

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

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

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 5th 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.

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):	24Q088
School Name:	THE SENECA SCHOOL
Principal:	ROBERT QUINTANA

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 24Q088
School Type: Public School Grades Served: Pre-K – 5
School Address: 60-85 Catalpa Avenue Ridgewood, NY 11385
Phone Number: 718-821-8121 Fax: 718-386-7214
School Contact Person: Maria Palesty Email Address: mpalesty@schools.nyc.gov
Principal: Robert Quintana
UFT Chapter Leader: Susan Stark/Tara Morgan
Parents' Association President: Alexandra Bauza
SLT Chairperson: Mary-Frances Heinz
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Avenue Corona, NY 11368
Superintendent's Email Address: Mchan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Cluster and Network Information

Cluster Number: 02 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Robert Quintana	*Principal or Designee	
Susan Stark/Tara Morgan	*UFT Chapter Leader or Designee	
Alexandra Bauza	*PA/PTA President or Designated Co-President	
Cindy Wilson	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	
Mary-Frances Heinz	Member/ Secretary	
Caterina Marano	Member/ Teacher	
Thintia Mendez	Member/ Teacher	
Darlene DiSanti	Member/ Parent	
Jason Francis	Member/ Parent	
Sasha Letlow	Member/ Parent	
Michelle Rodriguez	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
○	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
○	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
○	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
○	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
○	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
○	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school’s community and its unique/important characteristics, including your school’s mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 88 is an elementary school, located in the Ridgewood part of Queens and is currently servicing 1,110 students across grades Pre-K through 5. 17 percent of the population is students with disabilities (SWD), while 20 percent are English language learners (ELLs). P.S. 88 is a safe and nurturing learning environment, where each of the various subgroups, including SWD and ELLs, have access to the same, rigorous common core curriculum. The school community cultivates a culture that all students can succeed. The administration clearly conveys the instructional expectations to teachers through professional development geared to the needs of our population. Administration assesses rigor by evaluating student work through formal and informal observations. Post observation conferences revolve around meeting the needs of all learners that should be evident through planning and preparation. Teachers are encouraged to convey expectations to students by creating clearly defined tasks with the expectation that students can speak to it. Teachers work collaboratively with peers to design rigorous coherent instruction.

P.S. 088 has a school wide initiative of administering cohesive assessments across each grade level for both the ReadyGen and Go Math programs. The administration delivered a professional development in September around the assessments that would be used to start off the year and how teachers could use this data in planning effectively.

One of the emphases during the 2014-2015 school year, is to develop partnerships with not only parents/guardians, but also with the outside community in supporting our students and ensuring academic success. Through these partnerships, students will have the opportunities to explore the arts, while also growing academically through reading, writing, listening and speaking.

Through partnering with local politicians, we have received resources to implement an arts program through a partnership with Queens College. Furthermore, we just received grant money from Disney for a fully funded music program. Through these partnerships, students will have the opportunity to explore the arts, while engaging in standards based activities. There is a Saturday Academy which was offered to all the English Language Learners within the building to help build language across the four modalities.

Safe and Caring Schools Program complements and enhances the academic training students receive at school and is based upon sound Social and Emotional Learning practices that target self- awareness, social awareness, relationship skills, and responsible decision making. The effectiveness of this program has been evidenced by improvement of student behavior in the classroom as well as throughout the building, increase of parent involvement through Partnering with Parents, and the building of more staff and student relationships on a professional level.

www.ps88q.com is the official website of P.S. 088, and was introduced to parents/community in September, 2014. This website is translated into over 50 languages and contains information regarding current news of the building, important letters and/or messages, and instructional supports and CCLS supports. This website in just a short time has bridged the gap between the parents/guardians and the staff of P.S. 88.

There are many initiatives that are currently underway at P.S. 88 to promote college and career readiness. Every morning, the principal has morning announcements featuring a school song (this year: “Hall of Fame” by the Script). This promotes self confidence and self motivation for our students. Furthermore, an attendance committee was created this year to monitor student latenesses and absences. This committee in just 4 months has reduced student absences tremendously, simply by collaborating with families and offering the students rewards for meeting future attendance goals. The “Daddy club”, where students participate in activities with their fathers, as well as “Beautiful Me”, where students get together and identify positive traits and qualities of themselves, are just two of many more

initiatives that stress the importance of college and career readiness through engaging activities.

Based on an in-depth analysis of the School Quality Guide and data files, there was an increase in the number of students reaching proficiency on the ELA exam. In 2012-13, the data indicates 21.0% of the peer range while in 2013-14, the data indicates 36.3%.

Additionally, there was an increase in the number of students reaching proficiency on the state math exam. In 2012-13, the data indicates 27.6% of the peer range. While in 2013-14, it indicates 47.0%.

However, in 2013-14, the Median Adjusted Growth Percentile in Math decreased by 17.2% when compared to the peer range. In 2012-13, the data indicated 43.0% of the peer range while in 2013-14, the data indicated 25.8%

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As per the 2013-2014 Quality Review, indicator 1.1 (Ensuring there is rigor, engagement and coherence in the curricula) yielded a developing rating.

As per the 2014-2015 Quality Review, although 1.1 yielded a proficient rating, our area of focus was to implement the instructional shifts as well as making adjustments to the curriculum on a need by need basis.

As indicated on the School Quality Snapshot, 29% of students met State Standards on the State ELA Test, having an average of 2.5 out of 4.5.

As indicated on the School Quality Snapshot, 41% of students met State Standards on the State Math Test, having an average of 2.8 out of 4.5.

Results of the above mentioned assessments support the need for our school to implement changes in our ELA and Math instruction and assessments that are fully aligned to the CCLS and the Instructional focus.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will demonstrate their ability to cite textual evidence and use of academic vocabulary in their writing in alignment to our instructional focus. This will result in at least a 50% increase in the number of students who are performing on grade level as measured by common rubrics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
-Teachers will analyze the progression of the key standards, and determine the skills that the students need to master at each grade level. - Teacher teams will continue aligning the ReadyGen curriculum to the instructional shifts to promote rigor in student writing. -The network achievement coach will work with teacher teams to develop a	Classroom Teachers	September 2014- June 2015	Teachers, Administration

<p>deeper understanding of the instructional shifts in order to make coherent adjustments to curriculum and instruction based upon student data.</p> <ul style="list-style-type: none"> -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. - Teacher teams will work collaboratively to analyze the units of study in Go Math, and adapt the curriculum to address the achievement gaps. -During teacher data meetings, each teacher will be able to look at their specific data to identify trends of improvement and progress. -Teacher Teams will meet to develop protocols for looking at student work, analyzing GoMath student assessments and monitoring student progress. -Use of formative data to help drive differentiated instruction. -Smartboard technology used to create interactive Math activities. -Classroom teachers will have ongoing reflection opportunities and will make modifications and adjustments on mathematic lessons to reach the high level of performance that the CCLS demands. 			
<ul style="list-style-type: none"> - Professional Learning opportunities, focusing on UDL, differentiation and scaffolding for the ELLs and SWDs - Lead teachers will attend Network professional development workshops. 	All Teachers/Staff	September 2014- June 2015	Teachers, Network, Administration
<ul style="list-style-type: none"> -The P.S. 88 website will inform parents of the different units of study in math, as well as various events and workshops available. -Each teacher has set up a Schoolrack page which is another way to keep the parents aware and informed of what is happening in their child's class. -Teachers will communicate expectations during the Parent Engagement component on Tuesday afternoons -Weekly CCLS Workshops to keep the parents informed of the new standards, as well as how they can assist in their child's academic careers -SLT and PTA Meetings Focusing on the CCLS -Back to School Night -Parent Teacher Conferences -Information backpacked with students 	All Parents	September 2014- June 2015	Parent Coordinator
<ul style="list-style-type: none"> -Teachers will open up their classrooms for interclass visitations to share best instructional practices. -Teachers will participate in Environment Walks. -Teachers will deliver best practice PDs during Monday afternoon professional learning component, as well as lunch and learns 	All teachers/Staff	September 2014- June 2015	Administration, Network, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Modules/Programs of core curriculum, Danielson Framework study groups, common planning time, teacher teams and per-session

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be an increase of 25% in number of students who are performing on grade level as measured by common rubrics.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| ○ Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| ○ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> ○ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). ○ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>-In 2012-13 there were twenty three (23) reports of infractions entered on the OORS system. In 2013-2014 there were one hundred seventy (170) reports of infractions entered on the OORS system. This was a 13.5 % increase in the student behavioral infraction rate as reported in OORS.</p> <p>-SLT requested for guidance counselors to conduct workshops around how to make good choices and anti-bullying.</p>

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, teachers will implement weekly Safe and Caring classroom activities and have discussions around social and emotional issues which will result in a 15% decrease in the amount of student behavior infractions documented in the OORS system.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>-Teachers will implement the Safe and Caring, social and emotional awareness program in grades Pre-k-5.</p> <p>-Provide the students with the opportunity to experience a balance of intellectual and emotional instruction which leads to a more complete psychological development, and helps them become more engaged and skillful learners</p> <p>- Train teachers and students around the Social and Emotional Learning (SEL) practices that target competencies in (1) self-awareness, (2) social awareness, (3) relationship skills, and (4) responsible decision making</p>	<p>Teachers/staff, Students</p>	<p>September 2014- June 2015</p>	<p>Administration</p>

- Develop activities that comply with standards and are presented in a fun and exciting way			
-Professional Learning opportunities, focusing on UDL, differentiation and scaffolding for the ELLs and SWDs will be provided. -Teachers will provide native language texts for ELL students. - Lead teachers will attend Network professional development workshops.	Teachers/Staff	September 2014- June 2015	Administration
-Administration works with Data Specialist in creating a school website, www.ps88q.com , which is separate from the Department of Education P.S. 88 website which will include information about the Safe and Caring Program. -There will be monthly Partnering with Parents nights, where parents and students come and engage in an activity that builds on the curriculum during the day and promotes the Social and Emotional Learning.	Parents, Students, Teachers/Staff	September 2014- June 2015	Administration, Teachers
-Parent Coordinator and teachers will collaborate and hold parent workshops on how to support their child's SEL at home -Students will collaborate and form committees, such as the Recycling Committee, Anti-Bullying Committee, Lunch time Thermometer Points Committee.	Teachers/Staff, Parents, Students	September 2014- June 2015	Administration, Parent Coordinator, Teachers/Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Safe and Caring program, teacher per-session, Partnering with Parents supplies, Domain name, web-posting space, open source content management system

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 7% decrease in the amount of student behavior infractions documented in the OORS system.

Part 6b. Complete in February 2015.

○ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
○ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> ○ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). ○ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>-As per the 2013-2014 Quality Review, it was recommended to implement teacher teams and create common planning time for the teachers to analyze data.</p> <p>-Teachers expressed the need of common planning time during the SLT meetings during the 2013-2014 and 2014-2015 school year.</p>

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, grade level teacher teams will work collaboratively in analyzing running records and pre and post assessment data to identify common areas of strengths and weaknesses. 100% of the teachers will input this data three times a year to commit to student success.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
<p>-Grade level teacher teams will be given common planning period embedded into their schedules.</p> <p>-Expectations will be set forth by the administration as to what the teacher teams will be accountable for.</p> <p>- In September, the teacher teams will participate in Action Research for lowest third of students to explore effective instruction for reading.</p> <p>-Teachers will collect ongoing data.</p>	<p>Teachers/Staff, Students</p>	<p>September 2014- June 2015</p>	<p>Administration</p>

<ul style="list-style-type: none"> -Teachers will assess reading levels a minimum of 3 times per year to be collected by the administration. -Teachers will use the ELA and Math programs pre and post unit assessments, which will be collected on an ongoing basis throughout the year. -Teachers will utilize Reading A-Z to supplement Instruction and will maintain student portfolios in both ELA and Math to help identify trends in data analysis. -Teacher teams will meet to adjust the curriculum according to the identified trends. 			
<ul style="list-style-type: none"> -Professional Learning opportunities, focusing on UDL, differentiation and scaffolding for the ELLs and SWDs will be provided. -Teachers will provide native language texts for ELL students. - Lead teachers will attend Network professional development workshops. 	Teachers/Staff	September 2014- June 2015	Administration, Network
<ul style="list-style-type: none"> -Back to school meet the teacher night -School created progress reports and STARS generated report cards to keep the parents aware of reading levels as well as progress made -Parent information on how to support their children at home with reading and the common core standards curriculum will be put on the school website -Administration and staff will arrange parent workshops, prepare materials and advertise to parents - Administration will assist parents who have not accessed ARIS Parent Link or need assistance in changing passwords to gain access. 	Parents, Teachers/Staff, Students	September 2014- June 2015	Administration, Teachers/Staff, Parent Coordinator
<ul style="list-style-type: none"> -Teachers will collaborate as a grade to disaggregate data to identify trends. -Teachers will provide best practice PDs during Monday afternoon's professional learning component, as well as during lunch and learns, in order to focus on data trends identified within the school. 	Teachers/Staff	September 2014- June 2015	Administration, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common planning time, Teacher teams, teacher per-session, module/curriculum

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 100% of the teachers will input their second round of running record data and update pre and post assessment data to reflect current student progress.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| ○ Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| ○ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

-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.

-Teacher effectiveness affects student outcomes. The requirement to comply with Citywide Instructional Expectations and the new Advance Teacher Evaluation and Development System led us to identifying this initiative as a goal for this school year. Therefore, in order to achieve increased student progress and performance, and comply with the city and state requirements, a plan of action to improve teacher effectiveness has been put in place.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, teachers will engage in differentiated professional development with supervisors and/or teacher colleagues in order to strengthen teacher practice around differentiating instruction for all students. Eighty (80%) of teachers will have an overall rating of effective or highly effective in which they demonstrate the attributes modeled during PD and outlined in the Danielson Rubric for component 1e and 3c.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 			
<p>-Particular focus will be placed on the 8 rated competencies.</p> <p>-Teachers will use ARIS Learn self-assessments and review of past observation feedback to identify their areas of growth and areas of weaknesses. From this information, teachers will develop focus goals to</p>	Teachers	September 2014- June 2015	Administration

<p>improve their pedagogy.</p> <p>-Professional development is being provided to teachers based on these focus goals.</p> <p>-For MOTP, administration will continue to monitor and provide reflective feedback through our walkthroughs and formal observations in the Danielson’s Framework components as the requirement this school year is to measure teacher effectiveness in the 8 rated component areas.</p> <p>-Administration will track data around observations and provide feedback to the PD committee which creates best practice professional developments around areas of weaknesses.</p>			
<p>-An initial planning conference will focus on choosing an observation option, goal setting for the year, measures of student learning (MOSL), discussion of teacher’s class data and measures of teacher practice (MOTP).</p> <p>-During this time, conversations will occur around how to support our ELL and SWD populations.</p>	Teachers	September 2014- June 2015	Administration
<p>-Parent workshops will be coordinated to inform parents of the evaluation system and how it will impact their child’s growth.</p> <p>-Teachers will be in communication with parents to inform them of how they are allowing access of the curriculum to their children.</p>	Parents, Teachers	September 2014- June 2015	Administration, Parent Coordinator, Teacher
<p>-The rubric from the Danielson Framework will be used for each component to monitor the teacher growth and progress and impact of professional development for the MOTP.</p> <p>-The Principal and Assistant Principals will collaborate and conduct a minimum of either 3, 4 or 6 observations for each teacher, depending on the Option chosen, using the Danielson Framework rubrics.</p> <p>-Interclass visitations to the highly effective teachers will be conducted (as per the option chosen).</p> <p>-Meaningful feedback will be provided to the teachers during post-observations. This will be a time where teachers can share their feelings, worries and frustrations and work towards finding a solution.</p>	Teachers	September 2014- June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Common planning time, teacher teams, Danielson Framework guides, teacher per-session

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> ○ Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. ○ Specify a timeframe for mid-point progress monitoring activities.
By February 2015, forty (40%) of teachers will have an overall rating of effective or highly effective in which they demonstrate the attributes modeled during PD and outlined in the Danielson Rubric for component 1e and 3c.

Part 6b. Complete in February 2015.

○ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
○ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> ○ Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). ○ Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>-Parents on the SLT committee have requested for the school to align resources to implement various after school programs</p> <p>-Teachers, especially of the ELL and SWD subgroups, feel as though extra curricular activities around the arts will enhance their students social awareness</p>

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, P.S. 88 will collaborate and continually improve a partnership between teachers, staff, community members, local politicians and local colleges and universities to harness the vast and exceptional resources available to create after school programs that allow the children to expand their relationships outside the community for at least 60 % of students of P.S. 88.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ○ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Strategies to increase parent involvement and engagement ○ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>-Alignment of the resources received due to our partnership with local politicians, to implement after school programs.</p> <p>-Partner with Queens College to implement the CASA program to our kindergartners.</p> <p>-Title III money will be budgeted to implement a Saturday Academy for all ELLs, through the end of May, 2015.</p> <p>-Complete the Disney Grant to be awarded one full paid year of an after school activity.</p>	<p>Students, teachers, parents</p>	<p>September 2014- June 2015</p>	<p>Administration, Parent Coordinator, Teachers/Staff</p>
<p>-All after school programs will be offered to all students within the building.</p> <p>-Each program will be tailored to meet the needs of all students.</p> <p>-Each program will have a special focus on social and emotional awareness</p>	<p>Students, parents</p>	<p>September 2014- June 2015</p>	<p>Administration, Parent Coordinator, Teachers/Staff</p>

to raise their self-confidence.			
-Translated descriptions of each program will be available for all parents who speak other languages. -Updates will be put up on the school website on a weekly basis. -Parents will be involved in assisting their children with the final presentation and/or participating in the end performance of the program.	Parents	September 2014- June 2015	Administration, Parent Coordinator, Teachers/Staff
-Fun and engaging activities for students and parents will be coordinated around these extra curricular activities. -Teachers will collaborate with the program artists and/or personnel in effectively implementing the program.	Students, parents	September 2014- June 2015	Administration, Parent Coordinator, Teachers/Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teacher per-session, Domain name, web-posting space, open source content management system

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

-By February 2015, 30% of the students will be enrolled in after school programs.

Part 6b. Complete in **February 2015.**

○ Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
○ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<ul style="list-style-type: none"> -Teacher recommendation -IRI Data -Statewide Assessments -Classroom Observations 	<p>RAZ KIDS has been the AIS approved program at P.S. 88 over the past 4 years. The Wilson and Foundations programs are also 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>While these programs are still being used in the classrooms, this year, 2014-2015, we have also implemented a new AIS program called <u>Intervention By Design</u>, Houghton Mifflin. This program is an intensive intervention program for students who are reading below grade level in grades 1 and 2. The program addresses gaps in phonemic awareness, phonics, vocabulary, comprehension and fluency. It focuses on comprehension skills that are most critical to the grade and it differentiates instruction, practice and assessment according to student need.</p>	<p>Reading specialists are implementing the Intervention By Design program. There are two teachers who target 4 different groups of students.</p> <p>In the classrooms, 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>All ELA AIS services are provided during the school day. Students working with the reading specialists are pulled into a separate location, while the other services take place in the classroom with the teacher.</p>
Mathematics	<ul style="list-style-type: none"> -Teacher recommendation - Baseline Math Data -Statewide Assessments -Classroom Observations 	<p>The modules designed by the State of New York as being implemented, Prentice Hall Mathematics book, The following websites are being implemented:</p> <p>www.classzone.com www.ixl/signin/woodside www.khanacademy.org www.mathplayground.com www.funbrain.com www.coolmath.com www.kenken.com http://www.figurethis.org/challenge.toc.htm</p>	<p>AIS teachers adapt curriculum, make modifications, provide adaptations and provide Universal Design for Learning strategies as needed. Workstations are</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</p>

		www.multiplication.com/interactive_games.htm www.kidsnumbers.com www.fun4thebrain.com www.amathsdictionaryforkids.com www.mathisfun.com www.i-ready.com	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 extended day program which takes place before school each day.
Science	<ul style="list-style-type: none"> -Teacher recommendation -Statewide Assessments -Classroom Observations 	<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.</p> <p>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>	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.	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.
Social Studies	<ul style="list-style-type: none"> -Teacher recommendation -Classroom Observations of behavior 	<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>	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.	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.

			Students are grouped according to their individual needs and tutoring is provided on an individual basis.	
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	-Teacher recommendation -Classroom Observations of behavior	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.	Small group counseling and One on one counseling services are provided	Counseling takes place during school and during the extended day program which takes place before school each day.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>In an effort to implement rigorous instruction for our students, we aim to continue to hire and retain highly effective teachers. The following strategies and activities are implemented throughout the year:</p> <ul style="list-style-type: none"> • Available positions are posted on the Open Market Hire System • Partner with Queens College and St. John's University to bring in student teachers that may be potential new hires upon completion of their certification requirements • Untenured teachers participate in New Teacher Mentoring with one of our highly effective teachers for the required hours per year • New teachers are provided support and individualized professional development by both teachers and administrators • Staff participates in weekly professional development sessions as provided by assistant principals and Network Specialists. • Staff receives timely feedback through observations, walkthroughs, and intervisitation

2b. 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).
<ul style="list-style-type: none"> • Staff participates in weekly ongoing professional development during the allotted time on Monday afternoons • Staff analyzes and utilizes State and local data to make curricula decisions to develop high quality instructional program • Lead teachers attend content specific curriculum meetings and turn-key pertinent information to grade and department teams • Principal and Assistant Principals attends Network meetings to ensure Citywide Instructional Expectations are met

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

Pre-kindergarten parents receive orientation from the Administration, Kindergarten Teachers, School Nurse, and Guidance Counselors in June of the year the students are entering kindergarten. These orientation sessions are group sessions and include:

- The administration welcomes the families and gives a brief overview of P.S. 88 and the various programs and activities that are offered at P.S. 88.
- Guidance will go over the Safe and Caring program and will discuss with parents how they can prepare their children emotionally for kindergarten. Guidance will also provide parents with informational packets on how to prepare students with necessary life skills that will help to be more independent in kindergarten, for example, tying shoe laces, zipping up jackets, eating lunch unassisted, etc.
- Nurse introduces herself and stresses to parents the importance of maintaining an open communication with her with any disabilities the child may have where they would need special medical attention such as, medication, epipen, inhalers, etc. Also, the nurse will briefly go over the process of filling out a 504.
- The teachers will prepare packets of worksheets that the parents can work with their children over the summer. These packets will contain activities around phonemic awareness and number sense.
- Teachers will also provide dates of various workshop opportunities that they can attend to prepare their children for kindergarten.
- Instruction on how to begin to practice sight words that students will learn in kindergarten.

4b. 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.

Performance tasks are now administered after every Module in ELA and every Unit in Math. These assessments are reviewed and adjusted accordingly by the grade-specific planning teams, of which teachers are members. Monday afternoon PLC time is used to provide professional development to teachers on purpose of and how to administer assessments, as well as use of assessment results to plan and improve instruction. Teachers are encouraged to develop formative/interim assessments to help provide multiple assessment measures to monitor progress and inform instruction. A school-wide assessment plan (calendar) is used to monitor assessment timing and assures adequate planning.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	430,215		11.13.15.18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	239,564		11.13.15.18
Title III, Part A	Federal	26,396		21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	5,858,945		11.13.15.18, 21

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S 088**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 088** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology:
 - Computer Workshops
 - English Classes for Speakers of Other Languages
 - Parenting Skills Workshops
 - Parent Library
 - Parent Coordinator Outreach
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - Annual Parent Survey
 - School Leadership Team
 - Development of the Comprehensive Education Plan
 - Active Participation in the Parent and Teacher Association
 - Parent Coordinator Outreach
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - www.PS88Q.com website
 - Schoolrack
 - Parent meetings with teachers
 - Parent workshops to understand Assessments given in the school

- providing assistance to parents in understanding City, State and Federal standards and assessments;
 - Common Core Learning Standard Workshops
 - Tuesday afternoon curriculum workshops
 - Assessment Workshops
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Monthly Newsletters
 - Meetings and Workshops (Interpreters Provided)
 - The P.S. 088 Website (Translations by Google)
 - Email
 - School Letters & Notices (Translations by DOE & Staff)
 - School Messenger (Translation by school staff)
 - Parent Coordinator Outreach
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support

services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

P.S. 088, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

P.S. 088 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 by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

P.S. 088 will support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

P.S. 088 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 child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

P.S. 088 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 child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- attend Parent Teacher conferences
- monitor their child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when their child is absent;
- ensure their child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist their children in completing homework tasks, when necessary;
- read to their children and/or discuss what their child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time their child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage their children to follow school rules and regulations and discuss this Compact with their child;
- volunteer in their child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to their child’s education;
- communicate with their child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>The Seneca School- P.S. 88</u>	DBN: <u>24Q088</u>
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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>80</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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: P.S. 88 will implement a Saturday Academy which will target our ELL subgroup population in grades 1-5. This program is an academically rigorous program that is directly aligned to the Common Core Learning Standards and the ESL State Standards. The program will run from the middle of November through the end of May, for approximately nineteen (19) Saturday sessions, from 8:30 am to 11:30 am. There will be one (1) class for grades 1 and 2, one (1) class for grade 3, one (1) class for grade 4, and one (1) class for grade 5 (4 classes all together). The program will target approximately 80 ELL's, across the beginner, intermediate and advanced levels. This program will build upon the strength of the school day, specifically in the math and ELA subject areas, while building language development in a small group setting. Half of the instruction (1 1/2 hours) will target ELA/ESL. The design of these lessons will be based on the Title III AMAO analysis of the NYSESLAT modalities. Since writing using textual evidence is the school wide instructional focus at PS 88, these lessons will also target effective writing skills throughout the content areas. Various ESL strategies will be used to successfully execute each lesson and the certified ESL teacher will work in differentiated groups during the work time. The ESL certified teacher will plan and determine necessary reinforcement of the deficient skills. The other half of the instruction (1 1/2 hours) will be focused around mathematics. Through the analysis of various formal and informal assessments, the lessons will be designed to focus on the deficiencies of our ELL subgroup in their math classes. The classes will be instructed in the English language. Both of these classes will ensure that our ELL's work towards meeting the standards and pass the required NYS Exams (math and ELA). There will be four (4) certified teachers working the Saturday Academy, all of which are ESL certified. The 4 ESL certified teachers will teach the ELA and math component to all ESL children attending the Saturday academy.

There will be one supervisor (administrator) on site every Saturday to maintain a safe environment and ensure quality instruction. The supervisor will be there half an hour (1/2) before and after dismissal to ensure safe drop off and pickup of students by parents. Title III Supplementary Material funds will be used to purchase the program Language Power from Teacher Created Materials. Furthermore, for our beginner ELL's, we have ordered content special translation picture dictionaries, which will promote vocabulary awareness.

The following are the tentative dates of the Saturday Academy: November- 15, 22; December- 6, 13, 20; January- 10, 17, 24, 31; February- 7, 28; March- 7, 14, 21, 28; April- 18, 25; May- 2, 9, 16, 30

Part C: Professional Development

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:

Teachers working with ELLs during the Saturday Academy will receive professional development on data analysis and how to take that data and correlate it to effective pedagogy for the ELL population. The Title III AMAO estimator tool will be used as the basis of these professional developments, where the teachers will not only be able to drive instruction, but also create instructional groups within their Saturday classes. These pds will be provided by the Assistant Principal and data specialist in the building.

The focus book that we will be using to guide our data analysis around the ELLs will be Data Wise: A Step By Step Guide to Using Assessment Results to Improve Teaching and Learning, by Kathryn Parker Boudett, Elizabeth A. City and Richard J. Murnane. The first PD will be held on the Wednesday before the program begins (Date TBA) and will be focused on sections I and II (Prepare and Inquire). The second PD will be held two Wednesdays after (Date TBA) and will focus on Section III (Act). The last PD will be held two Wednesdays after the second (Date TBA) and will focus on Section IV (integrate).

During each of the three PD's around data, a specific agenda will be given and teachers will be asked to sign in. The Assistant Principal will keep all of these pertinent documents throughout the duration of the program.

Three, one (1) hour of persession for 4 teachers.

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: Our rationale for parental involvement is that we want the parents of our ELLs to feel welcomed, valued, and most importantly involved in their child's education. We offer many opportunities for parental engagement with activities that are targeted toward parents of ELLs.

The parental involvement component that will specifically coincide with our Title III program will be an ELL Family Day where families are invited into the school, on a Saturday, to participate in activities that will encourage the development of the English language in a fun, welcoming way. ELL parents and their children will be invited to participate in several enrichment activities while rotating through various stations. The ELL Family Day event will be done 3 times (once in December, February, April) and

Part D: Parental Engagement Activities

facilitated by the four certified ESL teachers working the Title III program and the Assistant Principal. In addition, the school's Parent Coordinator, will be on hand to assist as well as bilingual translators (Spanish, Arabic and Polish) who can help in translating information into the parent's native language. All information that is distributed to the parents of ELLs is translated into as many languages as possible, and translation services are provided whenever needed at all of our school events.

In addition to the above, informational meetings designed to help students achieve in all academic areas are offered throughout the year for the parents by the parent coordinator. Informative curricula meetings in ELA, Math, and Science, Special Education, ARIS, Promotional Criteria, JHS informational night, Tuesday Parent Component (2:30 pm- 3:30 pm) and Kindergarten Orientation are a few ways that we help parents stay informed of the common core learning standards, specific ELL standards around the 4 modalities and high expectations that we expect from all our students. By providing translation services during these activities, it allows parents to feel welcomed and a part of our school community.

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 088
School Name The Seneca School		

B. Language Allocation Policy Team Composition [i](#) 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 Mr. Robert Quintana	Assistant Principal Mrs. C. Lowe
Coach Daniel Fenner	Coach type here
ESL Teacher Mrs. I. Wainer	Guidance Counselor Carlos Canales
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Kristen Shea
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

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

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	160	0	10	48	0	15				208

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u> </u>

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
TOTAL	36	45	41	32	19	31	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
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	213						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 3rd, 4th and 5th 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 nuances, 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 otel 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 methodologies

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

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

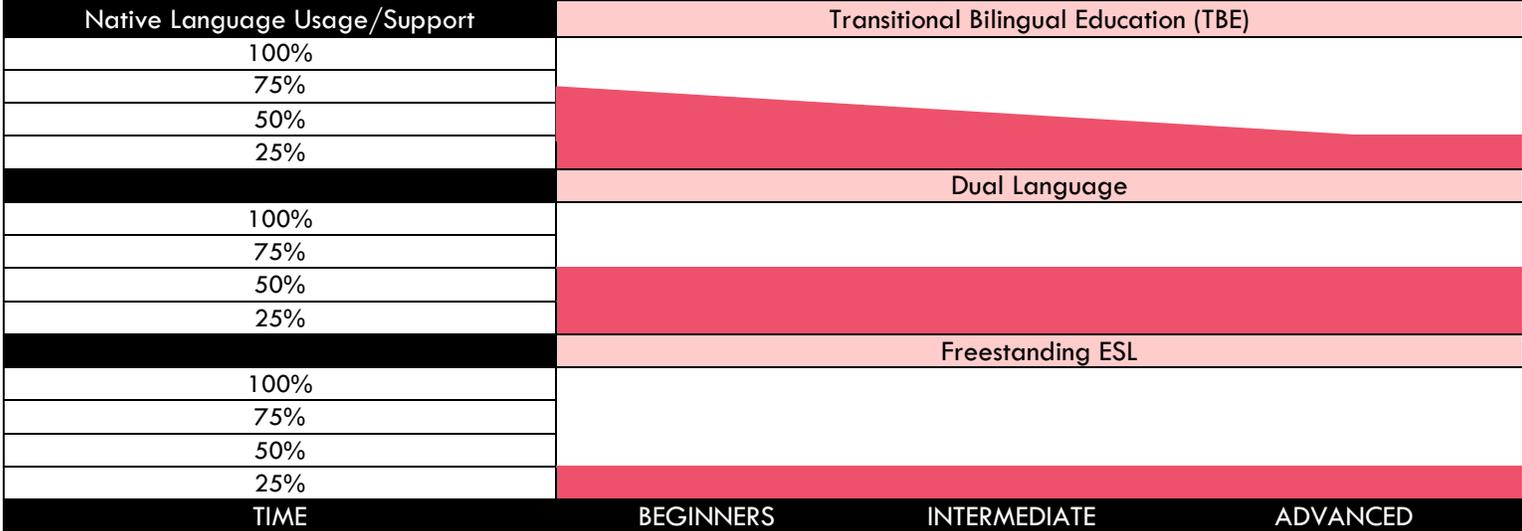
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language 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 5th 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- 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

