



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** THE SENECA SCHOOL

**DBN (i.e. 01M001):** 24Q088

**Principal:** ROBERT QUINTANA

**Principal Email:** RQUINTA2@SCHOOLS.NYC.GOV

**Superintendent:** MADELINE TAUB-CHAN

**Network Leader:** D. FOLEY

### School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robert Quintana	*Principal or Designee	
Susan Stark	*UFT Chapter Leader or Designee	
M. Rodriguez	*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/ SLT Chairperson	
Thintia Mendez	Member/ UFT	
Mary Frances Heinz	Member/ UFT	
Stephanie Velastegui	Member/ parent	
Darlene DiSanti	Member/ parent	
Jason Frances	Member/ SAPIS	
Christine Viana	Member/ parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, administrators will conduct at least 6 observations, based on 100% of the staff selecting option #2 and provide feedback using the Danielson Framework with the focus of increasing teacher instructional practice. Indicating that 60% of teachers will increase one level of performance in domains 2 and 3 as evidenced in the Advanced platform.

### Comprehensive Needs Assessment

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

- Based on the 2012-2013 Quality Review, it was indicated that this school needs to deepen teachers' knowledge of effective teaching strategies so that they provide engaging and differentiated lessons, aligned to how students learn best, that lead to higher levels of student work.
- As per Education Law 3012c, school leaders will ensure teachers' deep understanding of the components of Danielson's Framework for Teaching included in the new teacher evaluation and development system to help improve instruction and student learning. School leaders will provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching, the Common Core, and other content standards.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Each member of the core inquiry team will facilitate professional development sessions on Danielson's Framework for Teaching focusing on a different domain with designated groups of teachers. Four groups of three teachers have been created with each group focusing on a different domain for the purpose of becoming knowledgeable in a one domain in order to provide specific support for teachers.
- During monthly grade conferences, the assistant principals will facilitate meetings by focusing on best instructional practices aligned to each domain.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Core Inquiry team, principal, assistant principals, lead teachers, network assistance.

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Through observations, teachers will be monitored for improvement in the four domains.
2. After each professional development session, teachers will complete a needs assessment that will inform administrators of teachers' new learning and next steps.

#### D. Timeline for implementation and completion including start and end dates

1. Evaluation period is from 9/13 to 6/14:
  - 64 teachers=384 observations to complete.
  - All observations completed by Friday, May 16<sup>th</sup> 2014  
By November 27<sup>th</sup>, 55 observations completed  
By March 31<sup>st</sup>, 275 observations completed  
By May 23<sup>rd</sup>, 385 observations completed

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Core Inquiry Team meets twice a month at 9:00. Teacher programs are adjusted to provide teacher coverage.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to increase parental involvement

Parents will be made aware of this goal by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Mrs. Kristen Shea
- Information back packed home to parents from the PTA and principal, Mr. Robert Quintana

= Teacher created website: School Rack

School messenger phone calls

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

### **Goal and Action Plan #2**

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

#### **Annual Goal #2**

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

By June 2014, teacher teams will work collaboratively to analyze the units of study in Go Math, and adapt the curriculum to address the achievement gaps. Teachers will analyze the progression of the key standards, and determine the skills that the students need to master at each grade level. Teachers will create Common Core Aligned performance tasks and rubrics to measure student performance. 60% of the students in grades 3-5 will have met or exceeded standards as evidenced by teacher created common rubrics aligned to the performance tasks.

#### **Comprehensive Needs Assessment**

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

- Based on areas of improvement for the 2012-2013 Quality Review, our school needs to increase the rigor of tasks across curricular to engage students in higher order thinking skills and identify key Common Core standards to improve all students' academic achievement.
- Based on the 2013 NYS math assessment, we have identified specific standards and skills that are areas of need, and have determined the importance of integrating rigorous tasks to deepen students' understanding, as it relates to the identified standards.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers are given common planning time, as well as resources to create and perform necessary assessments.
2. The Network Math Achievement Coach will provide professional development for teachers, on adapting Go Math curriculum, creating tasks aligned to the key Common Core standards, and creating rubrics aligned to the performance tasks.

##### **2. Key personnel and other resources used to implement each strategy/activity**

1. Core Inquiry teachers, classroom teachers, AIS math teacher, administration, data/technology support person, and network achievement coach.

##### **3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teacher created formative and summative assessments, tasks, and rubrics aligned to the key standards, baseline and benchmark assessments from Go Math.

##### **4. Timeline for implementation and completion including start and end dates**

1. Evaluation period is from 9/13 to 6/14.

##### **5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

Modules of core curriculum, core inquiry team meetings, Danielson Framework study groups, and teacher teams.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be informed of the implementation of the Common Core Standards and will be encouraged to give feedback. They will be notified by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Mrs. Kristen Shea
- Information backpacked home to parents from the PTA and Principal, Mr. Quintana
- = Teacher-created websites at SchoolRack.com
- School Messenger phone calls

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, parent and teacher satisfaction levels will increase from 1.3 to 2.6 on the 2013-2014 progress report's school environment category.

**Comprehensive Needs Assessment**

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

After careful analysis of the 2012-2013 Learning Environmental Survey, our school decreased from the previous year's results in each category and remain below the citywide average for all elementary schools.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Professional development is provided by the principal to the school faculty that is aligned to the school's instructional focus and vision.
2. School leaders provide regular and helpful verbal and written feedback to the teachers about instructional practices.
3. Parent workshops are conducted in order to communicate the school's educational goals, the expectations of the CCLS, and familiarize them with the new literacy and math curriculums.

**2. Key personnel and other resources used to implement each strategy/activity**

6. Teachers, administration, parent coordinator, PTA, and network support.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Staff surveys after attending professional development sessions
2. Observation log for teachers
3. Parent surveys after attending workshops and/or school events

**4. Timeline for implementation and completion including start and end dates**

1. Monthly during staff faculty meetings
2. Ongoing teacher observations
3. Monthly parent workshops

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Workshops will be scheduled, and parent invites will be sent out. Faculty meetings are scheduled once a month on Wednesdays, during extended day.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will be informed of the implementation of the Common Core Standards and will be encouraged to give feedback. They will be notified by:

- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
- Back to school night for parents and students
- Parent Teacher conferences
- Weekly Parent workshops given by Parent Coordinator, Mrs. Kristen Shea
- Information back packed home to parents from the PTA and Principal, Mr. Quintana
- = Teacher created website: School Rack
- School messenger phone calls
- Flat screen T.V.s in the vestibule and main office showcasing all of the special events that occur in and out of the school building

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014 teachers will promote rigor in student writing in ELA through the citation of textual based evidence, and the use of academic vocabulary and provide meaningful peer, student, and teacher feedback that is aligned to a common core rubric. 60% of students will show improvement in at least 2 indicators on the rubric.

**Comprehensive Needs Assessment**

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

- Based on teacher surveys, formal observations, and informal walkthroughs promoting rigor in student writing was determined to be the school's focus. Students were deficient in the skills needed to examine text closely to enable them to think and write critically, and ask and answer higher level thinking questions.
- Based on 2012-2013 Quality Review, it was indicated that the school needs to increase the rigor of tasks across curricular to engage students in higher order thinking and identify key standards aligned to the State standards to improve all students' academic achievement.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. The network achievement coach will work with teacher teams to develop a deeper understanding of how to use a "Looking at Student Work" protocol in order to make coherent adjustments to curriculum and instruction based upon student data.
2. School leadership will develop the capacity of the core inquiry team which consists of one lead teacher per grade to lead teacher team meetings and present professional development activities that support inquiry team work.
3. Teacher teams will use rubrics and checklists to assess student learning in order to make meaningful decisions when planning for instruction with the focus on alignment to the CCLS, student data, and coherence across the grade.

**2. Key personnel and other resources used to implement each strategy/activity**

6. Core Inquiry teachers, classroom teachers, AIS teachers, SETTS teachers, administration, data/technology support person, ELA lead teachers, and network literacy achievement coach.

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Evidence of systems to collect and analyze student data and student work samples based on performance based assessments resulting in adjustments to literacy curriculum.
2. Evidence of team members turn-keying information to teacher teams resulting in changes to instruction.
3. Increased use of rubrics and checklists across grade levels. Feedback to students based upon rubrics showing greater alignment throughout the year.

**4. Timeline for implementation and completion including start and end dates**

1. 9/13-6/14

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Professional development on close reading strategies using fiction and nonfiction text and questioning, use of academic vocabulary, self/peer/teacher feedback, how to promote rigor in student writing, curriculum maps, common core units, core inquiry team, Danielson Framework study groups, teacher teams, and core inquiry meetings.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Inform parents of school instructional focus. They will be notified by:
- Holding PTA meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
  - Conducting SLT meetings where the common core standards and mathematics shifts are discussed and identified for the parents.
  - Back to school night for parents and students
  - Parent Teacher conferences
  - Weekly Parent workshops given by Parent Coordinator, Mrs. Kristen Shea
  - Information back packed home to parents from the PTA and Principal, Mr. Quintana
  - = Teacher created website: School Rack
  - School messenger phone calls

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

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

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
  - 1.
- **Key personnel and other resources used to implement each strategy/activity**
  - 6.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  - 1.
- **Timeline for implementation and completion including start and end dates**
  - 1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  - 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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## Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

### Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>The RAZ KIDS program has been in effect for three years as an approved scientific research based program to assist all At-Risk students, our self-contained special education students and ESL students in the following areas: accelerate reading comprehension, vocabulary, writing proficiency and performance on State exams. RAZ KIDS offers differentiated instruction through a web-based platform geared towards the different learning needs of individual students. Close reading strategies are incorporated into various lessons. Elements of Grammar are incorporated into writing assignments. The Common Core State Standards are incorporated to help develop the skills in reading, writing, speaking, and listening. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, and Brain Pop, i-Ready</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis. The Wilson and Foundations programs are used for the students who have difficulty with fluency. Technology based programs are incorporated into our self-contained, Integrated Co-teaching and ESL classes.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>
Mathematics	<p>The modules designed by the State of New York as being implemented, Prentice Hall Mathematics book, The following websites are being implemented: <a href="http://www.classzone.com">www.classzone.com</a>  <a href="http://www.ixl/signin/woodside">www.ixl/signin/woodside</a>  <a href="http://www.khanacademy.org">www.khanacademy.org</a>  <a href="http://www.mathplayground.com">www.mathplayground.com</a>  <a href="http://www.funbrain.com">www.funbrain.com</a>  <a href="http://www.coolmath.com">www.coolmath.com</a>  <a href="http://www.kenken.com">www.kenken.com</a>  <a href="http://www.figurethis.org/challenge.toc.htm">http://www.figurethis.org/challenge.toc.htm</a>  <a href="http://www.multiplication.com/interactive_games.htm">www.multiplication.com/interactive_games.htm</a></p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>

	<p><a href="http://www.kidsnumbers.com">www.kidsnumbers.com</a>  <a href="http://www.fun4thebrain.com">www.fun4thebrain.com</a>  <a href="http://www.amathsdictionaryforkids.com">www.amathsdictionaryforkids.com</a>  <a href="http://www.mathisfun.com">www.mathisfun.com</a>  <a href="http://www.i-ready.com">www.i-ready.com</a></p>	<p>Technology based programs are incorporated into all classes and the programs I ready and IXL have been implemented. This program focuses on all aspects of the math Common Core State Standards per grade.</p>	
Science	<p>The teachers are incorporating non-fiction leveled texts focusing on real world experiences. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing to help students meet the particular challenges of reading, writing, speaking, listening, and language in Science. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger.</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>
Social Studies	<p>The teachers are incorporating non-fiction articles focusing on career readiness skills. Differentiated tasks, Close reading strategies and culminating activities are designed through various assignments including writing. The use of the following technology is also incorporated on an as need basis: Laptops, SMART boards, documents cameras, response pads, iPads, Brain Pop, Discovery Education, Eduware, and School Messenger</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are used to provide small group instruction as well as one to one when necessary. Students are grouped according to their individual needs and tutoring is provided on an individual basis.</p>	<p>This takes place during the school day, within the classroom with the teacher differentiating his/her lessons according to the needs of the students. Students are also serviced during the extended day program which takes place before school each day.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Each guidance counselor addresses individual student's specific needs. The following are student support services that are being addressed: counseling, anger management, attendance improvement services, community program links, self-esteem group sessions, parent/family support, mental health related services, health related issues, and transition planning. Student advisors are used to help improve self-esteem.</p>	<p>Small group counseling and One on one counseling services are provided</p>	<p>Counseling takes place during school and during the extended day program which takes place before school each day.</p>



**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- 4. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
X Teachers are recruited from colleges that 88 has a professional relationship. Teachers are assigned to mentors based on content area. Teachers are assigned to new teacher workshops, offered study groups and intervisitation. X Teacher surveys asking for areas of interest and need are sent out periodically throughout the school year. Professional development and study groups are offered based on that information

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional development study groups were attended over the summer and throughout the school year. Grade meeting are conducted with the prime focus of integration of the common core standards for all content areas..

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title III funding is used to support our Saturday program, English and Math, which is tailored to the needs of our ELL population. STH funding is used to provide necessary supplies and uniforms for our Temporary Housing students.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parents are invited to attend kindergarten orientation in June. During this orientation, administration, guidance, the school nurse, ESL and kindergarten teachers shares important information with the parents regarding policies, procedures, various early intervention services available for students, academic curriculum, and common core learning standards.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Team of teachers meet together to evaluate numerous assessment measures. Their decisions are shared with their teacher teams for further discussion and evaluation. The administration is involved with the final decision.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required 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**

Title I is a federally funded program that provides money to schools based on the economic status of its student population in order to assist with educational goals and to improve student achievement. A minimum of one percent of the Title I finding annually allocated to schools must be used to support Parent Involvement activities. A spending plan for the use of these funds is subject to consultation and the recommendations of the school's parents. Funds may only be used for activities that implement this Parent Involvement Policy through assisting parents in playing an integral role in their children's learning, encouraging active involvement in their children's education at school, and including them, as appropriate, in decision-making and on advisory committees to assist in the education of their children.

The aim of the Parent Involvement Policy of Intermediate School 88 is to ensure the effective involvement of parents and the community in our school in order to improve student academic achievement and overall school performance. We will do this by strengthening the connections between our school and the students' families, by keeping parents informed and involved in the planning and decision making process of their children's education, and by providing the necessary resources, training, and information to support parents and families in their endeavors.

***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 levels in all subject areas and in the use of technology:

Computer Workshops

English Classes for Speakers of Other Languages

Parenting Skills Workshops

Parent Library

## Parent Coordinator Outreach

-Providing information and training to assist parents in the planning and decision-making processes that support their children's education:

Annual Parent Survey

School Leadership Team

Development of the Comprehensive Education Plan

Active Participation in the Parent and Teacher Association

Middle School Articulation

Parent Coordinator Outreach

-Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their children's progress:

ARIS Instruction and Use

Student Quarterly Progress Reports

Parent Teacher Conferences

Periodic Assessments

Team Meetings

-Providing assistance in understanding standardized testing criteria and assessments

Academic & Performance Standards Discussions (Common Core Curriculum)

Promotional Requirements & Testing Workshops

Articulation & Curriculum Meetings

Parent Coordinator Outreach

-Sharing timely information about school and parent related programs, meetings, and other activities in a format and language parents can understand:

Monthly Newsletters

School Newspaper: Scoop

Meetings and Workshops (Interpreters Provided)

The P.S 88 Website (Translations by Google)

Teacher created website: School Rack

Email

School Letters & Notices (Translations by DOE & Staff)

Bulletin Board Postings

Student Agendas (Translations by DOE)

Parent Handbooks (Translations by DOE)

School Messenger (Translation by school staff)

Parent Coordinator Outreach

-Providing ways to improve outreach, communication skills, and cultural competency in order to build stronger ties between parents and other members of our school community:

Parent Trips

PTA Meetings

School Leadership Team

Multi-Cultural Festival

Auto messaging system

School Newspaper: Scoop

Parent Classroom Celebrations

Safe and Caring Schools: Parent as Partners events

*Our school will increase and improve parent involvement and school quality by:*

-Hosting educational and family events throughout the school year:

Family Trips

Workshops

Classes

Unified Arts Shows

Multi-Cultural Festival

Book Fairs

Community Service Events & Opportunities

Annual Curriculum Conference

Safe and Caring Schools Parent as Partner events

-Conducting parent workshops and classes based on parent assessment needs:

Computer Skills

English as a Second Language

English Literacy

Citizenship Preparation

Parenting Skills

Educational Accountability

Common Core Curriculum

Assessments

Community Resources/Referrals

Subsides and Entitlements

Housing Information

Health & Well Being

Bullying Awareness & Prevention

ARIS Parent Link

Safe and Caring character education program

-Translating all school documents and providing interpretation during meetings and events as needed:

Use of Department of Education's Office of Translation & Interpretation

Staff Interpreters

Volunteer Student Interpreters

-Hosting the Annual *Title I Meeting* by December 1<sup>st</sup> of each school year to advise parents about the school's Title I funded programs, their right to be involved, and the parental involvement requirements under Title I- Part A-Section 1118 of the No Child Left Behind Act:

Choice of Consultative Structure

Title I Funded School Programs

Title I Parent Involvement Funds

Parent Involvement Policy

School-Parent Compact

-Improving home/school communication through the use of:

Parent and Student Planners

Quarterly Student Progress Reports

Semi-Annual Parent Teacher Conferences

Extended Parent Teacher Conversations

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

I. Public School 88 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.

II.

**III. School Responsibilities**

Public School 88 will provide high quality curriculum and instruction in a supportive and effective learning environment through a rigorous and challenging academic program tailored to meet the varied needs of our accelerated, LEP, target, on-grade, and special education students 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 from highly qualified teachers and if this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act

***P.S. 88 will continue their support of home-school relationships and improve communication by:***

- providing opportunities for parent consultation with staff at Parent Teacher Conferences, during Curriculum Night in September, through Extended Parent Teacher Conversations, and throughout the year at the mutual convenience of parents and teachers during pre-arranged telephone conferences or in-person meetings and/or team meetings
- offering opportunities for parents to volunteer in the school as members of the School Leadership Team, with the PTA, as chaperones for trips and special events, as translators during meetings and Parent Teacher Conferences, and as volunteers for special events
- providing parents with timely information about individual student assessments, performance profiles, and other pertinent information
- offering informational and instructional workshops and classes to better prepare parents to support their children's academic, emotional, and social needs
- forming alliances with parents/guardians in the governance of the school
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents to inform them of the school's Title I status and funded programs and their right to be involved
- arranging additional meetings at flexible times 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 their children's education
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this School-Parent Compact and ensuring that these documents are distributed and discussed with parents each year

***P.S. 88 will 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 children’s teachers or other school staff members
- planning activities for parents to meet with teachers during the school year, e.g., Parent-Teacher Conferences, Curriculum Conferences, Team Meetings, Extended Parent Teacher Conversations

***P.S. 88 will 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 children’s progress by providing professional development opportunities
- sharing and communicating best practices for effective communication, collaboration and partnering with 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

**Parent/Guardian Responsibilities**

***Parents will:***

- attend Parent Teacher Conferences
- participate in school events and workshops when possible
- maintain regular contact with the school and ensure that student emergency contact information is accurate and up-to-date
- ensure that their children have completed their homework assignments on a regular basis, and are prepared for all examinations
- send their children to school appropriately dressed, prepared to learn, and on time
- encourage their children to read daily at home
- volunteer to assist at the school whenever possible
- read and discuss with their children the P.S. 88 school policies and regulations as described in the Student Agenda
- participate, as appropriate, in the decisions relating to their children’s education
- communicate with their children’s teachers about educational needs and stay informed about their education
- promptly read and respond to surveys, feedback forms and notices when requested
- take part in the school’s Parent and Teacher Association, the School Leadership Team, or other school or District based advisory groups
- share responsibility for the improved academic achievement their children

**I. Student Responsibilities**

***Students will:***

- attend school regularly and arrive on time
- complete homework and submit all assignments on time
- follow the school rules and be responsible for their actions
- show respect for themselves, other people, and property
- try to resolve disagreements or conflicts peacefully
- strive to perform to their highest potential



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>24</b>	Borough <b>Queens</b>	School Number <b>088</b>
School Name <b>The Seneca School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mr. Robert Quintana</b>	Assistant Principal <b>Mrs. C. Lowe</b>
Coach <b>Daniel Fenner</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. I. Wainer</b>	Guidance Counselor <b>Carlos Canales</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Mrs. Kristen Shea</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>6</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>1059</b>	Total number of ELLs	<b>204</b>	ELLs as share of total student population (%)	<b>19.26%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)											0			0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	1	1	1	1	1	1								6
Push-In					1	1								2
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>8</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	206	Newcomers (ELLs receiving service 0-3 years)	106	ELL Students with Disabilities	32
SIFE	0	ELLs receiving service 4-6 years	44	Long-Term (completed 6+ years)	

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	160	0	10	48	0	15				208
Total	160	0	10	48	0	15	0	0	0	208

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	20	19	21	19	11	21								111
Chinese		2	2	1	1	2								8
Russian														0
Bengali														0
Urdu														0
Arabic	7	10	11	6	5	4								43
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	8	7	2	3	2	1								23
Albanian		4	3	2										9
Other	1	3	2	1		3								10
<b>TOTAL</b>	36	45	41	32	19	31	0	0	0	0	0	0	0	204

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	18	7	4	6	7	6								48

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	11	8	8	7	19	6								59
Advanced (A)	15	28	25	22	10	6								106
Total	44	43	37	35	36	18	0	0	0	0	0	0	0	213

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	35	47	18	0	100
4	16	62	22	0	100
5	48	39	13	0	100
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	18		53		29		0		100
4	14		37		40		9		100
5	19		58		15		8		100
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use the Fountas and Pinnell program to determine early literacy skills of our ELL population. Teachers look at fluency and comprehension as well as how students scored in each of the four modalities to create lesson plans. Furthermore, after the assessment is administered, teachers are more aware of what independent reading level the class is on, as well as what guided reading/shared reading the students should be working at.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the NYSESLAT, students are weak in the areas of listening and writing. With regards to the LABR, we find it a trend that the students score beginner after taking the assesment.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Teachers use the data from the NYSESLAT to drive instruction for our ELL population. All teachers (ELA/ESL) are using the Ready Gen Program currently, which is aligned to the CCLS. To support the instructional focus of the building, ESL teachers are creating language focus' around citing textual based evidence. Furthermore, the four modalities are promoted throughout the content (content teachers) as well. In math, all students are asked to explain in writing their answers. In social studies and science, students practice taking notes while listening and they practice their speaking skills by engaging in conversations about the content being taught. The AMAO tool has been an important resource to our ESL teachers in the past. The data that is compiled within this tool is used for many purposes, such as student grouping, identifying various trends which may be hindering their academic progress, and helping teachers create target goals to make progress. We hope it will be back up and running soon.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Overall, the proficiency level for the ELA exam was a 2 and for math was a 2. On the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELA exam, the average was 2 and math was also a 2. In ELA, our ELL subgroups overall proficiency level is a 1 and in Math it is a 2. The advanced/intermediate students are slightly stronger in math than in ELA. With respects to the non-ell population, our ELL population is performing at a significantly lower proficiency level in ELA and Math. The school administration analyzes much of the data of the ELL subgroup and turns key at various PDs on how to assess and instruct this population. The teachers use the analysis of the data from the administration and the results from the ELL periodic assessments to create various units of study. These data results are crucial to each students progress. The teachers differentiate the instruction according to this data in workstations. From this years first periodic assessments, data has shown that our ELL population scored lowest on the listening and writing parts of the assessment. The reading and speaking portions are the strengths of our students. Our school has learned from this information that the biggest weakness amongst our students is the writing part, which includes grammar, form and function. Instruction is geared according to these results.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Through analyzing the data of our ELL students, we have and will be implementing the following RTI's:

- Instruction will be differentiated for all students, grades k-5
- Wilson and Foundations Reading Program will be used to help students receive support in phonics and fluency
- Safe and Caring Program, where the students culture will be connected to the curriculum
- Raz-Kids will be used to help students progress and move in reading levels
- Close Readings to build academic language and vocabulary
- Juicy Sentences to understand grammatical nuiances, forms and functions
- Rosetta Stone for the beginner ELLs to build the basic interpersonal language
- Ready Gen Scaffolded Phonics Program

6. How do you make sure that a child's second language development is considered in instructional decisions?  
To ensure that a child's second language development is considered in instructional decisions, the ELL subgroup participate in the same, rigorous, Common Core aligned curriculum for ELA, math, science, social studies and unified arts programs as do non-ELLs.

The teachers use ELL-friendly strategies for teaching content areas. These strategies increase comprehension, learning, and interaction through modeling, acting out, gesturing, showing diagrams and pictures, and doing hands-on activities and experiments. Furthermore, an ESL teacher co-teaches each lesson and ensures there is a language focus each day, through every class.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

n/a

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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. Ms. Williams calls one of our ESL pedagogues on duty, or one of the specifically trained pedagogues who is available at that time, to first assist the parent/guardian in completing the HLIS and then 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.
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.

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. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

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 cumulative

folders. 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. 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.  
After the parents are given the orientation of the different programs available for their children, the students are placed accordingly. Since the immersion program is most requested within the P.S. 88 school, our newcoming ELL's are for the most part placed into a Free standing ESL program. A letter is sent home making parents aware of what class their child was placed. Any parent who requests the Transitional Biligual program is referred to a neighboring school which has the program available. A record is kept of the parents who request that program and the language requested and once the number of students reaches 15, the Transitional Biingual program will be available for the child in our building.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
All students who test within the beginner, intermediate and advanced levels are required to take the NYSESLAT at the end of each year. This assessment is mandatory and determines elligibility of services for the following year. Each day within the window, over 4 consecutive days, a different modality is tested. A testing schedule is created for all students with disabilities who require various modifications. Certified ESL teachers administer the NYSESLAT. In the rooms with modifications, the ESL teacher is accompanied by a SPED teacher. After the four days are over, a make-up schedule is created and make-ups begin immediately to ensure each ELL student participates in the exam.
6. 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.) 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. ⓘ  
Trends within the P.S. 88 building show that the Free Standing ESL program is the most requested. This year, there are 4 parents of the spanish and Arabic languages, who requested the Transitional Biligual program. One of the spanish families felt it necessary to take their child out and put them in a neighboring bilingual program. The other parents opted to leave their children in our building. We have kept record of the parent requests both in the building and on the ELPC ats screen. Our ESL programs are determined every year around the parent requests. The trend for the past few years in the P.S. 88 building have been the request of the Free Standing ESL program, which is the only program available.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - A. The organizational models at PS88 are Self-Contained and Push-in We have a first grade and a fourth grade self contained ESL class being taught by licensed ESL teachers who also hold common branch licenses. The remaining four ESL teachers are servicing all LEP students in K-5 as well as LEPS with an IEP in a push in model. We have no bilingual content area teachers or special education teachers with bilingual extensions. However, we have an ESL teacher who holds both an ESL license as well as a Special Education License. She services both regular ELLs as well as ELLs with IEPs in a push-in model. We have no teachers servicing our ELLs without ESL/Bilingual Certification.
    - B. ELL students are placed by grade level. In our self contained classes, all proficiency levels are mixed and serviced either by the classroom teacher who is a licensed ESL teacher or by a push-in ESL teacher. However, in those self contained ESL classes students are grouped according to their 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. 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)?

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 strategies 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 ELL student beginners and intermediates receive two units of ESL totaling to 360 minutes per week. Our advanced ELLs receive one unit of ESL and one unit of ELA totaling to 180 minutes per week. 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. 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 foster language development and meet the demands of the Common Core Learning Standards.

The content areas are co-taught between a content specialty teacher and an ESL certified teacher. Where the content teacher teaches the content special material, the ESL teacher is there to support language and the multiple entry points of the students. The content that is taught is on-grade level material and is differentiated to help the needs of all the students. Furthermore, all the content contains academic rigor and is aligned to the Common Core Learning Standards. ESL teachers provide images, graphic organizers, student friendly definitions to unknown words to support the understanding of all content. Moreover, juicy sentences are unpacked and the close reading strategy is implemented throughout the content areas in order for students to better understand the uses of the English language within non-fiction texts. In each of the classroom libraries where ESL students are taught, including the school library, there are native language texts to support all content being taught from grade k-5.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
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. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
All teachers within the building (content, specialty, etc), must include a language focus within each lesson plan. This language focus implements one or more of the four modalities (reading, writing, listening and speaking). Due to the fact that all teachers within the building have language focus, our students tend to perform very well on both the Periodic ELL Assessment and most importantly, the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All of our ESL subgroups are taught using ESL instructional methodologie

A. Presently at PS 88, we do not have any SIFE students. However, if we do in the future, 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, if our SIFE students come from war torn countries, rural areas, and with little social exposure, they will 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 facilitate the language demands of academic English in all content areas. 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 2014. 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, citing text evidence, 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. At the beginning, students are aided with sentence frames, sentence stems, and response frames in order to develop their writing skills. During close discussions, students are first supported by conversational prompts which include academic language. 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. (shades of meaning). 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, Benchmark Periodic Assessment) 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.

E. Our former ELLs, during years one and two, after testing proficiency, are grouped together. These students receive full accomodations, including a translation dictionary, a translated exam (where applicable), separate location, and a time extension.

7. 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?

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. Juicy Sentences and Close Readings are the main instructional strategies that are used with the ELL-SWD population. These instructional strategies ensure that this specific subgroup receives all the content area knowledge necessary to know, along with the language development. In addition, graphic organizers, visuals, workstations and the use of technology are also great support strategies for these students. To stay in compliance with the new CCLS, focusing on academic rigor, on grade level materials are used for these student and the teachers are required to differentiate any tasks according to their IEP goals.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Grades k-5 have at least one ICT and SETTS class. Many of our ELL-SWD's are placed in these classes due to the extra curricular, instructional and scheduling flexibility that are available to meet the diverse needs according to the IEP. Students are strongly encouraged to attend after school tutoring and are given first priority to get a seat in our Saturday Academy. As well as the two interventions above, our students are also serviced in small group and/or individualized instruction given within each specific content area, on an as need basis. This is given by the special education and/or ESL provider.

**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

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

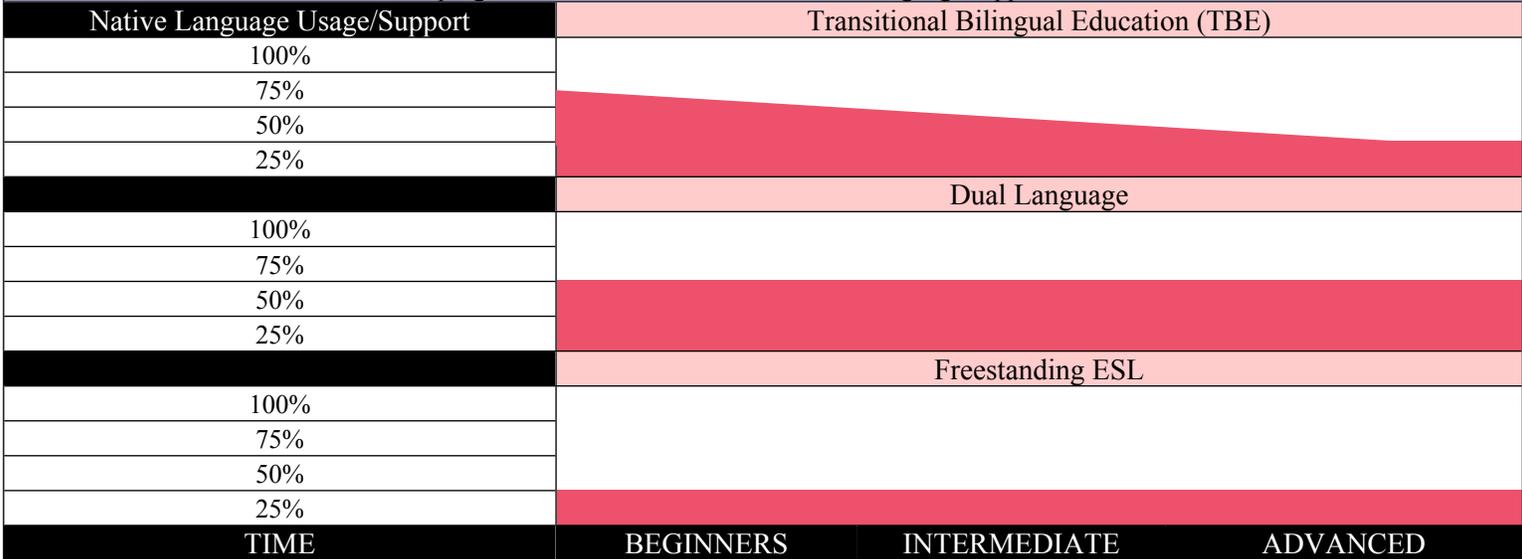
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

9. 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.
- All classroom teachers, cluster teachers, along with the ESL teacher, are trained to teach according to the learning styles inventory. This means that the educators accommodate the specific needs of each child as per their learning style. To make this successful, we have smart boards in each classroom. With the smart boards, students will dictate, draw, highlight, etc to meet the needs of their specific learning style. Subsequently, differentiated tasks and rubrics in all contents will be given to students on a need to need basis for their writing pieces. Also, during content classes, manipulatives and graphic organizers will be used. Subsequently, all ESL students have been strongly urged to attend the extended day, where ELA and Math foundational skills is the main focus of instruction. Furthermore, a Saturday Academy has been set up, where the majority of the ESL students in our building have opted to attend. This is also a reinforcement of math and ELA skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Due to the heterogeneous grouping of ELLs within our building, we are better able to implement the academic rigor of the Common Core Learning Standards of both the content and ESL. By challenging our ELL students within this push-in setting, we are able to see academic growth in both the content and the language development areas. ELL research based strategies are used within the content classes and the content teachers incorporate language focus' in each lesson which promote the development.
11. What new programs or improvements will be considered for the upcoming school year?
- Co-teaching is a new program we will begin piloting this year on the 5<sup>th</sup> grade level. Teachers will be provided with PDs on how to execute the co-teaching program the most effectively. This program will eventually branch out to the younger grades over the next few years.
12. What programs/services for ELLs will be discontinued and why?
- The pull-out service will be discontinued because of our data, that has shown us that this model is ineffective. We have noticed that students are getting pulled out during crucial academic moments and they are missing out on a lot of classwork.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All curricular and extracurricular activities in the school building are extended to the ELL population. ESL students are strongly urged to attend extended day on Mondays and Tuesdays from 2:20 pm- 3:10pm. They are serviced by a licensed ESL teacher. ESL students are also invited to attend the Saturday Program which runs from December through May. The program reinforces English and Math skills as well as prepares students for all modalities of the NYSESLAT. The Greater Ridgewood is also an after school tutoring/athletic program that most of our ELL population attend. All of these programs are extended to these students through forms which are also translated in the majority of languages in the building. These programs rarely ever close, and exceptions are always made if they are. The funding for the Saturday academy is through Title III and the Mandated extended day is as per the UFT collective bargaining agreement.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Teachers of ESL classes use Smart Boards and Response Pads to allow students to interact with the lesson. The native language materials, we have found, are better accessible using technology, as opposed to keeping them in the library. While the libraries are still equipped with native language texts, the I-pads in the building are also equipped with applications for native language content use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- All students in ESL classes are taught in English with differentiated leveled materials (Leveled Texts). Although these materials are on grade level, manipulatives, graphic organizers and other hands on materials are used to support our ELLs. Furthermore, the classroom libraries have many various native language texts which support all the materials being taught in the content. Students also have bilingual translation dictionaries in their languages which they use from day one.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Fountas and Pinnell is being used to supplement reading/writing leveled books accordingly. These results will help guide instruction at the appropriate age level and keep the student independently reading at the appropriate grade level. The ESL teacher will provide academically rigorous tasks which will challenge the students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Summer school is offered to newly enrolled students and non mandated ELL students to prepare them for the upcoming school year.

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

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

n/a

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Professional Development takes place on every first and third Monday of each month, from 2:50-3:30, Election Day and Brooklyn Queens Day, and every Friday (Inquiry)-8:00-8:30. Specific PD's on the various technological advances such as I-pads, Smart Boards, Raz-Kids, Rosetta Stone etc., are given during this time. In addition, professional development sessions combine the classroom teachers and ESL faculty so that all teachers are aware of current trends and expectations. As per Jose P., all staff continue to be trained in ESL Methodologies, ESL Assessments, Shared Reading, Guided Reading, Guided Writing, Workstations, and Conferencing with Teacher Assessment Notebooks. Content area teachers continue to receive training on ESL strategies that will help prepare students for the NYSESLAT exam. Currently, our teachers are being immersed into the new CCLS and Danielson's Framework and they are being guided on how to make their instruction academically rigorous, while still differentiating for our ELL population. These PD's are lead by the Assistant Principals and delivered to all teachers. Our instructional focus of the school is to promote rigor in student writing through the citation of textual based evidence and the use of academic vocabulary. Furthermore, creating expository, informational, narrative, and argument writing pieces is a crucial gear of instruction this year. As per the common core learning standards, these are vital pieces of writing our students will need to be proficient in and to be successful in the middle school and high school level. Subsequently, the use of more effective vocabulary within this writing is also being highly measured. Therefore, ongoing professional developments, focusing on the above, occur within our building. Professional development training consists of: building tier II vocabulary within non-fiction texts (juicy sentence), writing process, juicy sentences (to master the different forms of sentences), creating effective tasks and rubrics (to challenge our students), promoting instructional conversation while reading and writing (questioning), making the co-teaching model work effectively, and the analysis of student work to effectively meet the needs of the students.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  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. We will continue to have 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. Parent Coordinator conducts monthly parent workshops

## E. 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 response to question 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)
Robert Quintana	Principal		11/15/13
Candice Lowe	Assistant Principal		11/15/13
Kristen Shea	Parent Coordinator		11/15/13
Irene Wainer	ESL Teacher		11/15/13
	Parent		1/1/01
Dan Fenner/ Data Specialist	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		11/15/13
	Coach		1/1/01
Carlos Canales	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 24Q88 School Name: The Seneca School

Cluster: 02 Network: 204

**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**

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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.

Upon arrival into our building, the HLIS (Home Language Identification Survey) is given to the parents in the home language spoken. In some cases, pedagogues who speak the majority languages (Spanish, Arabic, Polish, Chinese, Albanian) in our building are used for translation support to our parents. During the ELL Parent Information Sessions, all materials given are translated into the necessary languages. Furthermore our bilingual teachers are invited to sit and assist parents in any way possible.

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.

Major Findings: Roughly 18.5% of parents speak Spanish as their first language, and prefer notices sent home in both English and Spanish. Furthermore, 7.1 % of parents speak Polish and prefer notices to be sent home in both English and Polish and 5.6% of parents speak Arabic and prefer notices to be sent home in both Arabic and English. Less than 10% of parents required translation into Albanian, Chinese, and Urdu. These findings were reported to the school community at a PTA meeting in September.

## Part B: Strategies and Activities

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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.

Notices sent home to parents are distributed as double-sided handouts, with English on one side, and the home language on the other. According to what language the parent requested on the HLIS, translations in other languages are provided to classroom teachers, to distribute to students. For letters that are not translated on the DOE website, the language translation and interpretation unit has proven to be very useful. Furthermore, translation of documents are occasionally done by in-house school staff. However, for notices that cannot be translated in a timely fashion, a Foreign Language Notice cover sheet with "This notice is very important. It will affect the education of your child. Please have it translated", written in 17 different languages is attached to the letter upon distribution. In addition, various ATS reports are used, such as the UPPG to assist us in providing written interpretation.

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 translation into Arabic, Polish, and Spanish are provided at school meetings, PTA meetings, and special events. These services are provided by in-house school staff and parents. Other language translations are handled on a case-by-case basis, and is generally provided by school staff during the day, and by parent volunteers during most evening meetings. Translation is also available during the school day for parents through staff speaking Spanish, Arabic, Polish, Chinese and Urdu. Additionally, at the beginning of each school year, a list of dependable 5<sup>th</sup> grade student volunteers who are selected by their teachers, is compiled. This list is then distributed to the main office, guidance counselors, and administration to be used if a parent speaks a language for which there is no obtainable means of translation among the staff. A student who has been identified from this list will then be asked to assist in translation. The DOE Office of Translation and Interpretation can also be enlisted for telephone translations. In addition, various ATS reports are used, such as the UPPG to assist us in providing oral interpretation.

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>.

The school will fulfill Section VII of the Chancellor's Regulation A-663 concerning parental notification requirements by providing parents with information about their right to translation services, and making a copy of this notification available in the main school office in all the major languages. Parents in need of translation services will be sent to the main office, where it will be determined what language is needed, and where every attempt to provide services in this language will be made. Important signage throughout the school will be posted in English, Spanish, Arabic and Polish, especially signs that relate to safety. The notice of the translation policy is also posted in the main lobby of the school in the nine major languages for which interpretation is provided by the DOE.

## 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):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <a href="#">Evening Adult ESL</a>
Total # of ELLs to be served: 98
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
# of certified ESL/Bilingual teachers: <u>5</u>
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

