

2011 - 2012

Comprehensive Educational Plan (CEP)

School Name: PS 88Q The Seneca School DBN: 24Q088

Principal: David Bishop EMail: dbishop@schools.nyc.gov

Superintendent: Madeline Chan

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

NAME	POSITION and CONSTITUENCY REPRESENTED	SIGNATURE
David Bishop	*Principal	
Maureen Wolf	*Faculty / UFT Chairperson	
Stephanie Velastegui	*PTA President	
Mire Kabashi	SLT Chairperson / Teacher	
Ira Handell	Member / Teacher	
Tara Morgan	Member / Teacher	
Jason Francis	Member / Parent	
Darlene DiSanti	Member / Parent	
Christine Viana	Member / Parent	
Thomas Cacaci	Member / Parent	

*Core (Mandatory) SLT Members

ANNUAL GOAL #1 AND ACTION PLAN

<p>Annual Goal: By June 2012, we will improve teacher effectiveness in math instruction by developing rigorous tasks and rubrics aligned to student needs and the Common Core Learning Standards as evidenced by student work products.</p>
<p>Comprehensive Needs Assessment: Our 2010-2011 progress report indicates we did not make progress (67% compared to citywide average of 67.2%) Median Adjusted Growth Percentile.</p>
<p>Instructional Strategies / Activities:</p> <ul style="list-style-type: none">• Common Core Learning Standards Workshops.• Teacher training/workshops to properly align CCLS to content.• Utilize CFN resources and personnel.• Teachers will work collaboratively on aligning the CCLS and develop rigorous tasks and rubrics.• Technology workshops for teachers.• ECAM – Pilot Math Program assessment for kindergarten.• <i>iready</i> program.• <i>Go Math</i> Program by Houghton Mifflin for second grade.• Math tasks and rubrics will be monitored and revised to be aligned to the bench marks indicated by the CCLS.• Small group instruction is focused on at-risk students based on unit assess.
<p>Strategies to Increase Parental Involvement:</p> <ul style="list-style-type: none">• Rigorous tasks can be implemented in the form of educational mathematical games. Parents/teachers/students attend <i>Math Games Night</i>.• Provide workshops and materials to help parents assist their children at home.
<p>Strategies for Attracting Highly Qualified Teachers (HQT):</p> <ul style="list-style-type: none">• Teachers will read educational journals.• Visiting highly effective schools to observe best practices.• Universal Design of Learning to be embedded into curriculum.• Provide outside professional development to further their knowledge of curriculum.
<p>Service and Program Coordination:</p> <ul style="list-style-type: none">• Community banking program.• <i>iready</i> program.
<p>Budget and Resources Alignment:</p> <ul style="list-style-type: none">• Per diem funds to cover teachers that attend professional development in math instruction – Title I Funds, ARRA-RTTT, Citywide Instructional Exp.• Per session funds for before and after school math task development.• <i>iready</i> was purchased with NSTL money.

ANNUAL GOAL #2 AND ACTION PLAN

<p>Annual Goal: By June 2012, we will improve teacher effectiveness in ELA instruction by developing rigorous tasks aligned to student needs and the Common Core Learning Standards as evidenced by student work products..</p>
<p>Comprehensive Needs Assessment: Our 2010-2011 progress report indicates we are performing at citywide level (68.7%) and would like to improve our score from 69% to 70%.</p>
<p>Instructional Strategies / Activities:</p> <ul style="list-style-type: none">• Common Core Learning Standards Workshops.• Teacher training/workshops to properly align CCLS to content.• Utilize CFN resources and personnel.• Teachers will work collaboratively on aligning the CCLS and develop rigorous tasks.• Writing Workshops to effectively teach the writing genres.• Technology workshops for teachers.
<p>Strategies to Increase Parental Involvement:</p> <ul style="list-style-type: none">• Inform parents of reading level and goals to achieve at the end of the year.• Technological support for parents websites/application/workshop to promote rigor at home.• ARIS workshops• Rubrics and tasks workshops informing parents of expectation of the CCLS.
<p>Strategies for Attracting Highly Qualified Teachers (HQT):</p> <ul style="list-style-type: none">• Journal articles based on educational research.• Workshops on Depth of Knowledge questioning techniques.• Embed the Universal Design of Learning into our curriculum.
<p>Service and Program Coordination:</p> <ul style="list-style-type: none">• Book Fairs• Literacy Night (Magic of Reading)• Scrabble Night
<p>Budget and Resources Alignment:</p> <ul style="list-style-type: none">• Per diem funds to cover teachers that attend professional development in ELA instruction – Title I Funds, ARRA-RTTT, Citywide Instructional Exp.• Per session funds for before and after school ELA task development.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal: By June 2012, we will increase students' reading of non-fiction text to insure that 50% of what our students are reading is informational as evidenced by student work and revising the alignment of curriculum maps and tasks to ELA CCLS.
Comprehensive Needs Assessment: After reviewing NYS Instructional Shifts, we analyzed the curriculum calendars and noticed there was not an equal balance between literacy text and informational text.
Instructional Strategies / Activities: <ul style="list-style-type: none">• Teachers will assign 50% of what students are reading to be non-fiction text.• Students will gain a better understanding of all non-fiction features and how they are organized.• Students will understand how to conduct a research paper.• Teachers will align curriculum maps and tasks to the CCLS.• Teachers will monitor student work to make revisions to their teaching plans.
Strategies to Increase Parental Involvement: <ul style="list-style-type: none">• Workshop providing training on the importance of reading informational text.• Workshop providing training on what a Level 4 student writing piece looks like.• Workshop on instructional strategies that parents can use at home when reading informational text with children.
Strategies for Attracting Highly Qualified Teachers (HQT): <ul style="list-style-type: none">• As we continue to meet and plan for the shifts in education, it is important to keep our teachers up to date and informed.• Attend in-house and outside professional development to help teachers promote rigor and gain knowledge of best practices.
Service and Program Coordination: <ul style="list-style-type: none">• Science Fair• Social Studies Fair• Law Club Presentations• Oral presentation of biographies or other non-fiction text.
Budget and Resources Alignment: <ul style="list-style-type: none">• Use general supply and textbook funds to purchase non-fiction text – NSTL & TL.• Use per diem funds to send teachers to non-fiction text instruction professional development.

ANNUAL GOAL #4 (PARENT) AND ACTION PLAN

Annual Goal:

By June 2012, we will increase the communication between school administration, teachers and our families in an effort to increase parent involvement as evidenced by Learning Environment Survey.

Comprehensive Needs Assessment:

Goal was formulated based on the 2010-2011 Learning Environment Survey. According to the responses on communication, only 38% of parents/guardians of students in PS 88 strongly agree that the school "*clearly communicates its expectations from my child's learning*" and 38% of families strongly agree that the school "*contacts me to tell me about my child's successes*". For method of communication, 37% of parents selected email as their preferred method of contact and 8% selected school website. It is recognized that in order to improve communications between the school and its families, we must move forward with technology.

Instructional Strategies / Activities:

Methods school can use to increase communication between school and families:

- Set up an email distribution list which the parent coordinator will use to notify the addresses of special events or resources available to parents.
- Purchase a billboard for the exterior of the school building which will be updated regularly with calendar events, PTA meetings, test dates, etc.
- Update school website and maintain current status of events, conferences, etc.

Strategies to Increase Parental Involvement:

- Workshops for parents to navigate the school website.
- Teachers can communicate the writing assessments and score given on rubrics for the unit of study.

Strategies for Attracting Highly Qualified Teachers (HQT):

- As we continue to meet and plan for the shifts in education, it is important to keep our teachers up to date and informed.
- Attend in-house and outside professional development to help teachers promote rigor and gain knowledge of best practices.

Service and Program Coordination:

Providing support for teachers on how to communicate with parents.

Budget and Resources Alignment:

School and PTA funds will be used to purchase the billboard. Per session funds will be used to update school website weekly and maintain the bulletin board.

ACADEMIC INTERVENTION SERVICES (AIS)

	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
	Number of Students Receiving AIS	Number of Students Receiving AIS	Number of Students Receiving AIS	Number of Students Receiving AIS				
K	0	0	N/A	N/A	3	0	0	19
1	17	0	N/A	N/A	3	0	0	17
2	15	0	N/A	N/A	4	0	0	16
3	21	0	N/A	N/A	3	0	0	11
4	20	0	0	0	8	0	0	15
5	12	0	0	0	10	0	0	10

ACADEMIC INTERVENTION SERVICES (AIS)

(Continued)

NAME OF ACADEMIC INTERVENTION SERVICE (AIS)	DESCRIPTION
ELA	<p>AIS in ELA is being implemented in several different ways:</p> <ul style="list-style-type: none">▪ Five 50-minute periods per week, provided by Reading Specialist in push-in model.▪ Differentiated instruction in all ELA classes is provided by classroom teachers▪ The goal is to bring the children to grade level achievement. Leveled Library Intervention (LLI) lessons are provided on a daily basis by the teachers and each 30-minute lesson provides instruction in reading, writing, and phonics/word study. It is a short-term intervention program that is designed to provide up to 120 days of intervention.▪ Through frequent content and skills based assessment, the effectiveness of intervention will be determined. Students who are referred for Tier II intervention will be serviced by an AIS reading specialist where a specific plan will be tailored to meet their unique needs.
Mathematics	In addition to the Everyday math program, small group differentiated instruction will be implemented in all classes, provided by the classroom teacher during the school day. Teachers will focus on individual student needs and learning.
Science	In addition to the State mandated periods of science instruction, students will receive additional small group instruction by classroom teacher during the school day.
Social Studies	In addition to the State mandated periods of social studies instruction, students will receive additional small group instruction by classroom teachers during the school day.
At-Risk Services Provided by Guidance Counselor	School counselors will provide guidance and crisis Counseling services during the school day, one period a week (or more frequently if needed) to all students. The service is offered in English and Spanish. Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc.

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

PARENTAL INVOLVEMENT POLICY

School Parental Involvement Policy:

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

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

Process for Reporting Needs Assessment Findings:

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

Results of the needs assessment returned indicate that parents are generally satisfied with academic programs being provided and are supportive of our efforts. Parental attendance is encouraged with raffles and "*Student of the Month*" awards. PTA also invites volunteers to assist with fundraising.

The school's goals that support parental involvement are:

- The school is so diverse culturally and has a parent body that is vastly diverse linguistically, greater efforts must be made to translate school letters into more of the languages represented in our school, in addition to Spanish.
- Greater efforts will be made to keep parents informed and strengthen the home/school relationship.
- Communication with parents regarding school curriculum, learning standards, role of the Parent Coordinator and PTA sponsored events will be a focus.
- Workshops will be conducted at night and during the day in order to accommodate the work schedules of all parents. The workshops will include information on how to meet the educational, social and emotional needs of all students.
- ARIS Family Portal is a resource where parents can access information about instructional programs, enrollment procedures, DOE rules and regulations, health and support services, as well as news and other resources. Workshops will be held to further educate parents about ARIS information.

Our school will support parents:

- Continuing to distribute information to parents in order to communicate testing schedules, trip schedules, parent/teacher conferences and school-wide parent functions. In order to inform parents we will utilize the school/PTA calendar and the parent handbook. *"The Seneca Scoop"* is the school newspaper which contains important information about the upcoming events. Letters from school administration, PTA board, Regional Office and Department of Education are also sent home.
- For the 2011-2012 school years we will keep parents abreast of the curriculum goals for each grade and discuss children's progress. *"Meet the Teacher"* is an event that will take place at the beginning of the school year in order for family members to meet and develop partnerships with their child's teacher. Parent/teacher conferences will be held twice a year, along with other appointments arranged by both teachers and parents. School trips are also arranged to promote family engagement in our school community.
- Our Parent Coordinator is available to answer questions and concerns from family members. She is available to work with parents on all parent activities. The Parent Coordinator also schedules workshops for incoming Kindergarten parents, standardized test preparation, curriculum, standards and ARIS Family Portal.
- We will encourage family feedback and gather parents' opinions about our school in order to further improve our school community. The parent survey will be used to gather parent opinions. The survey will be translated into a variety of languages.
- Provide more opportunities for parents to volunteer in classrooms as encouragement to complete the survey.
- Provide translation services for non-English speaking parents.

Our school will further encourage parental involvement:

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

SCHOOL PARENTAL COMPACT

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

I. School Responsibilities:

- Align curriculum to the Common Core Learning Standards.
- Developing rigorous tasks to be implemented in all content areas.
- Provide parents with workshops for supporting the Core Curriculum State Standards.
- Utilize academic learning time effectively.

Provide parents access to staff by:

- Parents are encouraged to attend "Meet The Teacher" night in September and Parent/Teacher Conferences in November and March to discuss their child's progress.
- Throughout the year, teachers are available to meet with parents before and after school and during the teachers' preparation periods, as well, for this purpose. In addition, parents are encouraged to join their children on school trips around the city including the fifth grade trip to Broadway and Future Lawyers' Club overnight trip to historical sites on the east coast.
- To keep parents abreast of the curriculum goals for each grade, various workshops are scheduled. This information will not only alert parents to a potential academic problem but will also allow parents to encourage children to "move ahead" in their studies.
- A core of very involved parents makes up the Executive Board of the PTA which holds monthly meetings for the entire parent body. "Student of the Month" certificates are distributed during these meetings. In addition, several of the Board members serve on our School Leadership Team and are, therefore, actively involved in all school-wide activities. PTA members participate in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent. Raffles are used to encourage parents to attend PTA meetings.
- PTA sponsored activities include: school pictures and most fifth grade activities including graduation pictures, the Yearbook, T-shirt, sweatshirts and dance. Their fundraising is a well-established system. A book fair (Spring sale) and *build-a-plant* are among the events.

Provide general support to parents by:

- A full-time Parent Coordinator serves as liaison between the parents and the school. This individual works with the parents on all parent activities among her other responsibilities. This individual also schedules workshops for incoming kindergarten and all grades parents, for all parents in reference to standardized test preparation, curriculum and standards, etc.
- A needs assessment is distributed to the parent body annually to give parents an opportunity to voice their concerns and bring to light any issues they may have (a copy is included together with the tallies). A special PTA meeting is held at which several parents translate the needs assessment into various languages including Spanish and Albanian. Results of these needs assessment are analyzed and are used to determine what we should address in our CEP for the new school year. Results of the Needs Assessment returned indicate that parents are generally satisfied with academic programs being provided and are supportive of our efforts.

II. Parent/Guardian Responsibilities:

- Assist my child in completing homework.
- Provide my child with ample sleep based on my child and his/her age.
- Encourage my child to read daily or read together.
- Make sure my child comes to school on time and prepared to learn.
- Discuss what my child learned today.
- Create limits to the amount of time my child watches TV or plays video games.
- Encourage my child to follow school rules and be respectful to others.

III. Student Responsibilities:

- Come to school daily and arrive on time.
- Complete homework and read daily.
- Be respectful to others and their properties.
- Resolve conflicts peacefully or ask for mediation when necessary.
- Always try your best.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

FEB 27, 2012

School DBN: 24Q088 **School Name:** Public School 88

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

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

Category: Basic Focused Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - **Based on our AYP results for the last two years our students with disabilities did not meet the standard in Math and ELA.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - **Per Session Professional Development – Self contained and both ICT teachers for upper grades will receive professional development in curriculum enrichment for ELA and Math.**
 - **Per Diem Professional Development – Provide coverage so that teachers can attend Network and DOE sponsored professional development in Math and ELA for students with disabilities.**
 - **Use iReady assessment program to identify students with disabilities that are struggling in ELA and Math. Use data to target instruction and identify appropriate resources.**

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - **Per Session Professional Development – Self contained and both ICT teachers for upper grades will receive professional development in curriculum enrichment for ELA and Math.**
 - **Per Diem Professional Development – Provide coverage so that teachers can attend Network and DOE sponsored professional development in Math and ELA for students with disabilities.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - **N/A – No new teachers**

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.
 - **A letter will be backpacked to all parents.**
 - **A parent workshop will be presented in early February.**
 - **PTA Meeting**

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Seneca School	DBN: 24Q088
Cluster Leader: Charles Amunden	Network Leader: Diane Foley
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other: Spring Break
Total # of ELLs to be served: 100 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: <u>5</u> # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 88 implements a comprehensive freestanding ESL instructional program in English. Under the funding of Title III, Part A, of NCLB, PS 88 will offer three different supplemental programs to address our ELL student population needs, namely the Saturday ELL Academy, the Spring ELL Academy, and an ELL ICT and ELL Newcomer Push-In Support Program. All of these supplemental programs which are funded by Title III are being taught by a licensed ESL/Bilingual teacher. However, we have an additional after school program for our newcomers which is not funded under Title III and is not being taught by licensed ESL/Bilingual teachers. Based on the results of the 2011 NYSESLAT data, only 21 % of our ELL student population tested scored proficient in the Reading & Writing section of the NYSESLAT. Based on the NYSESLAT results and other data analysis, we will offer a Saturday ELL Academy for our long term ELLs (4-6 years) in grades 3, 4, and 5. We have 67 ELLs that fall into that category. The Saturday ELL Academy will start on March 24, 2012 and end on June 9, 2012. There will be two classes taught by licensed ESL/Bilingual teachers, Ms. T. Lee and Mrs. F. Garcis. Each class will have 15 students for two hours. One of the classes will be for 3rd and 4th grade long term ELLs, and the other will be for the 5th grade long term ELLs. The goal of the Saturday ELL Academy is to further develop academic content area vocabulary while strengthening and reinforcing essential literacy skills with fiction and non fiction passages and strengthening student writing skills by extended response writing prompts, as well as grammar usage and mechanics. The material we will use for this supplemental program is New York State Coach Jumpstart which is a program that gives crucial practice and reinforcement for the New York State Test. PS 88 also offers another supplemental language instruction program twice a week after school for two one- hour sessions which began January 26, 2012 and will end June 2012. As mentioned above, this program does not use Title III funding and is being taught by two of our PS 88 teachers, Ms. S. Trainer and Mr. Handell. Its primary goal is to provide additional services to our newcomer ELL population. This immersion program encourages students to develop fluency skills, increase vocabulary and concept development. In the lower grades, an additional goal is to develop basic phonic skills. There are two groups of students. One group is made up of presently five 4th and 5th grade newcomer ELLs. There is additional room for newcomers. A second group is comprised of ten second graders. The objective of the program is to provide our newcomers small group instruction to accelerate language acquisition. The materials used by both groups include the following: Oxford Picture Dictionary Content Areas for Kids which includes the workbook and the reproducible collection. Supplemental materials will come from picture charts, flash cards, and bingo picture games. PS 88 will offer an ELL Spring Academy starting April 9, 2012 to April 13, 2012 which will consist of two classes for two hours a day for five days. The classes will be taught by licensed ESL/Bilingual teachers. The Spring ELL Academy will be divided into two groups/classes. One will be for approximately 15 to 20 3rd and 4th graders, and the other class will be for 15 to 20 fifth graders. The goal of the Spring ELL Academy is to give students embedded support and instruction in all areas related to test taking preparation while strengthening their listening, reading, and writing skills, in order to be well prepared for the NYSESLAT and ELA. The materials we will use for this program are Ladders to Success which has lots of structured practice and support to ensure student mastery for the New York State Test. We will also use Empire State NYSESLAT ESL and Getting Ready for the NYSESLAT. Both of these address the listening, reading, speaking, and writing portion of the NYSESLAT. We will also use Write It Out, in order to improve student writing especially in responding to open ended questions. Both of these academies will be provided with a

Part B: Direct Instruction Supplemental Program Information

licensed supervisor funded under Title III. A supervisor will coordinate and monitor the Saturday ELL Academy and the Spring ELL Academy. He/She will observe instruction, provide support to participating staff and students, monitor student and teacher attendance, and secure appropriate instructional and assessment materials. The supervision will ensure safety of the students and staff. The services of a secretary will also be provided for both the Saturday ELL Academy and the Spring ELL Academy under Title III funding. The secretary will answer phone calls, keep records of staff and student attendance, type and make photocopies for the staff, and attend to a possibly sick student until the parent comes to pick the student up. Finally our last supplemental instructional program for students is taught by a licensed ESL teacher who will service 3rd, 4th and 5th grade ELL ICT students three days a week, for four hours a day and our newcomer ELLs in grades 3, 4 and 5 one day a week for four hours in a push-in model during the school day. This program will start on March 19, 2012 and end on April 30, 2012. The goal of this program is to provide our struggling ICT ELLs, reading below grade level, explicit systematic instruction on basic skills and concepts using ESL scaffolding techniques individualized according to the students' IEPs. The teacher will be given preparation period to get familiarized with each student's IEP and consult with the classroom teacher in order to differentiate and scaffold instruction to meet the individual needs of the students. Utilizing the data analysis, the special education teacher, the general education teacher and the ESL teacher will work together to target specific skills (in addition to and beyond the mandated ESL services the students are receiving) to come up with a plan. For this program, the teacher will use Ladders to Success2 on the New York Standards which guides struggling readers up to skill mastery with three levels per lesson that promote New York State Test success. The selection comes with "Word Power" section which introduces new words and word groups. Important reading strategies are introduced with ample opportunities to apply them at their individual reading levels which remove the barrier to learning the skills. A pre-assessment measures students' abilities, and a post-assessment measures students' proficiency. The same ESL teacher, Ms. Malgorzata Rogos, will work with newcomers in grades 3, 4, and 5 one day a week, in order to develop their speaking, reading, and writing skills. This is a supplemental service, in addition to the mandated ELL services the students are receiving. This program will be using a language learning software called Rosetta Stone which helps build proficiency in each of the four key language skills: listening comprehension, speaking, reading, and writing. Its rich visual imagery helps students learn a new language. Students are moved through a carefully structured sequence of pictures, encouraging them to associate images they understand with words that they don't. It is interactive and visually engaging.

Part C: Professional Development

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

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

Begin description here: Research indicates that professional development is the key to improve student achievement. PS 88 offers a comprehensive professional development program to support its staff. A comprehensive professional development program addresses the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition. The ESL push-in teachers and classroom teachers of ELLS attend Regional Workshops, OELL Workshops

Part C: Professional Development

as well as QTEL workshops. Here is a schedule of Professional Development attended by our staff:

-3/2011 - Using Juicy Sentences in the Sciences

9/2011 - Understanding Title III AMAOs

10/2011 - LAP Training Session

2/2012 -The Common Core State Standards: Meeting the Needs of English Language Learners

On staff development days, PS 88 provides in-house staff development to all teachers and para-professionals on ESL strategies that can be used daily in classroom activities to help ELLs in their classrooms. Classroom and cluster teachers will be provided with professional development on:

-Understanding the ELL Identification Process: HLIS,LAB-R,Spanish LAB, NYSESLAT Modalities, Interim Assessments

-ELL Stages of Language Acquisition

-How to use and interpret ESL Data, LAB-R, Spanish LAB, NYSESLAT Modalities, Interim Assessments

-The interpretation of data from the ELA, MATH and NYSESLAT exams to drive instruction with a focus on ELLs

-Implementing ESL strategies in content areas

-Scaffolding Instruction for English Language Learners

This year we are receiving a series of professional development from our network (CFN204). Ms. Shirley Rouse-Bey, our network ESL specialist, is delivering professional development for our ESL self contained classroom teachers and other teachers who have ELLs in their classrooms.

Part D: Parental Engagement Activities

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

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

Begin description here: PS 88 recognizes that parental involvement has a direct positive impact in the education of students. Parents of ELLs will be invited to attend different workshops, including literacy and math workshops, in addition to the yearly NYSESLAT workshops, so that they can help their children succeed. These parents will be notified about these workshops by letters in their native language. In house interpreters will be available to translate. Our Parent Coordinator, Ms. Shea, along with members of our ESL staff will be offering monthly one hour workshops for the parents of our ELL population. Here are some topics we plan to cover:

-Getting to know ELL parents and networking

-Getting to know other staff members i.e. Guidance Counselor and understanding the services offered by them.

-The Process for Identifying Limited English Students

-Reading to Our Children at Home to Promote Literacy

-How to Access Aris Parent Link & Recommend Bilingual Sites for Families

Part D: Parental Engagement Activities

- Using Technology and Computer Software to Engage Children to Read and Write at Home
- NYS Mathematic Tests and the ELL
- ELA Night - How Parents of ELLs Can Help Their Child Succeed

The overall rationale for choosing the above workshop activities are to actively engage parents with their children's academic setting, facilitate communication between parents and teachers, provide literacy program workshops to parents/caregivers in order to support and facilitate teaching and learning at home. We will also be reinstating our Evening Adult ESL Program by providing beginning and intermediate classes for the parents of our ELL population two times a week for two hours in the evenings. This program will be taught by a licensed ESL/Bilingual teacher and will accept 15 students per class. The program will start on April 24, 2012 and end on June 7, 2012. Materials used in the program will focus on reading, writing, speaking and listening as well as pictures and photographs to illustrate vocabulary and further develop the students' language. Voice recordings will also be used to help students develop an ear for the language. Surveys, questionnaires, and conversational prompts will be used to allow students to communicate with each other, and then with the class. We will also use Excellent English I and Grammar Work I

Part E: Budget

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

Allocation Amount: \$25816

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	\$3,904.68	78 hours of per session for our Saturday ELL Academy. 3 hrs. X 13 sessions X 2 teachers = 78 X \$50.06 (current teacher per session with fringe) = \$3,904.68
<ul style="list-style-type: none"> • Per session • Per diem 	\$2,724.28	52 hours of per session for a supervisor. 52 X \$52.39 (current supervision rate with fringe) = \$2,724.28.
	\$1,604.20	52 hours of per session for a secretary. 4 hrs X 13 sessions = 52 hours. 52 X \$30.85 (current secretarial per session rates with fringe) = \$1,604.20
	\$1,101.32	22 hours of per session for our Spring ELL Academy for 5 days 2 hours a day plus 2 hours of prep time times 2 teachers. 22 X \$50.06 (current teacher per session salary with fringe) = \$1,101.32
	\$785.85	15 hour of per session for a supervisor. 3 hrs a day for 5 days. 15 X \$52.39 (current supervision per session rate with fringe) = \$785.85

Part E: Budget

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

Allocation Amount: \$25816

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$462.75 \$4,974.90	15 hours of per session for a secretary. 3 hrs X 5 days= 15 X \$30.85 (current secretarial per session rate with fringe) = \$462.75 ELL supplemental support for ICT ELLs and Newcomer Program 30 days of four hours each day equaling to 15 full days calculated at (F status daily rate of \$331.66) 15 X \$331.66 = \$4,974.90
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	—	—
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$425.70 \$592.80 476.97 \$1,248.53	20 copies of NY State Coach Jumpstart for each of Grades 3, 4 and 5 20 copies of Ladders to Success 2 on the New York Standards for each of Grades 3, 4 and 5. 20 copies of Write it Out for each of Grades 3, 4, and 5. For the Adult Evening ESL Classes Excellent English 1 Grammar Work 1 Chart Paper, Copy Paper Tape Recorder & Headphones
Educational Software (Object Code 199)	\$5,000.00	10 Rosetta Stone language development software @ \$500.00 each.
Travel	—	—

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$25816

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	\$1,401.68 \$600.72	28 hours of per session for our Evening Adult ESL Class. 14 weeks 2 times a week. 28 X \$50.06 (current teacher per session rate with fringe) = \$1,401.68 12 hours of evening parent workshops for our ELL population. 6 sessions 2 hours each. 12 X \$50.06 (current teacher per session rate with fringe) = \$600.72
TOTAL	25,304.38	\$25,304.38

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q088 **School Name:** The Seneca School

Cluster: 2 **Network:** CFN204

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.

PS 88 recognizes the importance of communicating with parents. The majority of languages spoken by our parents at PS 88 are Spanish, Arabic, Polish, with small percentages of Albanian and Chinese. In order to maintain effective communication with parents, we provide written translations of memos and other documents for parents. Our ESL staff assesses our school's written translation needs by examining the Home Language Surveys (HLIS) filled out by parents at registration, ATS data, as well as parent interviews. In order to be in compliance with the Chancellor's Regulations on Translations, PS88 provides timely provision of translated documents through existing resources in our school or the Translation and Interpretation Unit of the Department of Education whenever we can't use one of our in-house personnel.

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.

Most of our written and oral interpretation needs, which are Spanish, Arabic, Polish, Albanian, and Chinese, are met by in-house personnel. However, occasionally when there is a language not spoken by our in-house personnel, we use the services of the Translation and Interpretation Unit of the Department of Education. Our findings are disseminated to our staff members and with our parents during PTA meetings.

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.

Some documents to parents are translated in-house by school staff and parent volunteers. ELL parent notification letters and brochures are available to us through the NYC Department of Education in many languages. Whenever, we do not have staff or volunteers to provide translations, then we use the services of the Translation and Interpretation Unit of the Department of Education. We make sure that all parents and students receive these documents in a timely manner, in order to foster communication between home and school.

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.

Oral interpretation services will be provided in-house by school staff and parent volunteers. For school events such as Parent Teacher Night, PTA meetings, Parent Orientations, and workshops, we will contact the Translation and Interpretation Unit at the Department of Education to schedule translations for the languages for which we do not have in-house translators.

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>.

Parents requiring interpretation services will be provided with a written notification of their rights regarding translation and interpretation services including instruction on how to obtain it. We will post a sign of the covered languages in a location near the entrance to the school indicating the room where a copy of the written notification can be obtained.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Seneca School	DBN: 24Q088
Cluster Leader: Charles Amunden	Network Leader: Diane Foley
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 88 implements a comprehensive freestanding ESL instruction program in English. Under the funding of Title III, Part a, of NCLB, PS 88 offers language instruction education programs to insure that our ELL population has an adequate opportunity to acquire a second language and attain English proficiency while meeting State academic achievement standards. We will be offering two after school tutorial programs, one for second and third graders and one for fourth and fifth graders. The tutorial program will be for two days a week, two hours per day for 53 sessions. The objective of the program is to provide our newcomers small group instruction to accelerate language acquisition. The program will start in January and will be taught by licensed ESL teachers. The material we will use for this program is On Our Way to English which is a program which develops oral language, grammar, vocabulary and writing with ESL methodologies. One of these classes will convert in March to a NYSESLAT test preparation class in order to help our long term ELLs succeed.

Part C: Professional Development

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

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

Begin description here:

The ESL push-in teachers and classroom teachers of ELLs are encouraged to attend Regional Workshops, OELL Workshops as well as QTEL workshops. On staff development days PS 88 will provide staff development to all teachers and para-professionals on ESL strategies that can be used daily in classroom activities to help ELLs in their classrooms. Teachers of self-contained classrooms of ELLs, as well as push-in ESL teachers will receive training on how to interpret the results of the ELL Interim Assessments and use it to drive instruction.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: PS 88 is planning to reinstate evening ESL classes for newcomer parents twice a week. Parents of ELLs will be invited to attend literacy and math workshops, in addition to the yearly NYSESLAT workshop, so that they can help their children succeed. These parents will be notified by letters in their native language. In-house interpreters will be available to help translate

Part E: Budget

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

Allocation Amount: \$25816

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$4,131	\$21,685\$
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$4,131	\$21,685

