closely with the PTA President in order to provide an avenue of identifying needs. The parent coordinator is visible and accessible in a variety of forums which allows for parents to freely express needs and interests. Based on this active communication, several needs have been addressed. A survey created by the SLT was issued to parents in order to determine parent needs. This survey provided valuable information which was used to provide appropriate workshops that evolved from survey responses. In addition, the PTA had issued a workshop request survey however due to limited responses, no further action was taken by the PTA. Through parent workshops and meetings, each year, parents request formal English classes. Even though we provide information on where to go off-site, very few take advantage as they wish to for our school to house the program. We do not have the ability to do so due to budget restrictions as well as space restrictions. The parent leadership program affords ELL parents an indirect opportunity to gain language which has resulted in the confidence for some of our parents to then enroll in English classes off-site.

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)	10	8	3	6										27
Intermediate(I)	1	12	5	6										24
Advanced (A)	5	7	12	8										32
Total	16	27	20	20	0	0	0	0	0	0	0	0	0	83

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	6	8	2	5									
	I	2	13	3	0									
	A	7	7	8	4									
	P	0	9	6	10									
READING/ WRITING	B	9	8	3	5									
	I	1	12	5	2									

New York State Regents Exam									
Number of ELLs Taking Test					Number of ELLs Passing Test				
Grade	English		Native Language		English		Native Language		Total
	Level 1	Level 2	Level 3	Level 4	Level 3	Level 4	Total		
3		3		11	6		1		21
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0
NYS Math									
Other Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
9	0	2	2	6	5	3	2	2	22
NYSAA ELA									0
NYSAA Mathematics									0
NYSAA Social Studies									0
NYSAA Science									0
7									0
8									0
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)	Level 1	5	Level 2	Le					
Chinese Reading Test	NL	English	NL	English					
8								0	
NYSAA Bilingual Spe Ed								0	

NYS Social Studies

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Paste response to questions 1-6 here

The TBE and ESL teachers will evaluate ongoing assessment results of the DIBELS/IDEL/MCLASS, Acuity, and EPAL to monitor academic progress in both English and Spanish. Teachers will be encouraged to use student performance to plan instruction and differentiate teaching and learning.

In the 2010 NYSESLAT 102 ELL students were tested. The overall results were as follows: 16% scored beginning, 22% scored intermediate, 45% scored advance, and 19% scored proficient. In the 2009 NYSESLAT only 5% scored proficient. We increased the proficient level by 14%.

In level one of the NYSESLAT, 61 kindergarten and first grade students were tested and in the listening and speaking area 49% scored advanced, 23% scored proficient, 6% scored intermediate and 2% scored beginning. Listening and speaking were areas of strength for our level one students. In the combined areas of reading and writing, 21% scored beginning, 30% scored intermediate, 20% scored advanced, and 18% scored proficient. There was an increase of 5% in the proficient level in reading/writing. In the academic area of reading and writing our students continue to show progress due to an increase in the instructional academic rigor of our reading and writing programs.

In level two of the NYSESLAT, 41 grade two and three students were tested. In the listening/speaking areas 88% scored proficient, 7% scored advanced, 2% scored intermediate, and 2% scored beginning. Listening and speaking were areas of strength. In the area of reading and writing performance levels were 24% proficient, 55% advanced, 14% intermediate and 7% beginning. More than half of our level two students are within the proficient and advance levels in reading and writing. In the third grade, 24% scored proficient in the overall NYSESLAT. Our level two students have improved their level of reading comprehension and are writing with coherence and grammatically improved writing skills.

The data patterns across the four modalities reveal that our ELL students continue to show improvement in their English language proficiency as the years of instruction increase. The data patterns across the four modalities reveal that listening and speaking are areas of strength and that reading and writing are areas that continue to need more rigorous instruction. Teachers are more prepared to address the reading/writing modality due to increased teacher participation on inquiry teams, full implementation of Foundations word study program and teacher created and continuously revised curriculum calendar. Although results might be slow, there are incremental increases across all grade levels.

After reviewing student results, 57% of Spanish speaking ELLs, who were administered the 2010 ELE, scored in the third or fourth quartile. 32% of third grade ELLs who were administered the 2010 NYS ELA, scored at or above grade level which is a significant decrease from the 2009 NYS ELA results. 57% of Spanish speaking ELLs who were administered the 2010 NYS Math exam in their native language scored at or above grade level.

36% (3 out of 8) of the ESL pull-out students scored at or above grade level on the 2010 NYS ELA exam. 88% (7 out of 8) of the ESL pull-out students scored at or above grade level on the 2010 NYS Math exam. This information was used to differentiate instruction, reorganize classes and teacher planning for the 2010-2011 school year. Current periodic assessment data is used for differentiation of instruction, teacher planning, student grouping, and to decide whether students are meeting their academic goals. School leadership and teachers have used this data to inform decisions regarding the purchase of instructional materials, classroom resources, and staff development needs.

PS 88 does not offer a dual language program.

After reviewing the NYSESLAT, ELA, Math, ELE, and all periodic assessment data it can be determined that students are progressing in content area as well as native language and literacy. This is done through reflection of teacher and student goals bi-yearly.

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.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		