



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 88Q, THE SENECA SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q088

PRINCIPAL: DAVID BISHOP

EMAIL: DBISHOP@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
David Bishop	*Principal or Designee	
Susan Stark	*UFT Chapter Leader or Designee	
Stephanie Velastegui	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ira Handell	Member/Teacher/SLT Chairperson	
Mary Heinz	Member/UFT	
Thintia Mendez	Member/Teacher	
Jason Francis	Member/Parent	
Darlene DiSanti	Member/Parent	
Christine Viana	Member/Parent	
Michelle Rodriguez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- By June 2013, each grade will revise and implement two rigorous units of study in Mathematics aligned to the Common Core Learning Standards and assess student learning with rigorous tasks and summative assessments. 50% of students will meet the standards as evidenced by work products and task rubrics.

Comprehensive needs assessment

- Our 2011-2012 progress report indicates we did not make progress (52% compared to citywide average of 60.4%) Median Adjusted Growth Percentile.

Instructional strategies/activities

- Common Core Learning Standards Workshops.
- Teacher training/workshops to properly align CCLS to content.
- Utilize CFN resources and personnel.
- Teachers will work collaboratively on aligning the CCLS and develop rigorous tasks and rubrics.
- *Professional Development for Go Math* Program by Houghton Mifflin for first and second grade.
- Math tasks and rubrics will be monitored and revised to be aligned to the bench marks indicated by the CCLS.
- Small group instruction is focused on at-risk students based on unit assess.

Strategies to increase parental involvement

- Rigorous tasks can be implemented in the form of educational mathematical games. Parents/teachers/students attend *Math Games Night*.
- Provide workshops and materials to help parents assist their children at home.
- Breakfast with the Principal

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Per diem funds to cover teachers that attend professional development in math instruction – Title I Funds, ARRA-RTTT, Citywide Instructional Exp.

Per session funds for before and after school math unit development.

Service and program coordination

- Intensive Math Course with Network personnel
- Network Meetings - Professional Development for Principal and Assistant Principals
- Math Network meetings for Instructional Lead teachers
- Per session for Collaborative Team Work – teachers meet during morning and afternoon sessions

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

- By June 2013, all students will experience a minimum of two units of study aligned to the standards in ELA, Social Studies, and/or Science. 50% of students will meet standards on ELA performance tasks as measured in student work products and task rubrics.

Comprehensive needs assessment

- Our 2011-2012 progress report indicates we did not make progress (59% compared to Citywide average of 62.8% Median Adjusted Growth Percentile).

Instructional strategies/activities

- Common Core Learning Standards Workshops.
- Teacher training/workshops to properly align CCLS to content.
- Utilize CFN resources and personnel.
- Teachers will work collaboratively on aligning the CCLS and develop rigorous tasks.
- Workshops to effectively teach the writing genres.

Strategies to increase parental involvement

- Inform parents of reading levels and goals that will be achieved at the end of the year.
- Technological support for parents - websites/application/workshops to promote rigor at home.
- ARIS workshops
- Workshops informing parents of the expectations of the CCLS, rubrics and tasks.
- Breakfast with the Principal

Budget and resources alignment

- Indicate your school's Title I status: x School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Per diem funds to cover teachers that attend professional development in ELA instruction – Title I Funds, ARRA-RTTT, Citywide Instructional Exp.

Per session funds for before and after school ELA task development.

Service and program coordination

- Teacher planning teams for the development of curriculum maps
- Network Meetings - Professional Development for Principal and Assistant Principals
- Literacy Network meetings for Instructional Lead teachers
- Per session for Collaborative Team Work - teachers meet during morning and afternoon sessions
- Book Fairs
- Literacy Night (Magic of Reading)
- Scrabble Night

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

By June 2013, each teacher will participate in two to three formative observations and receive feedback from supervisors and/or teacher colleagues regarding the three selected Danielson Competencies. 50% of teachers will show evidence of implementation of next steps from the feedback sessions and support.

Comprehensive needs assessment

- In order to improve teacher effectiveness written feedback was reviewed from the 2011-2012 school year.
- Last year, we supported teachers with next steps and feedback regarding questioning and discussion techniques (3b).
- To deepen the work using the Danielson Framework for Teaching, this year we are focusing on questioning and discussion techniques (3b), using assessments in instruction (3d), and designing coherent instruction (1e).

Instructional strategies/activities

- The principal and assistant principals will conduct norming exercises to align the Danielson's rubric.
- Professional Development will be provided on the three selected competencies (1e, 3b, 3d.)
- Timely feedback will be given to the teacher during a discussion with the supervisor.
- Instructional leads will receive feedback from network personnel in order to share with all teachers.

Strategies to increase parental involvement

- Parent workshops given by Parent Coordinator
- Workshops providing training on the importance of the Common Core Learning standards and assessments.
- Workshops on instructional strategies that parents can use at home with children.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Use general supply and textbook funds to purchase non-fiction text – NSTL & TL.

Use per diem funds to send teachers to non-fiction text instruction professional development.

Service and program coordination

- Network Meetings - Professional Development for Principal and Assistant Principals regarding the Danielson Framework
- Per Diem funds for teacher planning teams in order for teachers to revise curriculum maps
- Literacy/Math/ELL/ICT Network meetings for Instructional Lead teachers
- Per session for Collaborative Team Work - teachers meet during morning and afternoon sessions

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

- By June 2013, the median adjusted growth percentile in Math as measured by the student progress section of the Progress Report will increase to 40% of the Peer Range.

Comprehensive needs assessment

- After reviewing our 2011 – 2012 Progress Report we noted that our Math Percent of Peer Range is 21.4%

Instructional strategies/activities

- Common Core Learning Standards Workshops.
- Teacher training/workshops to properly align CCLS to content.
- Utilize CFN resources and personnel.
- Teachers will work collaboratively on aligning the CCLS and develop rigorous tasks and rubrics.
- Professional Development for Go Math Program by Houghton Mifflin for first and second grade.
- Math tasks and rubrics will be monitored and revised to be aligned to the bench marks indicated by the CCLS.
- Small group instruction is focused on at-risk students based on unit assess.
- AIS Math

Strategies to increase parental involvement

- Math Night for parents and students (SLT).
- Parent workshops given by Parent Coordinator

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Intensive Math Course with Network personnel.
- Network Meetings - Professional Development for Principal and Assistant Principals regarding the Danielson Framework
- Per Diem funds for teacher planning teams in order for teachers to revise curriculum maps
- Math Network meetings for Instructional Lead teachers

- Per session for Collaborative Team Work - teachers meet during morning and afternoon sessions

ANNUAL GOAL #5 AND ACTION PLAN
ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	LLI (lower) / I Ready (Upper)	Small Group	During school day / Afterschool
Mathematics	Differentiated Instruction AIS Math Push-in/Pull-out I Ready	Small Group	During school day
Science	FOSS (Hands on) / Harcourt (Text Based)	Small Group	During school day
Social Studies	Data Based Questions (Text Based Evidence)	Small Group	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Behavior Modified Plan Therapy	Individual and Small Group	During school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Post available positions on open market hiring system for the purpose of hiring qualified candidates.
- Untenured teachers participate in new teacher mentoring with lead teachers for the required hours they need.
- New teachers will receive support from teacher teams.
- New teachers will visit classrooms to observe best practices.
- Teachers will read educational journals.
- Visiting highly effective schools to observe best practices.
- Universal Design of Learning to be embedded into curriculum.
- Provide outside professional development to further their knowledge of curriculum.
- Workshops on Depth of Knowledge questioning techniques.
- As we continue to meet and plan for the shifts in education, it is important to keep our teachers up to date and informed.
- Attend in-house and outside professional development to help teachers promote rigor and gain knowledge of best practices.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PARENTAL INVOLVEMENT POLICY

School Parental Involvement Policy:

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

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

Process for Reporting Needs Assessment Findings:

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

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

The school's goals that support parental involvement are:

- The school is so diverse culturally and has a parent body that is vastly diverse linguistically, greater efforts must be made to translate school letters into more of the languages represented in our school, in addition to Spanish.
- Greater efforts will be made to keep parents informed and strengthen the home/school relationship.

- Communication with parents regarding school curriculum, learning standards, role of the Parent Coordinator and PTA sponsored events will be a focus.
- Workshops will be conducted at night and during the day in order to accommodate the work schedules of all parents. The workshops will include information on how to meet the educational, social and emotional needs of all students.
- ARIS Family Portal is a resource where parents can access information about instructional programs, enrollment procedures, DOE rules and regulations, health and support services, as well as news and other resources. Workshops will be held to further educate parents about ARIS information.

Our school will support parents:

- The principal will host a "Mid-Year Update Breakfast" on selected dates to introduce parent to school administrators and encourage survey participation.
- Continuing to distribute information to parents in order to communicate testing schedules, trip schedules, parent/teacher conferences and school-wide parent functions. In order to inform parents we will utilize the school/PTA calendar and the parent handbook. *"The Seneca Scoop"* is the school newspaper which contains important information about the upcoming events. Letters from school administration, PTA board, Regional Office and Department of Education are also sent home.
- For the 2012-2013 school years we will keep parents abreast of the curriculum goals for each grade and discuss children's progress. *"Meet the Teacher"* is an event that will take place at the beginning of the school year in order for family members to meet and develop partnerships with their child's teacher. Parent/teacher conferences will be held twice a year, along with other appointments arranged by both teachers and parents. School trips are also arranged to promote family engagement in our school community.
- Our Parent Coordinator is available to answer questions and concerns from family members. She is available to work with parents on all parent activities. The Parent Coordinator also schedules workshops for incoming Kindergarten parents, standardized test preparation, curriculum, standards and ARIS Family Portal.
- We will encourage family feedback and gather parents' opinions about our school in order to further improve our school community. The parent survey will be used to gather parent opinions. The survey will be translated into a variety of languages. To encourage maximum parent response, a raffle will be used as an incentive.
- Provide more opportunities for parents to volunteer in classrooms as encouragement to complete the survey.
- Provide translation services for non-English speaking parents.
- Website upgrades and maintenance will be used as a communication tool.

Our school will further encourage parental involvement:

- PS 88 will inform and communicate testing schedules, trip schedules, parent/teacher conferences and school-wide functions through the use of the School/PTA calendar, Parent Handbook and *"The Seneca Scoop"*. Letters from school administration, Parent/Teacher

Association, Regional Office, and the Department of Education will be translated into several languages and distributed to parents.

- Parent/Teacher conferences and “Meet the Teacher” will be held to keep parents abreast of the curriculum goals and to discuss their children’s progress. School trips around the city and trips to historical sites will also be planned.
- The Parent Coordinator will answer parent’s questions and help them gather information about the curriculum and standardized test preparation, as well as ARIS Family Portal. She will schedule workshops for incoming kindergarten parents. PTA representation will also be encouraged.
- Needs assessment surveys, translated into many languages, will be given to parents in order to gather information and opinions. Teachers and administrators will use this information to improve school programs. Assessment surveys will also be added to an online tool for parents to reply with anonymity and convenience.

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

SCHOOL PARENTAL COMPACT

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

I. School Responsibilities:

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

Provide parents access to staff by:

- Parents are invited to attend "Maturity Event".
- Parents are encouraged to attend "Meet The Teacher" night in September and Parent/Teacher Conferences in November and March to discuss their child's progress.
- Throughout the year, teachers are available to meet with parents before and after school and during the teachers' preparation periods, as well, for this purpose. In addition, parents are encouraged to join their children on school trips around the city including the fifth grade

trip to *Club Getaway* and Future Lawyers' Club overnight trip to historical sites on the east coast.

- To keep parents abreast of the curriculum goals for each grade, various workshops are scheduled. This information will not only alert parents to a potential academic problem but will also allow parents to encourage children to “move ahead” in their studies.
- A core of very involved parents makes up the Executive Board of the PTA which holds monthly meetings for the entire parent body. “Student of the Month” certificates are distributed during these meetings. In addition, several of the Board members serve on our School Leadership Team and are, therefore, actively involved in all school-wide activities. PTA members participate in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent. Raffles are used to encourage parents to attend PTA meetings.
- PTA sponsored activities include: school pictures and most fifth grade activities including graduation pictures, the Yearbook, T-shirt, sweatshirts and dance. Their fundraising is a well-established system. A book fair (Spring) and holiday sales generate funds to support the Seneca Scoop, among other things.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- Communicate with school/teachers if there are issues at home affecting my child.

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen/Diane Foley	District 24	Borough Queens	School Number 088
School Name Seneca			

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

Principal Mr. David Bishop	Assistant Principal Mrs. C. Lowe/Mrs. S. Shatzkes
Coach type here	Coach type here
ESL Teacher Mrs. Irene Wainer	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator Mrs. Kristin Shea
Related Service Provider Ms. S. Trainer (AIS)	Other
Network Leader Ms. Diane Foley	Other type here

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	7	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	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	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	1038	Total Number of ELLs	215	ELLs as share of total student population (%)	20.71%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Upon registration, our pupil accounting school secretary, Ms. Patricia Williams, screens the parents and hands them the Home Language Survey (HLIS) form in their native language. If the student's native language is other than English, Ms. Williams calls one of our seven ESL teachers on duty, or one of the specifically trained pedagogues who is available at that time, to conduct an informal oral interview in the student's native language as well as in English. Depending on the language, we use in-house trained teachers or paraprofessional personnel to translate when available. However, if there are no persons in our school who speak the language, then we use the interpretation services provided over the phone by the Translation and Interpretation Unit. The ESL teacher on duty determines

the otele alpha code based upon the completed HLIS form and interview. Newcomers who meet the criteria, based upon the HLIS form and interviews, are administered the LAB-R within the first ten days of school by our licensed ESL staff. The LAB-Rs are hand-scored, and depending on the results, those who do not test out and are Spanish speaking are also administered the Spanish LAB-R within the first ten days of the student's registration. Every September, our ESL staff evaluates the existing ELL population by analyzing the results from the NYSESLAT. This data determines proficiency levels, hours of service, as well as trends in students strengths and weaknesses. Once students are placed in classrooms, teachers are given the NYSESLAT results. These results, as well as other assessments, such as IRIs, NYS ELA and Math scores are used to group students accordingly.

2. The students who have been identified as English Language Learners are tested within the first ten days of entry into the school system. Parent orientations are held within that period, as well as periodically throughout the year upon necessity. At these orientations, newcomer parents are shown videos in their native language (whenever possible and if there are no videos in their native language, interpreters are provided) explaining all three program choices – namely Transitional Bilingual Education, Dual Language, and Freestanding ESL. Parents become familiar with the goals of each program and how instruction is delivered. Brochures explaining the above three programs are also distributed in their native languages. Opportunities are given to parents to ask questions, so they can make an informed selection about the placement of their child.

3. For those students who took the LAB-R and are identified as ELLs, entitlement letters in their native language as well as in English are

sent home informing them of the date, time and place of the orientation within the first ten days. A brochure in their language explaining the above mentioned three programs is also sent home. After viewing the videos during the orientation, Parent Surveys and Program Selection Forms are distributed to the parents to be completed in their native languages. The completed original Parent Survey and Program Selection Form is filed, along with the original HLIS form in the student's CUM folder. Copies are kept filed in the office by grade level. Based upon these surveys, placement letters are sent home with the student in their native languages, as well as in English. Parents who do not attend the parent orientation are contacted through letters and phone calls (copies and records of calls are filed). They are given alternate choices of dates and times to attend these workshops. After several documented attempts, parents who have failed to complete the Parent Survey and Program Selection Form are sent letters of placement in a Transitional Bilingual Education Program as per CR Part 154, and a copy is placed in the CUM folder of the child, as well as in the main office.

4. If there are sufficient numbers of entitled students with the same home language on the same grade level (15) whose parents have opted into this program, then we have to offer the bilingual program to our students. However, if there are not sufficient numbers of

entitled students who have opted into the Transitional Bilingual Education or Dual Language program, then parents have the option of transferring their child to another school which has a bilingual program in the district or region. If the parents choose not to transfer their child, they will remain in our school and be placed in an ESL program. Placement letters are sent home in their native languages as well as in English, and copies are kept in a file.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice at PS 88 has been Freestanding ESL.. For example, last year six parents requested to be placed in a Bilingual Program, however all six rejected the option of transferring their child to another school which has a bilingual program in the district or region.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained		1			1									2
Push-In	3	2	2	4	1	2								14
Total	3	3	2	4	2	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	215	Newcomers (ELLs receiving service 0-3 years)	147	Special Education	22
SIFE	2	ELLs receiving service 4-6 years	67	Long-Term (completed 6 years)	1

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	147	2	22	67	0	22	1	0	0	215
Total	147	2	22	67	0	22	1	0	0	215

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	19	25	11	25	15	19								114
Chinese	1	4	2	3	3	2								15
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	1								1
Urdu	1	0	0	1	0	0								2
Arabic	6	8	4	3	8	3								32
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	7	5	4	2	4	4								26
Albanian	3	2	3	3	2	2								15
Other	4	1	0	3	0	2								10
TOTAL	41	45	24	40	32	33	0	215						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. A. The organizational models at PS88 are Self-Contained and Push-in We have two self contained ESL classes (first and fourth) being taught by licensed ESL teachers who also hold common branch licenses. We also have a 12 to 1 special education class with 5 special ed ELLS that are being taught by a teacher who holds both a special education license as well as an ESL license. The remaining four ESL teachers are servicing all LEP students in K-5 as well as LEPS with IEPs in a push- in model. We have no bilingual content area teachers or special education teachers with bilingual extensions. We have no teachers servicing our ELLs without ESL/Bilingual Certification.

B. ELL students are placed by grade level. In our self contained ESL classes, all proficiency levels are mixed and serviced by the classroom teacher who is a licensed ESL teacher. The rest of our ELLs are placed in regular classrooms and serviced by a licensed push in ESL teacher. In the classrooms, ELLs are grouped according to their proficiency levels, strengths and weaknesses, as well as partnering by native languages. Whenever possible, ELLs with IEPs are placed by grade in the same ICT class to facilitate the push-in model.
2. In September, our ESL staff meets to review and analyze the results of the NYSESLAT. This is done to determine proficiency levels, the required number of hours of service, as well as to analyze trends in strengths and weaknesses in the different modalities of listening, speaking, reading and writing. The data from the NYSESLAT, as well as other assessments, i.e., ELA, Math, ELL Interim Assessments, etc., help both the ESL teacher, as well as the classroom teacher, in grouping their students and providing the best language acquisition plan based on ESL methodologies of differentiated instruction. All our ESL teachers submit their program cards clearly indicating the push-in group being serviced, the number of minutes, as well as the number of times per week.

A. As per CR Part 154, our beginner and intermediate ELLs receive two units of ESL totaling to 360 minutes per week. Our advanced ELLs receive one unit of ESL and one unit of ELA totaling to 180 minutes per week. ICT and Special Education LEPs are serviced according to their proficiency levels which dictates the number of instructional hours (Beginner and Intermediates 360 minutes and Advanced 180 minutes). Furthermore those ELLs are also grouped based upon their strengths and weaknesses in the different modalities from the results of the NYSESLAT as mentioned above. .
3. Content area instruction is delivered through differentiated instruction using ESL strategies of scaffolding through visual aids, charts, graphic organizers, cooperative learning as well as partner work with native language support. Glossaries, dictionaries, and pictures are available to facilitate the acquisition of academic language in the content area.
4. ELLs are initially evaluated during the informal interview in their native language as well as by in-house personnel. Spanish students are given the LAB-R during the first ten days after registration.
5. All of our ESL subgroups are taught using ESL methodology and instructional strategies.

A. Programming and Scheduling Information

A. At PS 88, presently we have two SIFE students. We will provide our SIFE students who exhibit inadequate growth in reading a supplementary reading intervention program during the day based on their reading needs such as Foundations or Wilson Reading in addition to ESL services based on their proficiency level. Furthermore, some of our SIFE students who come from war torn countries, rural areas, and with little social exposure, receive counseling and guidance. In addition these students are invited to attend our extended day program in a small group setting to augment their reading and writing skills.

B. For our newcomers (ELLS in US schools for less than three years), we provide small group instruction implementing ESL scaffolding techniques while providing contextual support such as illustration posters, maps, globes, timelines, songs, narratives etc. as well as native language support in the form of books and glossaries in order to reduce language demands of academic English. For example, we use pictures to build background knowledge. We develop vocabulary using read-alouds, accountable talk (with language prompts) and shared reading. Some additional scaffolding strategies used in our instructional plans for newcomers are visuals and graphics, manipulatives, cooperative learning, and lots of modeling by our ESL teachers. Our newcomers will also be given the opportunity to enroll in a supplemental ESL class once a week after school starting in January 2012. Additionally, at PS88 one of our AIS teachers, Ms. Sherri Trainer, will be initiating a peer tutoring program utilizing 5th grade students from the top fifth grade class. Under the supervision of Ms. Trainer each newcomer will be assigned to one student volunteer from the top fifth grade class. Volunteers would work with the newcomer ELLs during a two day morning program and or during two lunch periods. Finally our newcomer ELLs will have access to iPads in the classroom with a collection of websites that rely on graphics and visuals which helps in the acquisition of language and reading.

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

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

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

6. For our 22 ELLs who have been identified as having special needs, we carefully review their IEPs and all assessments (both formal and informal as well as alternate assessments) in order to tailor our ESL instruction accordingly. Adaptations of objectives with embedded ESL scaffolding procedures and native language support ensure successful instruction. We task analyze objectives into smaller units of differentiated instruction. We combine objectives to eliminate details while retaining essential information. Some adaptation of materials for students with special needs include: enlarge printed materials, reduce amount of information per page, use pictures and illustrations, pre-cut materials, increase space between words and sentences, increase space between lines, and modify vocabulary. In addition, some of our

special education ELLs are also entitled to receive the services of an alternate placement para-professional, who works alongside the child in the classroom, translating essential information for him/her in the native language. These paraprofessionals facilitate the child's comprehension in academic content areas and thus help to accelerate English language development.

7. At PS88, all of our ESL services are rendered as a push-in model in order to meet the diverse needs of ELL-SWDs within the least restrictive environment.

Courses Taught in Languages Other than English

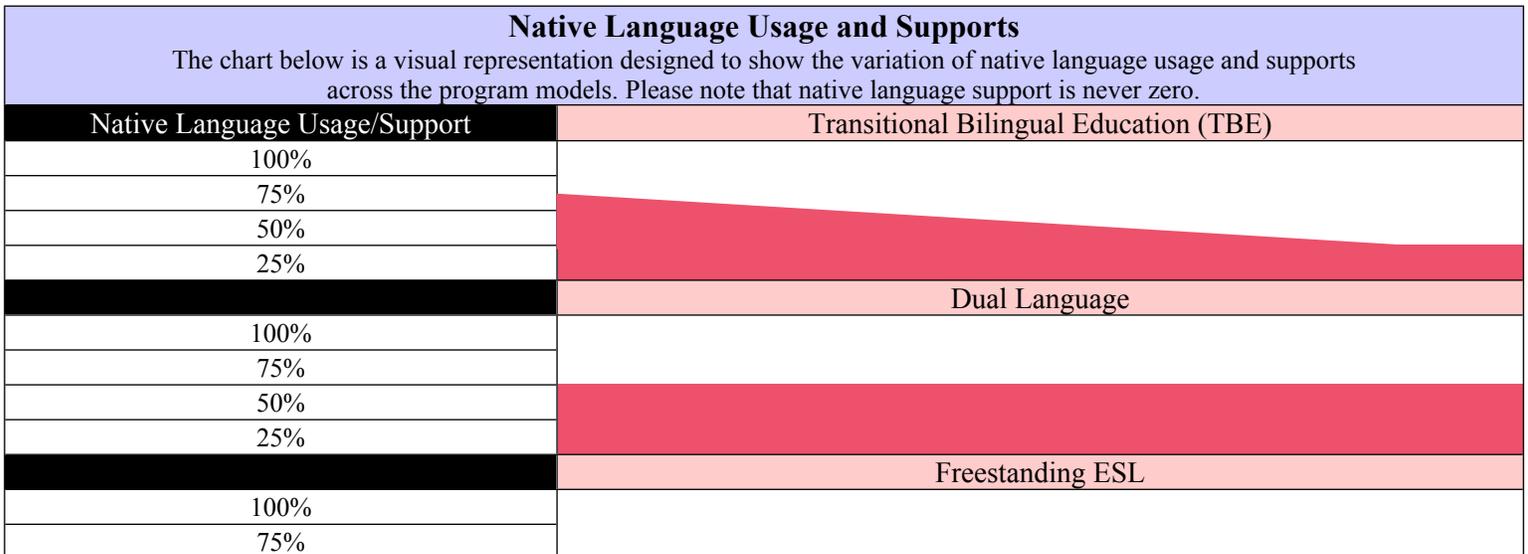
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



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.			

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?

8. Our school has established targeted interventions for the various ELL subgroups. Some of the intervention services already mentioned above are the Wilson Program, Foundations and AIS services in addition to ESL push-in services. For example, in addition to the ESL services, our newcomer students will also receive peer tutoring from our top fifth grade class during a two day morning or two lunch periods. Our long term ELLs receive extra help in literacy and math by a certified teacher, in a small group setting during the Extended Day Program. Also, starting in January 2012, we will be offering an after school ESL program targeting our newcomers and a NYSESLAT preparatory

class for our long-term ELLs.

9. Our transitional ELLs are integrated into regular classrooms with our other advanced ELL students. When an ESL teacher pushes in to service the advanced students, she/he also supports transitional students with academic learning. In addition, transitional students get the benefit of extended time and native language support in the form of glossaries during testing in content areas as well as daily.

10. We have several new programs and improvements for the upcoming school year. One of our new programs is the peer tutoring program mentioned above. Also, we will be offering an after school ESL program for our newcomer ELLs and later a NYSESLAT test preparation program for our long term ELLs. In addition, PS88 has made it possible for each class to have at least two ipads to be used by the teacher and students. So the quick exposure to the internet with its large collection of websites that rely on graphics and videos will be helpful in extending knowledge in a particular content area for all our ELL population.

11. Due to budget restraints last year we were not able to offer evening ESL classes for the parents of our ELL population. However, we are trying to reinstate that program after January.

12. All our ELLs are invited to join supplemental school programs, such as Law Club, Newspaper Club, Chorus, Card Connection and Recorder Club.

13. The technology materials used at PS 88 to support our ELLs include a collection of websites that rely on graphics and videos which have been useful for extending knowledge as well as native language support. For example, we use websites such as www.starfall.com and www.englishlistening.com which are very helpful for our newcomers to develop phonemic skills. Another website www.readwritethink.org is useful for our intermediate and advanced ELLs since it helps them learn how to map a story, analyze how characters develop and change in a story and also how to write personal and persuasive essays. Another website we use for native language support for our newcomers is

www.childrenslibrary.org where newcomers can read a book in their native language. Native language support is also delivered in each group model by glossaries, books whenever possible in their native language, grouping with similar language, multicultural literature and visuals. In January 2011, we will offer our newly enrolled ELLs ESL classes taught after school by a licensed ESL teacher.

14. Native language support is delivered by providing students with glossaries, dictionaries and books available in the native language as much as possible, as well as partnering them with students that speak the same language.

15. Required services support, and resources correspond to our ELLs' ages and grade levels

16. At this time, our school does not have any activities to assist newly enrolled ELL students before the beginning of the school year, except for the parent orientation we hold in June for the next year's incoming new students including ELLs.

17. There are no language electives offered in this school.

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. At PS88, we offer both on-site and off-site professional development to all our staff members. Our ESL staff members attend Regional Workshops as much as possible. Our ESL Coordinator attends all Regional Workshops as well as QTEL Workshops. She in turn compiles all the information from these workshops and disseminates it to administration and the other ESL staff members during lunch and learn common prep periods. In addition, we have staff development provided to all our teachers through Child First Network headed by Diane Foley.

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Some parents of ELLs are members of our PTA and SLT, and new incoming parents of ELLs are encouraged to join the PTA and SLT. Organizing an adult evening ESL program has been a direct result of our parental involvement activities which have addressed the need to help parents learn English so they can help their children succeed in school. Although, due to budget restraints, we were not able to offer these classes last year. We are trying to once again reinstate these evening classes for parents. Also periodically classroom teachers invite parents to celebrations in the classroom after completing a major writing piece

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

3. The needs of the parents are evaluated during parent orientation meetings and parent teacher conferences. Parents are invited to attend ongoing orientation sessions throughout the year with the presence of interpreting services. We invite parents every year to attend our NYSESLAT workshop (with the presence of interpreters) which gives an overview of the NYSESLAT and how ELL parents can help their children do well. All notices sent home are translated in the prevalent languages as much as possible. ELL parents are also invited to the Monthly Parent Teacher Association Meetings with the presence of translators. From all of the above we evaluate the needs of the parents.

4. From all of the activities mentioned above, we realize for example that we need to reinstate our evening English classes for the parents of our ELL population. During Parent Teacher Conferences, we have several translators in our building which help our ELL parents communicate with teachers and guidance counselors.

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)	17	11	4	4	2	2								40
Intermediate(I)	10	13	6	2	4	5								40
Advanced (A)	15	14	10	24	11	13								87
Total	42	38	20	30	17	20	0	0	0	0	0	0	0	167

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	2	2	0	1	0							
	I	13	2	2	3	1	1							
	A	4	19	9	14	6	16							
	P	19	23	13	19	21	10							
READING/ WRITING	B	21	11	4	4	2	2							
	I	12	13	6	2	4	5							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	4	12	10	24	11	10							
	P	1	9	6	6	12	10							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	18	8	0	34
4	4	14	8	0	26
5	9	12	4	0	25
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	4		21		11		0		36
4	1		12		12		3		28
5	4		12		8		3		27
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		29		63		44		140
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				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading 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

1. The early literacy skills of our ELLs are assessed by ECLAS. Classroom teachers also use Running Records and IRIs from the Houghton Mifflin to assess their students twice a year in September and after February. The overwhelming majority of students increase their reading levels by one point. The reading scores from ECLAS and IRIs help classroom and ESL teachers group students.
2. Nearly all of our K-5 newcomers who are tested in LAB-r score at the beginner level. After a careful review and analysis of our ESL assessment data, namely the 2010-2011 NYSESLAT L&S performance, 50% of students in all grades tested scored proficient in L&S. Last year 55% of all grades tested in L&S scored proficient. As far as the aggregate performance in the 2010-2011 NYSESLAT R&W performance is concerned, only 21% of all ELLs in K-5 tested scored proficient in R&W while last year 24% scored proficient in R&W. The data patterns across the proficiency levels reveal that just like last year, our ELL population does better in the listening and speaking portion of the NYSESLAT than in the reading and writing. Noticeably, the percentages of ELLs scoring advanced in L&S are higher in the upper grades (K-01 28%, 2-4 33%, and 5-6 52%).
3. The pattern of the data across the modalities of the NYSESLAT, namely reading/writing and listening/speaking guide our grouping and instructional decisions. Based on the data we need to increase our read alouds in grades K-01 and 5-6 and continue to have our ESL teachers push in during reading and writing workshops in order to target the specific needs of our ELL population. We also should continue to offer Academic Intervention Services to these ELLs.
- 4 A. Out of 86 students tested in L&S in K-1, 5% scored beginner, 19% intermediate, 28% advanced, and 49% proficient. In grades 2-4 out of 95 students tested, 3% scored beginner, 7% intermediate, 33% advanced, and 57% proficient. Finally, out of 31 students tested in grades 5-6, 3% scored beginner, 10% intermediate, 52% advanced, and 35% proficient.
B. Teachers receive the results of the ELL Periodic Assessments three times a year. During prep periods/and or grade conferences classroom teachers meet with ESL teachers to review the results of the ELL Periodic Assessments. Item analysis data help classroom teachers and ESL push-in teachers (as well as self-contained teachers) plan instruction accordingly.
C. For example, the results of the Fall ESL Interim Assessment reveals that student scores dropped slightly in the listening part of the test. The school learns the strengths and weaknesses of the ELL population in listening, reading and writing from the Periodic Assessment. The native language is used for clarification and explanation of concepts by a teacher, teacher aide, para or a peer volunteer.
5. N/A
6. We evaluate the success of our programs for our ELLs by analyzing the results of all informal, as well as formal assessments, such as the NYSESLAT, ELL Interim Assessment, ELA, Math, and Science test results. Another way we evaluate the success of our ELLs is by looking at the AMAO progress each ELL student has made each year on the NYSESLAT.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. David Bishop	Principal		11/30/11
Ms. Candice Lowe	Assistant Principal		11/30/11
Ms. Kristin Shea	Parent Coordinator		11/30/11
Ms. Irene Wainer	ESL Teacher		11/30/11
	Parent		11/30/11
	Teacher/Subject Area		11/30/11
Ms. T. Lee	Teacher/Subject Area		11/30/11
	Coach		11/30/11
	Coach		11/30/11
Mr. Carlos Canales	Guidance Counselor		11/30/11
Ms. Diane Foley	Network Leader		1/1/01
Ms. S. Trainer	Other <u>AIS Teacher</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** CFN204

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: The Seneca School

DBN: 24Q088

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: [Evening Adult ESL](#)

Total # of ELLs to be served: 98

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: 5

of certified ESL/Bilingual teachers: 5

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS88 implements a comprehensive freestanding ESL instruction program in English. After carefully analyzing the results of our ELLs' NYSESLAT scores, as well as the ELL data from the ELA and math assessments, PS88 will use funding from Title III, Part A, of NCLB to offer three different supplemental programs to address our ELL population needs. Based on the results of the 2012 NYSESLAT data, 22% of our ELL population tested scored proficient in reading and writing which indicates a gain of only 1% from 2011. Furthermore, 29% of our ELLs scored at the intermediate level in 2012, as opposed to 21% in 2011. However, while in 2011, 35% of our ELLs moved up to the advanced level, only 26% of our ELLs moved up to the advanced level in 2012. Overall the NYSESLAT data for all grades shows that 22% of ELLs who took the NYSESLAT in 2012 scored proficient in reading and writing, while in 2011, 21% scored proficient in reading and writing. However, the percentage of students who scored proficient in reading and writing on the NYSESLAT exam levels for grades 2-4 decreased, 16% scored proficient in reading and writing in 2012, while 25% scored proficient in reading and writing in 2011. Thus, based on the above data, our rationale this year is to target our intermediate and advanced ELLs in grades two to five, who are not moving up or testing out. PS88 offers two supplemental programs to address our ELL student population needs, namely an After School ESL Program and a Saturday ELL Academy. Our After School Program is held on Thursdays and Fridays from 2:30 to 3:30 starting on November 29, and ending on April 26. There are two classes each day, one for second grade students and the other for third grade students. These two classes are taught by licensed ESL teachers, Mr. Dan Fenner and Ms. Cybura Boguslawka. There are 22 students in the second grade class, and 15 students in the third grade class. The goal of this program is to strengthen and reinforce essential literacy skills with both non-fiction and fiction passages while further developing academic content area vocabulary. Another objective is to strengthen student writing skills, by extended response writing prompts, as well as grammar usage and mechanics. Before starting the program, students will be administered the I-Ready Diagnostic program test which will reveal their reading level, strengths and weaknesses, and allow the teachers to target their instruction accordingly. The supplemental materials used for this program is called Strategies to Achieve Success. The second supplemental program which will be offered at PS88 is the Saturday ELL Academy. The Saturday ELL Academy will begin on January 12 and end on April 13. There will be three different classes available to our ELLs in grades 3-5 as well as one class for our newcomers in grades 3-5. Each class will be three hours long. Presently 18 students will be asked to attend the 5th grade Saturday ELL Academy. This class will be taught by Ms. Cybura Boguslawka, a licensed ESL teacher and a common branch teacher. Fifteen students will be asked to attend the 4th grade Saturday ELL Academy for which we will be hiring an ESL licensed teacher. Twenty-one students will be asked to attend the third grade class in the Saturday ELL Academy which will be taught by Ms. Lee, a licensed ESL teacher and one of our common branch teachers. The goal of the above three programs is to develop academic content area vocabulary, while strengthening and reinforcing essential literacy skills using non-fiction passages. The program's objective is to improve writing skills, including grammar and mechanics, by using extended response writing prompts. Both of the above programs will give students embedded support and instruction in all areas related to test taking preparation while strengthening their listening, reading, and writing skills, in order to be well prepared for the upcoming NYSESLAT and ELA tests. The supplemental material which will be used for the Saturday ELL Academy is called Content Area Reading Success in Science and Social Studies. Our

Part B: Direct Instruction Supplemental Program Information

fourth supplemental program offered during our Saturday ELL Academy will address the needs of our newcomers in grades three to five. This program will be taught by a licensed ESL teacher which we plan to hire. Presently, we have a total of ten students in grades 3-5 whom we have asked to attend our newcomer program on Saturdays. The primary goal of this program is to provide small group instruction to accelerate language acquisition to our newcomer ELL population. This immersion program will help students develop fluency skills, as well as phonics skills, while increasing vocabulary and concept development. This supplemental program is in addition to the mandated ELL services the students are receiving. The materials which will be used for this program include the following: Oxford Picture Dictionary Content Area for Kids which includes the workbook and the reproducible collection. Supplemental materials will come from picture charts, flash cards, and bingo picture games. A binder will be maintained for the above mentioned supplemental programs which will contain the pre-assessment and post-assessment results as well as the goals for each of the programs. Both the ELL After School Program as well as the Saturday ELL Academy have a licensed supervisor, who will coordinate and monitor both programs.

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: All research indicates that professional development is the key to improve student achievement. PS 88 offers a comprehensive professional development program to support its staff. The rationale of this professional development program is to address the needs of our new and experienced staff in order to align best teaching practices with research based findings on language acquisition for our ELLs. On staff development days PS 88 provides in-house staff development to all teachers and paraprofessionals on ESL strategies that can be used daily in classroom activities to help ELLs in their classrooms. Mrs. Wainer will attend Regional Workshops, OELL Workshops, as well as QTEL workshops. She will turn-key the contents of these ESL workshops to classroom and cluster teachers during monthly grade meetings and on staff development days. Mrs. Wainer along with our other ESL licensed staff members namely, Mr. Fenner, Ms. Lee, and Ms. Boguslawa will provide 50 minute professional development during monthly grade meetings to all classroom teachers and clusters corresponding to the grades they service on the following important aspects of the ELL population so that all staff members have a better understanding of ELLs:

-Understanding the ELL identification process and meeting compliances - January

-Understanding important ELL documents in the cum file (HLIS & Parent Survey Selection Forms) February

- Significance of the LAB- R, and the Spanish LAB - March

-ELL Stages of Language Acquisition - April

-Understanding the NYSESLAT Modalities and ELL Interim Assessment - May

Mrs. Wainer together with Mr. Fenner, ESL Teacher and IT Specialist, will present a 50 minute workshop in June of during grade meetings on the following topic:

-How to use and interpret data from the ELA, Math, and NYSESLAT exams to drive instruction with a focus on ELLs

Part C: Professional Development

After each workshop Mrs. Wainer attends, she will turnkey to members of the inquiry team who in turn will turnkey to the rest of the staff. Mrs. Wainer will also present a 50 minute workshop on each of the following topics to the members of the inquiry team.

-Implementing ESL strategies in content areas

-Scaffolding instructions for ELLs

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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: PS88 recognizes that parental involvement has a direct and positive impact in the education of our students. Parents of ELLs will be invited to attend different workshops, including literacy and math workshops, in addition to the yearly NYSESLAT workshops, so that they can help their children succeed. These parents will be notified about these workshops by letters in their native language. In house interpreters will be available to translate. Our Parent Coordinator, Ms. Shea and our ESL Liason/ Coordinator, Mrs. Wainer, will be offering monthly one-hour workshops both during the day and in the evenings for the parents of our ELL population. Here are some topics which will be covered:

-Getting to know ELL parents and networking - September

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

-The process for identifying English Language Learners - October

-Reading to our children at home in order to promote literacy. - November

-How to access Aris Parent Link and recommended bilingual sites for families - December

-Using technology and computer software to engage children to read and write at home - January

-NYS Mathematic Tests and the ELL - February

-ELA Night - How Parents of ELLs can help their child succeed - March

The overall rational for choosing the above mentioned workshop activities are to actively engage parents with their children's academic setting, facilitate communication between parents and teachers, provide literacy program workshops to parents/caregivers in order to support and facilitate teaching and learning at home. We will also be reinstating our Evening Adult ESL Program by providing a two hour class once a week for the parents of our ELL population. Approximately 25 letters will be sent out to the parents of our ELL population. The Evening Adult ESL Program will be taught by Mr. Dan Fenner, a licensed ESL teacher. The Evening Adult ESL Program will begin -on January 9 and end on April 11. Parents will be notified of this workshop in their native language. Posters will be placed in different languages in our school, so the parents can see these notifications when they come to drop off or pick

Part D: Parental Engagement Activities

up their children. Materials used in the program will focus on reading writing, speaking and listening, as well as pictures and photographs to illustrate vocabulary and further develop the students' language. Voice recordings will also be used to help students develop an ear for the language. Surveys, questionnaires and conversational prompts will be used to allow students to communicate with each other, and with the class.

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Part E: Budget

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

Allocation Amount: \$25352

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 supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

