



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE SIDNEY SILVERSTEIN LITTLE SPARROW SCHOOL_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X088_____

PRINCIPAL: MELINDA HYER_ EMAIL: MHYER@SCHOOLS.NYC.GOV__

SUPERINTENDENT: DOLORES ESPOSITO_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Melinda Hyer	*Principal or Designee	
Cynthia Adair	*UFT Chapter Leader or Designee	
Victor Tejeda	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Aminata Kone	Member/Parent	
Caitlin Trapani	Member/Teacher	
Lizbeth Leon	Member/Parent	
Yesenia Melendez	Member/Parent	
Maria Patterson	Member/Teacher	
Ines Chimbo	Member/Parent	
Trudy Kane	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

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

Strengthening student work by examining and refining curriculum, assessment and classroom instruction.

Objective:

-Teachers will create strategically selected instructional tasks from the CCLS

-By June 2012, all students will be assessed with one teacher created literacy task aligned to the CCLS.

Comprehensive needs assessment

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

This goal is based on the Chancellor's Instructional Initiatives for the 2011-2012 school year. PS 88 has entered year 3 of creating literacy curriculum units that are aligned to the standards, DOK and assessments. The literacy performance task will be created after looking at student work and data in order to create tasks that provide multiple entry points for all learners. Last year, 42% of tested students scored level 3 and above on the NYS ELA. It was a 6% increase from the previous year. We believe the steady gains we have made in ELA will continue this year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-Weekly common planning dedicated to the development and refinement of CCLS curriculum units, lessons and tasks

-In vertical planning groups, monthly Faculty/Grade Conferences are dedicated to strengthening teacher understanding of CCLS curriculum units and tasks

-Data collection at scheduled assessment intervals will be analyzed by teacher and school administrators (i.e. BOY, MOY, EOY)

-Progress monitoring through periodic assessments

-Curriculum, assessments and task for each grade level maintained by each grade level teacher and available in the school library

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-Increase the number of days provided by the Educational Consultant (AUSSIE)

-Monthly Faculty/Grade Conferences & Chancellor's Conference Days

-Weekly common planning

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Conceptually consolidate federal, state and local funding for fiscal year 2012

-Title 1SWP: 10% Professional Development

-Participating in Helmsely Grant by funding 15 out of 30 additional AUSSIE days

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

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

Implement a school wide literacy assessment program

Objective:

To increase the number of students reading on or above grade level in June 2012 by 10%

4.5% increase of students scoring at level 3 and 4 on the NYS ELA administered April 2012

Comprehensive needs assessment

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

Students in grades K-2 reading progress were assessed using DIBELS/IDEL/mCLASS and Grade 3 were assessed through running records. Instructional levels were correlated to the F&P reading levels. Our end year reading levels show that 54% of students were meeting benchmark. This is a slight decrease from the previous year however the gains are not significant enough resulting in a need to create a uniform system for all grade levels. Another factor is that we revised our text gradient benchmarks to align to both the state assessments and the rigorous standards. The F&P Benchmark Assessment provides research based teacher support for in understanding how to comprehensively understand where a child is and how to move them to the next reading level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-Implement the F&P Benchmark assessment program (September 2011)

-Progress Monitor students using the F&P Benchmark Assessment program, assessment calendar issued to teachers in October

-Input periodic assessment data into the F&P Data Management System after BOY, MOY, EOY assessment window closes

-Data collected at scheduled intervals informs teacher created tasks and CCLS curriculum units

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

-At P/T Conferences inform parents about their child's reading level by issuing a letter about the level and how to get to the next level

-Provide two reading level parent workshops (November 2011, March 2012)

-Title 1 Parent meeting providing strategies to increase reading and language at home and using the resources on the school website

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-Increase the number of days provided by the Educational Consultant (AUSSIE)

-Monthly Faculty/Grade Conferences & Chancellor's Conference Days

-Weekly common planning

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Conceptually consolidate federal, state and local funding for fiscal year 2012

-Title 1SWP: 10% Professional Development

-Participating in Helmsely Grant by funding 15 out of 30 additional AUSSIE days

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

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

Improve academic achievement of English Language Learners on the NYS ELA examination

Objective:

To increase the number of ELL students scoring level 3 or 4 by 10% on the NYS ELA administered April 2012.

Comprehensive needs assessment

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

In the 2011 NYSESLAT 61 ELL students were tested. The overall results were as follows: 18% scored beginning, 21% scored intermediate, 34% scored advance, and 27% scored proficient. In the 2010 NYSESLAT only 14% scored proficient. Although we made significant gains on the NYSESLAT and ELE, our ELLs did not produce the same results on the NYS ELA. After disaggregating the NYS ELA data, 100% of Spanish speaking ELLs, who were administered the 2011 ELE, scored in the third or fourth quartile. 33% of third grade ELLs who were administered the 2011 NYS ELA, scored at or above grade level which increased by 1% from the 2010 NYS ELA results. 33% (2 out of 6) of the ESL pull-out students scored at or above grade level on the 2011 NYS ELA exam. By aligning the ESL pull out/push in curriculum to the TBE program, we expect results to be seen on state assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-Implement Santillana Spotlight English program for ESL push in program

-Provide professional development on ESL methodologies to teachers

-Provide Jose P. training for new teachers with an opportunity for all teachers to participate

-Progress monitoring through F& P Benchmark Assessment Program and periodic assessments

-Data meetings with teachers identifying strategies/differentiation designed to meet the needs of low performing ELLs

-Title III funding will be utilized to provide an Immigrant after school program geared towards English language development

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

-Provide testing workshop for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-Monthly Faculty/Grade Conferences & Chancellor's Conference Days

-Weekly common planning

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Conceptually consolidate federal, state and local funding for fiscal year 2012

-Title 1SWP: 10% Professional Development

-Title III

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

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

Strengthening student work by examining and refining curriculum, assessment and classroom instruction.

Objective:

-Teachers will create strategically selected instructional tasks from the CCLS

-By June 2012, all students will be assessed with one teacher created mathematics task aligned to the CCLS.

Comprehensive needs assessment

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

This goal is based on the Chancellor's Instructional Initiatives for the 2011-2012 school year. PS 88 has entered year 3 of creating curriculum units that are aligned to the standards, DOK and assessments. Content area instruction is guided by text based programs and therefore teachers align the program's scope and sequence to the standards and our literacy curriculum units. The mathematics performance task will be created after looking at student work and data in order to create tasks that provide multiple entry points for all learners. Last year, 72% of tested students scored level 3 and above on the NYS Math. It was a 6% increase from the previous year. This continues to be an area of strength for our learners as demonstrated on the student performance and progress of this examination.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

-Weekly common planning dedicated to the development and refinement of CCLS curriculum units, lessons and tasks

-In vertical planning groups, monthly Faculty/Grade Conferences are dedicated to strengthening teacher understanding of CCLS curriculum units and tasks

-Data collection at scheduled assessment intervals will be analyzed by teacher and school administrators (i.e. BOY, MOY, EOY)

-Progress monitoring through periodic assessments

-Curriculum, assessments and task for each grade level maintained by each grade level teacher and available in the school library

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

-Monthly Faculty/Grade Conferences & Chancellor's Conference Days

-Weekly common planning

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

-Conceptually consolidate federal, state and local funding for fiscal year 2012

-Title 1

-NYSTL funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	32	0	N/A	N/A	N/A	N/A	N/A	N/A
1	24	2	N/A	N/A	N/A	N/A	N/A	N/A
2	16	22	N/A	N/A	N/A	N/A	N/A	6
3	10	14	N/A	N/A	N/A	N/A	9	15
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
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 three times a week either first period or last period during 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 individual and small group instruction. Two F-status teachers provide essential strategies and support to improve skill work.
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Due to budget, no funding to support the position.
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 due to full caseload. 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 1 day per week. No at-risk services can be provided on a regular basis due to caseload. At-risk small group counseling will be provided periodically. Attends intervention team meetings and provides strategies and parent consultations as needed.
At-risk Health-related Services	Students diagnosed with asthma participate in a six week open airway class provided by the on-site DOH Nurse. The class is provided once in the fall and once in the spring for a total of twelve sessions and occurs during the school day. Targeted second and 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

TITLE I: SCHOOL PARENTAL INVOLVEMENT POLICY

I. General Expectations

P.S. 88 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. P.S.88 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
 - Convene parent meetings in September and throughout the school year at flexible times
 - Hold election to fill parent positions on the School Leadership Team
 - Hold parent orientations for each grade

2. P.S.88 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
 - Provide technical assistance workshops to assist parents in completing surveys

3. P.S.88 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
 - Timely information about school programs
 - Description and explanation of school curriculum
 - Forms of academic assessment
 - Frequent progress reports
 - Proficiency levels students are expected to meet specifically as it applies to the state's academic content standards
 - Opportunities for regular meetings as requested by parents
 - Opportunity to amend the existing School Parent Compact

4. P.S.88 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
 - Parent leadership program
 - Academic workshops

5. P.S. 88 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English

proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- Citywide parent survey

- 6. P.S.88 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities.)
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
 - e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- Our school will conduct bi-yearly parent workshops to address the standard based curriculum. A part of our parent-teacher conferences will be devoted to creating an awareness of the New York State academic achievement standards and assessment used to evaluate if students have met the standards. During parent/teacher

meetings, parents will be provided with topic related materials for their use with their children at home. As an additional resource, information regarding all NYS standards and assessments will be available in our Parent Lending Library.

- The school staff and Community Based Organizations will provide materials and training, by Parent Coordinator, Literacy and Mathematics Coaches, AIS Intervention staff, ESL staff and other outside interested parties, through the following workshop titles:
 - **Literacy Workshop- Reading Strategies**
 - **Kindergarten Parent Orientation**
 - **Library/Technology workshops**
 - **Strategies for 3rd grade ELA, Mathematics testing**
 - **What your child needs to know by the end of kindergarten, first, second, third grade**
 - **Bilingual Parent Orientation**
- Our Parent Coordinator, with the assistance of parents and parent volunteers versed in the languages reflected in our community, will ensure that information sent home related to the school and parent programs, meetings and other activities is in language that the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the minutes of the School Leadership Team meeting. This policy was adopted by P.S.88 on 9/23/11 and will be in effect for the period of 2010/2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/30/11.

SCHOOL-PARENT COMPACT

This school-parent compact is in effect during school year 2011-2012.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

PS 88 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
 - the school will provide professional development throughout the school year;
 - all students will be assessed on an ongoing basis. Student instruction will be based on these assessments;
 - instructional staff will teach to the standards;
 - instructional staff will teach toward individual needs;
 - Administration and instructional staff will be accountable for implementing curriculum;
 - encourage students to develop and internalize solid methods of assessing information through the use of computers and the Internet as tools for learning;
 - provide enrichment programs such as Theater Residencies, Puppetry Residencies, Author Residencies; and enrichment assemblies.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Teacher Conference Afternoon and Evening in November
- Parent Teacher Conference Afternoon and Evening in March
- Orientation for Parents by Grade by the second week in September

*Dates to be determined

3. Provide a Full-time Parent Coordinator that will act as an advocate and liaison between school and parent needs in the following ways:

- make herself/himself available to listen, and respond if possible, to a parent need;
- assess parent needs through ongoing surveys or needs inventory checklists;
- create vehicles such as parent workshops, seminars, outside resource people and lists of agencies that will assist parents in ameliorating their concerns;
- provide translations when appropriate or contact known translators to assist in translation in support of ELL parents and students
- assist as a liaison between teacher and parent constituencies

4. Provide parents with frequent reports on their children's progress.

Reports Cards will be distributed to parents in November, March and June. Teachers will communicate with parents throughout the year to provide progress reports based on ongoing assessment and evaluation. Parents are encouraged to make appointments with teachers throughout the school year.

5. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

When a parent wants to meet with a teacher, a parent fills out a conference form. Forms are available at the security desk and in the main office. Teachers call parents and schedule appointments at a mutually convenient time. By the second week in September, teachers will distribute their daily preparation periods to parents.

6. Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities, as follows:

- a. Parents are encouraged to train for a parent leadership program called I.N.V.O.L.V.E.D., which was designed by the parent coordinator. After completion of the training program, parents are assigned volunteer positions in classrooms other their own child's classroom.

- b. Parents can come in and observe their child's classroom at anytime as long as school administration is made aware that the parent will be in the building.
- c. In addition, there are numerous school events and celebrations which all parents are encouraged to attend. Parents are encouraged to attend school events such as writing celebrations and school performances.
- d. Parents are encouraged to join the Parent Teacher Association and School Leadership Team.

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Commit to and support the **5 Handy Rules**
 - 1. Respect yourself and others
 - 2. Listen to your teachers and each other
 - 3. Be prepared to learn
 - 4. Remember school behavior
 - 5. Respect your classroom and school building
- Send students to school everyday on time;
- Send students to school dressed in the school uniform;
- Check to see that all homework assignments are complete every night;
- Check book bag for parent notices and information;
- Promote positive use of your child's extracurricular time;
- Encourage our child to read at home on a regular basis;
- Support school staff by working with them to ensure that our child receives a high quality education;
- Stay informed about our child's education, by communicating with the school and responding as appropriate, by promptly reading all notices from the school either received by our child or by the mail;
- Attend PTA meetings and parent workshops;
- Serve to the extent possible on policy advisory groups.

OPTIONAL ADDITIONAL PROVISIONS

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- do our homework everyday and ask for help if needed;
- read at least 30 minutes everyday outside of school time;

- give our parents all notices and information received by us from school everyday;
- listen to the teachers;
- respect school property;
- follow the 5 Handy Rules.
 1. Respect yourself and others
 2. Listen to your teachers and each other
 3. Be prepared to learn
 4. Remember school behavior
 5. Respect your classroom and school building

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact).

PS 88 will:

1. Involve parents in the planning, reviewing, and improving of the School Parental Involvement policy, in an organized, ongoing, and timely way;
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way;
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
5. Provide information to parents of participating children in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
6. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in

decisions about the education of their children. The school will respond to any such suggestions as quickly and efficiently as possible;

7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least the areas of Mathematics, Language Arts and Reading;
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello-Anslemi	District 09	Borough Bronx	School Number 088
School Name Sidney Silverstein Little Sparrow School			

B. Language Allocation Policy Team Composition [?](#)

Principal Melinda Hyer	Assistant Principal Priscilla Centeno
Coach None, due to budget	Coach None, due to budget
ESL Teacher Henri Lenogue-Ford	Guidance Counselor None, due to budget
Teacher/Subject Area Henry Nuñez	Parent Victor Tejada
Teacher/Subject Area Isabel Cancel	Parent Coordinator Lisa Pineda
Related Service Provider Cynthia Adair	Other
Network Leader Robert Cohen	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	221	Total Number of ELLs	58	ELLs as share of total student population (%)	26.24%
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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 HLIS is completed through an informal oral interview given by either the bilingual coordinator or ESL teacher who assists during the registration process. The informal oral interview is conducted in the parent's native language whenever possible. PS 88 can administer the HLIS in English, Spanish and French. Next, the pupil accounting secretary, the state certified and licensed bilingual coordinator 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 as per the parent responses on the HLIS. There is only one ESL teacher, Henri Lenogue-Ford at PS 88 and one Bilingual Coordinator, Haychel Taveras. Both pedagogues are highly qualified and have permanent New York State Certification. Prior to the start of the school year, reports are generated from ATS to provide data about ELL status for registered students. The ATS reports generated in September are RLAT, RNMR and BESIS Extension of Services. In December, the BESIS participation report is generated to identify all ELLs and services provided as well as who is eligible for NYSESLAT testing in the Spring.

Orientation sessions are held in September for the parents of newly enrolled ELLs as per results of LAB-R. Parents of newly enrolled ELLs are invited through an initial letter sent home with eligible students, 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 session, 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. All documentation is maintained by the bilingual coordinator.

The ELL programs available in Public School 88 are: Transitional Bilingual Education Program (TBE) and English as a Second Language Push in/Pull-Out Program. The Dual Language program is not offered in our school. At the orientation sessions held in September, entitlement letters are distributed to parents of newly enrolled ELLs which tells them the program their child has been placed. After viewing the orientation video provided by the Chancellor's Office of English Language Learners and receiving the entitlement letter, parents are assisted in completing the Parent Survey and Program Selection forms. The bilingual coordinator and ESL teacher review each selection form and verifies parent choice and honors parent choice if program is available. All letters, surveys and forms are collected and maintained by the bilingual coordinator. Copies are sent home to parents.

Upon the release of the NYSESLAT results, the principal analyzes the data and shares with the staff. Each parent receives by mail a letter notifying them of their child's NYSESLAT results as well as a guide to understanding the results. The letters are generated by the state. Furthermore, the bilingual coordinator and ESL teacher send home with students continued entitlement letters based on the NYSESLAT results. The continued entitlement letter informs them of their eligibility and placement for the school year. Parents are invited to meet with the bilingual coordinator to discuss eligibility and placement. Documents and interpretation services are provided in English and Spanish.

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 a decrease in overall school population which has affected student enrollment in all grade levels, particular Kindergarten which in the past three years has decreased from an average of 72 students to an enrollment of 50 students this year. Therefore there is also a decrease in the number of Kindergarten students eligible for ELL services. We believe that this is due in large part to the increase of students attending a pre-kindergarten educational program where they are receiving academic instruction in English. This year 22% (9 students) of the 41 tested in Kindergarten were found to be eligible for ELL services. In addition, the trend in the last four years as per the BESIS report 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. This trend continues which results in a lack of funding for a TBE class on each grade level. This year there are 11 students participating in the TBE class which services grades 2 (5 students) and 3 (6 students).

The programs offered at our school are mostly aligned with what parents have been requesting. As mentioned, parents are requesting pull out ESL program as an option over the TBE model. In addition, the decrease in the number of Spanish speaking students eligible for bilingual services does not allow for a TBE on each grade level. Therefore, parental options are limited depending on grade level especially in regards to the TBE because we do not have the students in order to meet the minimum State requirements. 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 session. 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●

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No*	If yes, indicate language(s):

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional	0	0	1	1										2

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	54	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	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	10									10
Dual Language										0
ESL	44		7	4		1				48
Total	54	0	7	4	0	1	0	0	0	58

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			5	5										10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	0	0	5	5	0	10								

**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	
	EL L	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

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	9	19	3	3										34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	9	4										14
TOTAL	9	20	12	7	0	48								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 here

Public School 88 has a student population of approximately 221 students. We have identified 26.24% 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 Program in grades K and 3 and English as a Second Language Push-in Program in grades 1 & 2. The goal of our TBE/ESL program is to enable our ELL students to develop the linguistic, cognitive, and affective skills

A. Programming and Scheduling Information

they need to function in the school and community at large.

The Spanish TBE program extends itself from grade 2 to 3. There are 10 students and one certified teacher in the bilingual bridged 2/3 class. Through an additive teaching approach to bilingualism, the TBE teacher aims at creating students who have positive attitudes towards their first and second language and who are proficient in both Spanish and English. The instructional schedule indicates how Spanish and English are separate instructional focuses within the academic school day. Through a collaborative effort the TBE teacher sets the language objective and differentiates instruction in order to improve proficiency levels in both languages and also help students meet required performance standards for their grade levels. Language is bridged along with content in order to explore, clarify concepts, and promote academic and social language development.

One certified ESL teacher will service 39 ESL students in both a push-in and pull-out program. All ESL students in kindergarten (9 Spanish) and third grade (3 Spanish, 4 African Dialects) will be pulled out for one or two periods of ESL small group instruction. Due to large numbers of ELLs in the ESL program in first and second grade, ELL only classes on those grade levels were created. Due to the success last year, the ESL teacher will push into the first grade (16 Spanish, 1 African Dialects). In the second grade former ELLs and 9 ESL students (2 Spanish, 7 African Dialects); students will be serviced by a certified ESL teacher for the instructional day. In the self contained special education classes, the ESL teacher will provide both push in and pull out instruction in grades 1 (3 Spanish), grade 2 (1 Spanish, 2 African Dialect), grade 3 (1 Spanish).

The ESL teacher will push-in for two periods a day into the grade one ELL class and will work collaboratively with the classroom teacher to present lessons that improve English language proficiency and academic knowledge. The teacher 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 teachers 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 class 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 teacher will utilize data from periodic assessments such as Fountas & Pinnell Benchmark Assessment, 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. Both the TBE and ESL will use the Santillana, Spotlight on English ESL Program. This research based ESL program covers all content 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. ESL/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 Santillana,

A. Programming and Scheduling Information

Spotlight on English ESL Program will be implemented with both the push in and pull out programs.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100% 75% 50% 25%	100% 75% 50% 25%	100% 75% 50% 25%	100% 75% 50% 25%
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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:

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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Courses Taught in Languages Other than English ⓘ

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 have a Dual Language Program.

Math:				

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
The principal and assistant principal set the goals for the school year and work with an educational consultant to plan and facilitate professional development. All personnel who provide instruction for ELLs receive professional development through monthly 80 minute faculty/grade conferences and weekly cohort planning guided by school goals. 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. Following the Chancellor's Instructional initiatives, professional development will be geared towards creating assessment tasks in literacy and mathematics. In addition, teachers are continuing their work on creating curriculum units in literacy and content areas. Due to lack of funding, the school psychologist works in the building one day per week and fulfills her job requirements by tending to her caseload as well as addressing and meeting compliance. As for non pedagogues such as the parent coordinator and secretary, typical professional development relates to compliance and mandates and not instructional support for ELLs. For example, with only one secretary at the school, responsibilities include both pupil accounting and payroll. All staff are notified of ongoing professional development and are welcome to attend however in many cases it falls outside of their contractual day.

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.

This year, we have two new teachers who will require Jose P. Training. In addition, all professional development they will participate in will include instructional strategies geared toward ELLs. Currently, teachers continuous align the curriculum units to CCLS and added components address how to differentiate instruction for ELLs. All documentation related to Jose P., monthly faculty/grade conferences and weekly common planning is maintained in the main office. The curriculum units are living documents being revised weekly. An electronic database is being maintained by the assistant principal and is updated semiyearly.

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

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Aside from the PTA and SLT, workshops and programs are offered to ELL parents. Workshops and programs are offered in English and Spanish. 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. Last year, 85% of parents participating in the leadership sessions were 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. Due to parent and staff support, the Education Fair is hosted in English, Spanish and Bambara.

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, each year we provide a series of workshops related to health and nutrition. This year, Cornell University is providing a ten session workshop on preparing nutritional meals. 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. All workshops are provided in English and Spanish. For the West African parents, the contracted agency does not have an available interpreter as it is considered an exotic language. When available, we do have a neighborhood contact that will come to the scheduled workshops and activities to provide interpretation services.

The school evaluates the needs of parents using the School Survey which is provided by the Department of Education in English and Spanish only. The school also evaluates the needs of parents through the parent constituents participating on the SLT which includes parents of West African and Hispanic descent, parent feedback at monthly PTA meetings and feedback from the parent coordinator. Information is gathered, reviewed and implemented through various methods. Such methods include: revision of school protocols, accessibility of parent workshops and activities, content of parent workshops and activities and annual school goals. In addition, the parent coordinator works closely with the PTA President in order to provide an avenue of identifying needs.

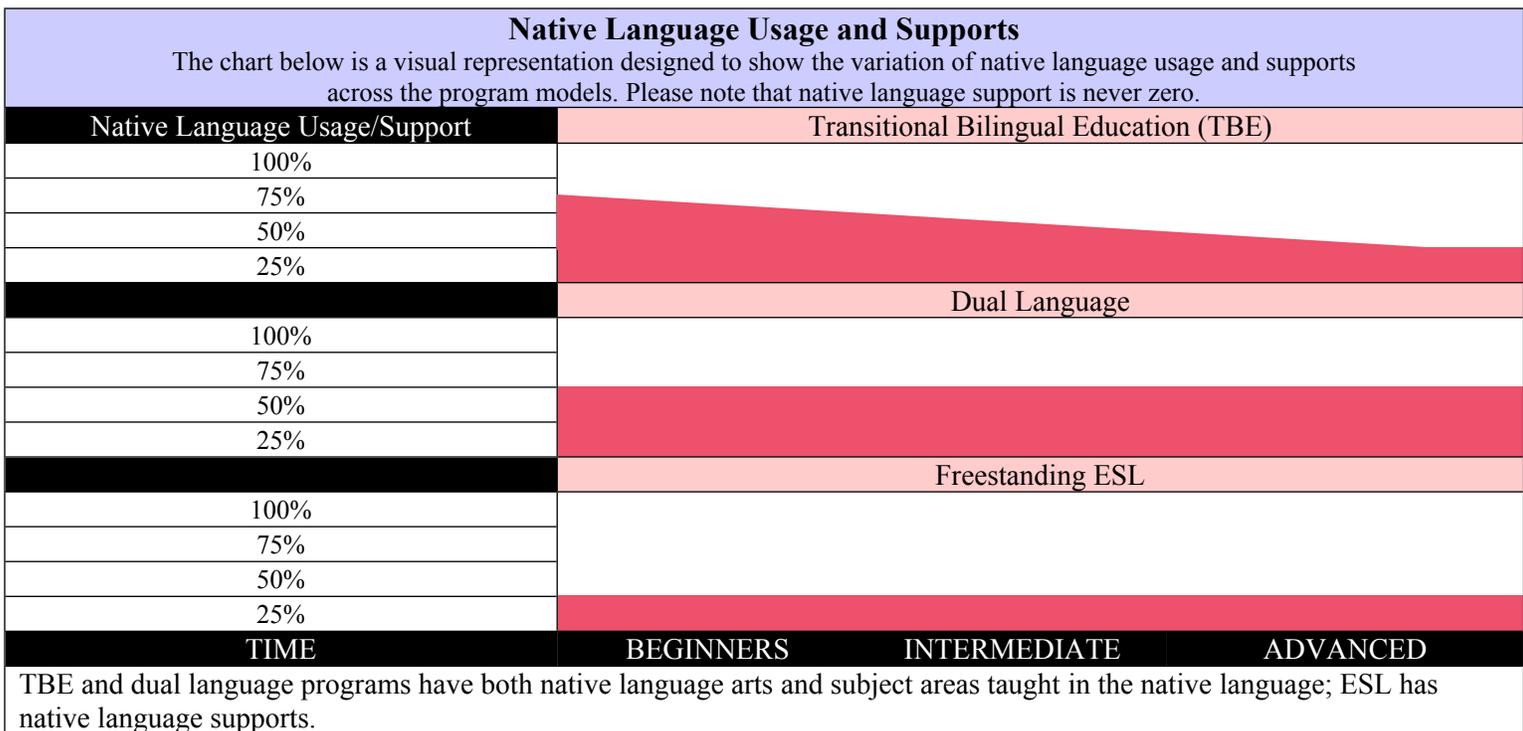
The most successful avenue is the accessibility of the parent coordinator which allows informal but valuable information. Parents freely express needs and interests to which all parent workshops and activities are aligned. We determine that we address parent need by the parent involvement at each workshop and activity. For example, parent participation at academic topic workshops tends to be lower in attendance than a health or nutrition workshop. In addition, parent outreach is a critical component. 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. All parents, whether West African or Hispanic participate in all parent activities and workshops. Feedback shows that they are pleased with the accessibility to workshops. Offered languages are always English and Spanish and when possible, an interpreter is provided for some of the West African dialects. As stated above, the contracted agency does not have an available interpreter as it is considered an exotic language. When available, we do have a neighborhood contact that will come to the scheduled workshops and activities to provide interpretation services.

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



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Additional Information

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Paste additional information here

C. Schools with Dual Language Programs

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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

The principal and assistant principal set the goals for the school year and work with an educational consultant to plan and facilitate professional development. All personnel who provide instruction for ELLs receive professional development through monthly 80 minute faculty/grade conferences and weekly cohort planning guided by school goals. 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. Following the Chancellor's Instructional initiatives, professional development will be geared towards creating assessment tasks in literacy and mathematics. In addition, teachers are continuing their work on creating curriculum units in literacy and content areas. Due to lack of funding, the school psychologist works in the building one day per week and fulfills her job requirements by tending to her caseload as well as addressing and meeting compliance. As for non pedagogues such as the parent coordinator and secretary, typical professional development relates to compliance and mandates and not instructional support for ELLs. For example, with only one secretary at the school, responsibilities include both pupil accounting and payroll. All staff are notified of ongoing professional development and are welcome to attend however in many cases it falls outside of their contractual day.

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

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

The principal and assistant principal set the goals for the school year and work with an educational consultant to plan and facilitate professional development. All personnel who provide instruction for ELLs receive professional development through monthly 80 minute faculty/grade conferences and weekly cohort planning guided by school goals. 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. Following the Chancellor's Instructional initiatives, professional development will be geared towards creating assessment tasks in literacy and mathematics. In addition, teachers are continuing their work on creating curriculum units in literacy and content areas. Due to lack of funding, the school psychologist works in the building one day per week and fulfills her job requirements by tending to her caseload as well as addressing and meeting compliance. As for non pedagogues such as the parent coordinator and secretary, typical professional development relates to compliance and mandates and not instructional support for ELLs. For example, with only one secretary at the school, responsibilities include both pupil accounting and payroll. All staff are notified of ongoing professional development and are welcome to attend however in many cases it falls outside of their contractual day.

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This year, we have two new teachers who will require Jose P. Training. In addition, all professional development they will participate in will include instructional strategies geared toward ELLs. Currently, teachers continuously align the curriculum units to CCLS and added components address how to differentiate instruction for ELLs. All documentation related to Jose P., monthly faculty/grade conferences and weekly common planning is maintained in the main office. The curriculum units are living documents being revised weekly. An electronic database is being maintained by the assistant principal and is updated semiyearly.

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. Workshops and programs are offered in English and Spanish. 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. Last year, 85% of parents participating in the leadership sessions were 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. Due to parent and staff support, the Education Fair is hosted in English, Spanish and Bambara.

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, each year we provide a series of workshops related to health and nutrition. This year, Cornell University is providing a ten session workshop on preparing

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The school evaluates the needs of parents using the School Survey which is provided by the Department of Education in English and Spanish only. The school also evaluates the needs of parents through the parent constituents participating on the SLT which includes parents of West African and Hispanic descent, parent feedback at monthly PTA meetings and feedback from the parent coordinator. Information is gathered, reviewed and implemented through various methods. Such methods include: revision of school protocols, accessibility of parent workshops and activities, content of parent workshops and activities and annual school goals. In addition, the parent coordinator works closely with the PTA President in order to provide an avenue of identifying needs.

The most successful avenue is the accessibility of the parent coordinator which allows informal but valuable information. Parents freely express needs and interests to which all parent workshops and activities are aligned. We determine that we address parent need by the parent involvement at each workshop and activity. For example, parent participation at academic topic workshops tends to be lower in attendance than a health or nutrition workshop. In addition, parent outreach is a critical component. 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. All parents, whether West African or Hispanic participate in all parent activities and workshops. Feedback shows that they are pleased with the accessibility to workshops. Offered languages are always English and Spanish and when possible, an interpreter is provided for some of the West African dialects. As stated above, the contracted agency does not have an available interpreter as it is considered an exotic language. When available, we do have a neighborhood contact that will come to the scheduled workshops and activities to provide interpretation services.

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)	8	3	3	2										16
Intermediate(I)	5	1	11	0										17
Advanced (A)	1	13	5	9										28
Total	14	17	19	11	0	0	0	0	0	0	0	0	0	61

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	2	1	1									
	I	6	2	3	1									
	A	5	8	5	1									
	P	3	15	12	17									
READING/ WRITING	B	7	3	3	2									
	I	5	1	11	0									
	A	1	6	5	8									
	P	1	17	2	10									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	9	5	0	15
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	2	3	6	7	0	0	19
4									0
5									0
6									0
7									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading)	0	0	5	5					

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
Test)								
Chinese Reading Test								

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.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

The TBE and ESL teachers will evaluate ongoing assessment results of the Fountas & Pinnell Benchmark Assessment, 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 2011 NYSESLAT 61 ELL students were tested. The overall results were as follows: 18% scored beginning, 21% scored intermediate, 34% scored advance, and 27% scored proficient. In the 2010 NYSESLAT only 14% scored proficient. We increased the proficient level by 22%.

In level one of the NYSESLAT, 41 kindergarten and first grade students were tested and in the listening and speaking area 71% scored proficient, 15% scored advanced, 10% scored intermediate and 5% scored beginning. Listening and speaking were areas of weakness for our level one students. In the combined areas of reading and writing, 12% scored beginning, 27% scored intermediate, 32% scored advanced, and 29% scored proficient. There was an increase in the proficiency 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 which is reflected in the 2011 NYSESLAT scores.

In level two of the NYSESLAT, 41 grade two and three students were tested. In the listening/speaking areas 44% scored proficient, 32% scored advanced, 22% scored intermediate, and 5% scored beginning. Listening and speaking were areas of strength due to embedding this area into our curriculum units. In the area of reading and writing performance levels were 44% proficient, 17% advanced, 15% intermediate and 27% beginning. More than half of our level two students are within the proficient and advance levels in reading and writing. In the third grade, 45% 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 principal, assistant principal, bilingual coordinator and ESL teacher review data and identify trends in order to inform organizational decisions, align resources and staff to needs. The administrator shares data and noticings with the staff. The bilingual coordinator and ESL teacher meets with teachers in order to align instructional plans to student needs within their classrooms. 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 tremendous gains in both listening and speaking as well as reading and writing due in large part to the coherence of the curriculum units as well as the creation of ELL only classes in grade 1 and 2. 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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>S.SilversteinLittleSparrowScho</u>		School DBN: <u>09X088</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melinda Hyer	Principal		
Priscilla Centeno	Assistant Principal		
Lisa Pineda	Parent Coordinator		
Henri Lenogue-Ford	ESL Teacher		
Victor Tejada	Parent		
Henry Nuñez	Teacher/Subject Area		
Isabel Cancel	Teacher/Subject Area		
None due to budget	Coach		
None due to budget	Coach		
None due to budget	Guidance Counselor		
Robert Cohen	Network Leader		
	Other		
	Other		

School Name: S.SilversteinLittleSparrowScho

School DBN: 09X088

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09X088 **School Name:** Sidney Silverstein Little Sparrow S

Cluster: 1 **Network:** 104

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. We look at our demographic data in September using ATS reports such as the RSDS to identify languages spoken in the school. In house, we provide English, Spanish and French. For West African dialects, we have a community member who will provide for interpretation services when available.

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 and ATS report RSDS indicates that our Hispanic population which comprises 65.61% of which many read and write in both English and Spanish. 34.38% of our population is Black with most being of West African descent and many are in need of oral interpretation services in a West African dialect. 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. Our language breakdown in the RSDS is 47% Spanish, 28% English, 24% West African dialect, 0.9% French.

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 the West African 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.

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: Not enough space provided	DBN: 09X088
Cluster Leader:	Network Leader: Robert Cohen
This school is (check one): ✳conceptually consolidated (skip part E below) ●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): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 41 Grades to be served by this program (check all that apply): ●K ●1 ✳2 ✳3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

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: Our Emergency Immigrant After School Intensive ESL Program will service 41 second and third grade ELL students which includes former ELLs. After analyzing our 2011 NYSELAT data, reading and writing have been determined to be the weakest as compared to listening and speaking for students taking the level 2 NYSESLAT. Our second and third grade ELLs scored 27% at beginning, 15% intermediate or 17% 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. Students will be grouped according to proficiency levels. In addition, second and third grade former ELLs scoring at the proficiency level are invited to participate in the program in order to support their progress and ensure success when taking EPAL, NYS ELA and NYS Math exams.

The program will be held on Tuesdays and Wednesdays beginning November 16th until May 16th. In total there will be 46 sessions which is equivalent to 69 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. Each group is composed of approximately 20 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 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 a communicative 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 build reading comprehension skills, we will use, Best Practices in Reading, level B, by Continental Press. This book promotes guided reading instruction and independent reading practice in order to

Part B: Direct Instruction Supplemental Program Information

activate schema and develop the cognitive process of each student. The reading 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. The writing activities 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 mathematics exercises correlated to NYS' grade-level objectives. The mathematics exercises represented in these workbooks reinforce math vocabulary to allow students to solve math problems that are challenging and engaging. Finish Line for ELLs will be used to prepare students for the NYSESLAT. It provides practice activities for the four modalities. Each lesson provides support for addressing a specific context for language acquisition: conversational language, academic language arts, academic mathematics, academic science and academic social studies.

Our growing use of technology supports our ELLs through the use of visuals to build language and comprehension. We will purchase two Flip cameras for class shares and presentations. The teacher will transfer the video and share with the class on a television. This will allow students to see the connection between the performance and the self assessment component. 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.

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 Bilingual and ESL staff will attend monthly professional development provided by the Deputy Network Leader. Meetings consist of instructional strategies, data and compliance related to ELL's. During the school year, teachers participate in professional development weekly as well as monthly professional development which 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

Part C: Professional Development

and objectives and Jose P. training for new teachers. Teachers have created curriculum units aligned to the standards which will now include assessment tasks and differentiated learning for ELLs. Topics are discussed with LAP team, common planning meetings, department meetings and inquiry teams. Agendas and documentation are maintained in the main office.

?????

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: We will also Parent workshops provided by staff allow parents to explore strategies and skills students are learning in order for second language acquisition. Parents of ELL students will be invited to participate in one workshop about the NYSESLAT assessment, two to three workshops with an educational consultant who will explore language through the use of puppets. Parents will have the opportunity to actively engage with their child to create their own story and puppet in their second language.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		