

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE SIDNEY SILVERSTEIN LITTLE SPARROW SCHOOL

DBN (i.e. 01M001): 09X088

Principal: MELINDA HYER

Principal Email: MHYER@SCHOOLS.NYC.GOV

Superintendent: LETICIA RODRIGUEZ-ROSARIO

Network Leader: LYNETTE GUASTAFERRO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Melinda Hyer	*Principal or Designee	
Maria Patterson	*UFT Chapter Leader or Designee	
Jillian Rivera	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Craylyn Dillard Skinner	Member/ Teacher	
Alma Medina	Member/ Teacher	
Thei Johnson Cherry	Member/ Teacher	
Nandoro Dabo	Member/ Parent	
Ana Cuevas	Member/ Parent	
Sandra Ciprian / Odalis Camacho	Member/ Parent / Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, improve math proficiency as measured by a 3% increase in the percent of students scoring at levels 3 and 4 on the NYS Math exam, from 28.9% in 2014 to 31.9% in 2015.

Comprehensive Needs Assessment

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

Using formative assessments, teachers identified student's mathematics performance level for the BOY, MOY and EOY. In looking at the growth from the BOY to EOY, 40% of all students met or exceeded standards June 2013 as compared to 39% of all students meeting or exceeding standards June 2014. Grade 3 students meeting or exceeding standards on the NYS Mathematics Examination was 29% in June 2014 as compared to 37% in June 2013. Last year, we implemented Go Math! program in all grades and created a pacing calendar to be followed for the 2014-2015 school year. In addition, a school wide grading policy and assessment calendar was created for implementation for the 2014-2015 school year. The efficacy of those tools will be monitored throughout the school year and revised as needed as evaluated through Quality Review 2.2 and Danielson Framework for Teaching 3d.

Instructional Strategies/Activities

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

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

1. Create and Implement math grading policy, pacing calendar and assessment calendar
2. Data collection at scheduled assessment intervals will be analyzed (BOY, MOY, EOY)
3. Progress monitoring through formative and interim assessments
4. Pilot and Implement Mastery Connect in grade 2 to assess and track standards in Mathematics using Go Math! assessments

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

1. Teacher Teams
2. Teacher Teams, Administrators
3. Teachers
4. Teachers, Administrators, Network

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

1. Teacher teams adjust pacing and assessment calendars, grading policy evaluated against standards 3x per year
2. Tracking student progress 3x per year, by class, by grade, by school
3. Tracking student achievement during intervals using program based assessments and teacher checks for understanding
4. Tracking students mastery of mathematics standards

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

1. June 2014 - June 2015
2. October 2014, February 2015, June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015

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

1. Teacher teams create mathematics tools June 2014 using per session activity funding
2. Teacher teams meet during common planning to analyze data, monitor and revise tools
3. Teachers maintain assessment binders, anecdotes and conference notes
4. Teacher teams meet during common planning to analyze data, monitor and revise tools

Strategies to Increase Parental Involvement

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

- Administration conducts annual meetings with parents to present school goals and Instructional Focus
- Annual Title 1 Meeting will focus on mathematics and alignment to standards, hands on activities, manipulatives and materials distributed to parents to take home

and use at home with child

- Parent/Teacher conferences held three times a year to discuss student's progress
- Regularly communicate vision, annual goals and instructional focus to parents through oral and written communications
- Provide workshops to parents communicating the types of formal and informal assessments administered to students
- Grade 3 teachers provide parent workshops communicating the types of questions on the NYS Mathematics Examination

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, improve student English Language Arts in Grades K-3, as measured by an increase in average points earned on the NYC MOSL Writing Performance Assessment, from 10.9 in October 2014 to 15.1 in June 2015.

Comprehensive Needs Assessment

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

Students in grades K, 1, 2 were assessed for the Measures of Student Learning with a writing task in the fall and spring. The task required students to listen to an information text, answer questions about the text and write their own informational text on the topic from the read aloud text. The gains from the baseline to the spring administration were 10.9. A needs assessment was conducted by teacher, by grade and by school. Teacher teams identified priorities, task alignment to standards and curriculum units. For the 2014-2015 school year, grade 3 students will also be assessed with a baseline and spring assessment. In creating a school wide instructional focus, it was determined that developing common assessments in writing (rubrics and checklists) would support literacy progress. In addition, teacher teams will revise discussion rubrics to support language development that are aligned by teams and school. (QR 2.2, Danielson FFT 3b, 3d)

Instructional Strategies/Activities

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

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

1. Developing a school wide Instructional Focus after analyzing school wide data
2. Teacher teams collaborate with Education Consultant to develop and revising: writing checklists and rubrics, discussion rubrics, curriculum units
3. Data collection at scheduled assessment intervals will be analyzed by teacher and school administrators (BOY, MOY, EOY)
4. Progress Monitoring through formative assessments and daily checks for understanding
5. Triangulate deepening knowledge of assessment practices, teacher reflectiveness, meeting students needs

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

1. Administrators, Teachers
2. Education Consultant, Teachers, Administrators
3. Teachers, Administrators
4. Teachers
5. Interschool Teacher Development Coach (TDC), Teachers

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

1. Alignment of Professional development plan to Instructional Focus
2. Monitoring and revising of all checklist and rubrics will occur on an ongoing basis and uploaded to Dropbox
3. Tracking student progress in writing will occur 3x per year by class, by grade, by school
4. Tracking student literacy achievement during intervals throughout the school year
5. Teacher/ Coach collaboration and observation of teaching and learning aligned to student outcomes

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

1. August 2014 – June 2015
2. September 2014 – June 2015
3. October 2014, February 2015, June 2015
4. September 2014 – June 2015
5. July 2014 – June 2015

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

1. Chancellor's Conference Day in August, 80 minute Mondays (Documentation maintained in main office)
2. Weekly Common Planning and 80 minute Mondays (Documentation maintained in main office)
3. Teacher teams meet weekly, dedicated time during 80 minute Mondays for vertical teams
4. Teachers maintain assessment binders, anecdotes and conference notes
5. Principal applies for TDC in July, Initial meeting in October, Teachers participate in 3 cycles of support

Strategies to Increase Parental Involvement

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

- Administration conducts annual meetings with parents to present school goals and Instructional Focus
- Parent/Teacher conferences held three times a year to discuss student's progress
- Regularly communicate vision, annual goals and instructional focus to parents through oral and written communications
- Provide workshops to parents communicating the types of formal and informal assessments administered to students
- Provide workshops that demonstrate the connection between text based assessments to the common core standards

Budget and Resource Alignment

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

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

N/A

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, improve the levels of English proficiency amongst targeted subpopulations as measured by a 40% decrease in the percent of students with disabilities and English Language Learners scoring a level 1 on the NYS ELA exam.

Comprehensive Needs Assessment

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

English Language Learners: On the 2014 NYSESLAT, 40 students were tested. The overall results are disaggregated into proficiency levels as follows: 5% scored beginning, 10% scored intermediate, 35% scored advanced and 50% scored proficient. The results of the 2013 NYSESLAT resulted in students achieving the following levels: 25% scored beginning, 17% scored intermediate, 57% scored advanced and 24% scored proficient. The significant gains which encompasses the growth in language acquisition and meeting proficiency are due to embedding ESL strategies into our curriculum units, addressing content and language standards and the increase number of students participating in programs prior to entering kindergarten. The number of students reaching on or above level on the NYS ELA does not produce the same gains as compared to ELL student performance on the NYSESLAT.

Students with Disabilities: SWDs that were moved into least restrictive environments (general education classrooms) reached a higher level of proficiency/scale score versus SWDs assigned to the self-contained classroom. Early identification of SWDs with potential to be mainstreamed in early grades for content and/or literacy instruction results in higher academic achievement on informal and formal assessments.

Instructional Strategies/Activities

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

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

1. Flexible programming for SWD's: Mainstreaming into General Education classes during content and literacy blocks where best suited for student
2. Professional development addressing sub-population needs. i.e. Content/Language/Speaking Standards, ESL Methodologies
3. Progress monitoring using F & P Benchmark Assessment Program, periodic assessments
4. Data meetings addressing strategies and differentiation to meet the needs of low performing ELLs and SWDs
5. Academic and Enrichment programs to support language acquisition, social and emotional development
6. Class profile update after benchmark assessment tracking sub population progress
7. Imagine Learning Software Program designed for ELLs to acquire English Language and Literacy Skills
8. Instructional Focus to address Danielson Framework for Teaching Questioning and Discussion by creating discussion rubric by teacher teams

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

1. Administrators, Teachers, School Assessment Team
2. Administrators, Teachers, Education Consultant, Network Team
3. Administrators, Teachers
4. Administrators, Teachers
5. Administrators, Teachers
6. Administrators, Teachers
7. Administrators, Teachers, Imagine Learning IT Support
8. Administrators, Teachers

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

1. Progress monitoring 5x per year, an increase of sub-population academic achievement on state assessments
2. Impact of learning incorporated into curriculum units and instructional plans
3. Tracking student literacy achievement during intervals throughout the school year
4. Use of targeted instructional strategies to support sub-populations
5. Observable growth in usage of both academic and social language, conference notes, anecdotal records
6. Tracking student progress 3x per year, by teacher, by grade, by school
7. Student usage of program

8. Observation of teaching and learning, monitoring/revision of discussion rubrics, MOTP school wide data

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

1. June 2014 – September 2014, tracking student progress ongoing
2. September 2014 – June 2015
3. October 2014, February 2015, June 2015
4. January 2015, May 2015
5. September 2014 – June 2015
6. October 2014, February 2015, June 2015
7. Software Installation June 2104, Training September 2014, Implementation September 2014 – June 2015
8. August 2014 - September 2014

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

1. Scheduling and alignment of teachers, mandated providers
2. Agendas, sign in sheets and materials maintained on file in the main office
3. Literacy Assessment Calendar distributed to all staff
4. Documentation of data meeting maintained in main office
5. Budget allocations for academic and enrichment programs
6. Class profile updated, distributed and posted on bulletin board located outside Room 207
7. Budget allocation to purchase program, installation and training
8. School wide meetings to identify instructional focus, school constituent meetings to articulate focus

Strategies to Increase Parental Involvement

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

- The administration conducts annual meetings to present school goals and Instructional Focus to parents at PTA Meeting, Kindergarten Orientation, Annual Title 1 workshop.
- Share school wide data, share findings and present implications
- Regularly communicate vision, annual goals and instructional focus to parents through oral and written communications
- Provide workshops to parents communicating the types of formal and informal assessments administered to students

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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A. Strategies/activities that encompass the needs of identified subgroups
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1.

B. Key personnel and other resources used to implement each strategy/activity
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1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
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1.

D. Timeline for implementation and completion including start and end dates
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1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.
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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Guided Reading • Word Study 	Push in, small group Push in, large group for mini lesson and small group for guided instruction	<ul style="list-style-type: none"> • Guided Reading is provided three days a week during the day for 45 minutes allowing for 2 to 3 groups to be seen. (pending size of class)
Mathematics	Guided Math	Small group instruction	During the instructional mathematics block
Science	Due to budget, no funding to support the position.	Due to budget, no funding to support the position.	Due to budget, no funding to support the position.
Social Studies	Due to budget, no funding to support the position.	Due to budget, no funding to support the position.	Due to budget, no funding to support the position.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Due to budget, no funding to support the position. Itinerant Mandated providers assist when need of crisis intervention arises.	Due to budget, no funding to support the position.	Due to budget, no funding to support the position.

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Resources provided by the NYCDOE such as Open Market, New Teacher Finder, Excess Hiring System are canvassed to identify potential candidates • Professional development, critical feedback, clear expectations are maintained and all staff held accountable • School goals are presented at the opening conference • Data trends are analyzed and shared with staff • School Leadership Team identifies needs of school, creates parent policies, sponsors school wide events and fundraisers • Pedagogues are placed in positions that align to their license area

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"> • Education consultant provides 30 days to support teachers in curriculum development and implementation • Education consultant meets with teacher teams once a week during common planning to support the teacher created curriculum units, understanding of the common core state standards, assessment, performance assessments, school wide alignment of checklists/rubrics and common assessments • Monday Professional Development (80 minutes) provide staff opportunities to learn, work in vertical groups and grade/specialty areas • Monday Professional Development (80 minutes) foci include NYSED/NYCDOE initiatives, aligning data trends to common core, citywide expectations • Weekly Common Planning is an opportunity for teacher teams to create curriculum units aligned to common core state standards, plan for curriculum units, analyze data trends by class, grade, school wide • Chancellor's Conference Days are geared towards supporting teacher development and understanding of school wide instructional initiatives aligned to citywide expectations • Off Site professional development opportunities geared towards sub populations and targeted areas of need are available to staff • Teachers participate in Network Professional Learning Communities for ELA, Math and ELLs

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Outreach is done to identify the STH population and assist them with accessing applicable school programs. Students who are in temporary housing will receive at risk counseling services to aid them in dealing with their current situation. Our Parent Coordinator will assist parents with phone calls, making appointments, or giving them referrals to organizations that will aid them with their housing situation. The guidance counselor will work with these students so that they may deal better with their situation. The school will also provide these students with transportation, academic intervention services and after school academic and enrichment programs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
In late June, all preregistered incoming kindergarten students receive a packet that includes academic and affective skills and strategies parents can do in preparation for kindergarten. Prior to the start of school, all preregistered incoming kindergarten parents and students are invited to an orientation. At orientation, parents engage in a workshop outlining school expectations,

curriculum and parent engagement opportunities. Parents and students meet the teacher, take a tour of the classroom and review expectations for kindergarten including common core learning standards.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The NYSED law required schools to create a Measures of Student Learning Committee whose charge was to identify the local measures and assessments used to rate all pedagogues. Following the protocols to create the committee, the committee met several times to select the periodic assessments, local measures as well as support the principal in identifying the state measures. The committee presented the decisions to the staff. Weekly Common Planning, the 80 minutes on Mondays and Chancellor Conferences support teachers in using data to inform instruction and ultimately impact student achievement.

TA Schools Only

Use of Program Resources

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

Not a TA school

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).

Not a TA school

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;
- Read and reference the Parent Manual distributed annually;
- commit and support PS 88's **FIVE HANDY RULES** as identified in the Parent Manual;

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
- Follow PS 88's **FIVE HANDY RULES**.

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 (SCEP) 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	\$195,223.05	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$141,302.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,224,556.00	X	See action plan

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 09	Borough Bronx	School Number 088
School Name Sidney Silverstein Little Sparrow 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 Melinda Hyer	Assistant Principal Priscilla Centeno
Coach N/A due to budget	Coach N/A due to budget
ESL Teacher Henri Lenogue Ford	Guidance Counselor N/A due to budget
Teacher/Subject Area Henry Nunez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Vacancy
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) N/A	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	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	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	213	Total number of ELLs	40	ELLs as share of total student population (%)	18.78%
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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	0	0										0
Dual Language <small>(50%:50%)</small>	0	0	0	0										0
Freestanding ESL														
Pull-out	1	1	1	1										4
Push-In		1	1											2
Total	1	2	2	1	0	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE	0	ELLs receiving service 4-6 years		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	33		5	7	0	1				40

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	33	0	5	7	0	0	0	0	0	40
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): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	7	4	4										19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1	1		1										3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1	1										5
TOTAL	7	9	5	6	0	27								

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)	4	3	1	0										8
Intermediate(I)	6	2	0	0										8
Advanced (A)	5	7	6	6										24
Total	15	12	7	6	0	0	0	0	0	0	0	0	0	40

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	6	3	4	0	13
4					0
5					0
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	5		5		3		0		13
4									0
5									0
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.
Early literacy skills are assessed using Fountas & Pinnell Benchmark Assessment System. ELL students who are beginning and in grades 1 or 2 will be assessed in both English and Spanish. Data collected informs instructional plans and progress monitoring allows for addressing Teachers will be encouraged to use student performance to plan instruction and differentiate teaching and learning.

Reading levels are tracked school wide and the data is disaggregated by NCLB groups and sub populations. Our ELL SWDs continue to be an area of focus as their disability impedes learning and language acquisition. In most cases, a lack of parental support compounds the issue. End year reading level data over the past three years shows that there are incremental increases of students meeting the reading level benchmark. For example, June 2011, 49% ELLs met the benchmark as compared to school wide data showing 54% met the benchmark. In June 2012, 44% ELLs met the end year benchmark as compared to the school wide data that reflects 45% students met the benchmark. The gains are reflective of our work on using formative assessment strategies, effective questioning and close reading strategies. Our instructional focus this year with no doubt have an impact as we dig deeper into assessment and questioning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In the 2013 NYSESLAT 53 ELL students were tested. The overall results were as follows: 2% scored beginning, 17% scored intermediate, 57% scored advance, and 24% scored proficient. In the 2012 NYSESLAT 23% scored proficient. Although the proficiency level remains constant, we made significant gains in the number of students scoring advance by 23% from 2012 to 2013. This is due in large part to the language experiences that students are engaged in throughout the school day; the arts, lunchroom leaders, accountable talk, alignment of curriculum units to common core learning standards.
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 [AMAQ tool](#))
To date, the RNMR has not disaggregated the NYSESLAT data into the four modalities.
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?

The principal, assistant principal, and ESL teacher review data and identify trends in order to inform organizational decisions, align resources and staff to needs. The administrator shares data and noticings with the staff. The ESL teacher supports classroom teachers with ELL students in order to align instructional plans to student needs within their classrooms and common core learning standards. The data patterns across the four modalities reveal that our ELL students continue to show improvement in their English language proficiency as the years of instruction increase. The data patterns across the four modalities reveal tremendous gains in both listening and speaking as well as reading and writing due in large part to the coherence of the curriculum units to the common core learning standards as well as the creation of ELL only classes in grade 1 and 2. Teachers are more prepared to address the reading/writing modality due to increased teacher participation on inquiry teams, full implementation of Foundations word study program and teacher created curriculum units. There are incremental increases across all grade levels.

31% of third grade ELLs who were administered the 2013 NYS ELA, scored at or above grade level which increased by 1% from the 2010 NYS ELA results. 23% of third grade ELLs who were administered the 2013 NYS Math exam scored at or above grade level.

This information was used to differentiate instruction, reorganize classes and teacher planning for the 2013-2014 school year. Current periodic assessment data is used for differentiation of instruction, teacher planning, student grouping, and to decide whether students are meeting their academic goals. School leadership and teachers have used this data to inform decisions regarding the purchase of instructional materials, classroom resources, and staff development needs.

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](#))
In September, teachers are provided with a one page summary of each student who enters their classroom in September along with a class profile that identifies ELLs and NYSESLAT Scores. This allows teachers to identify needs based on initial data and subsequently aligned to data collected in the initial assessment window. Teachers review both affective and academic concerns with administrators after the initial assessment window to determine course of action for students identified as not meeting grade level benchmarks. Progress monitoring informs teachers and administrators if a more strategic intervention approach is necessary. We track academic progress for ELL students identified as promotion in doubt in January. Course of action is adjusted based on student progress every 6 to 8 weeks. Parent conferences are documented and maintained on file
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teacher created curriculum units are aligned to the common core learning standards. The units are a living document in that they are revised regularly based on the needs of the students and the instructional shifts that occur based on data. The curriculum units incorporate strategies for differentiated instruction for all learners with particular attention to ELL learners. The teachers are supported in their work within the units by weekly teacher team meetings, monthly faculty/grade conferences, weekly push in/extended time partner teams, two education consultants.

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.).

After reviewing the NYSESLAT, NYS ELA, NYS Math, and all periodic assessment data it can be determined that students are progressing in content area as well as native language and literacy. This is done through reflection of teacher and student goals bi-yearly. Administrators review state exam data, accountability targets for State and City. School wide initiatives and goals are aligned to data and shared with staff upon release of data and at the opening staff faculty conference. Throughout the school year, data is shared school wide by administrators.

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](#).)
At the initial registration process, the f-status secretary or network support personnel explain the purpose of the HLIS to all parents and HLIS is completed through an informal oral interview given by the bilingual coordinator/ESL teacher who assists during the registration process. The informal oral interview is conducted in the parent's native language whenever possible. PS 88 can administer the HLIS in English, Spanish and French. Next, the principal and the state licensed bilingual coordinator/ESL teacher review all HLIS of new admits. After careful review of all HLIS, the bilingual coordinator/ESL teacher determines who is eligible for LAB-R testing. The state certified and licensed ESL teacher administer the LAB-R and Spanish LAB within ten days of registration to those students deemed eligible as per the parent responses on the HLIS. There is only one bilingual coordinator/ESL teacher, Henri Lenogue-Ford at PS 88. Mr. Lenogue-Ford is highly qualified and holds a permanent New York State Certification. Prior to the start of the school year, reports are generated from ATS to provide data about ELL status for registered students. The principal frequently monitors the ATS reports to ensure ELL eligibility as well as documenting bilingual compliance using reports such as the ELPC. The ATS reports generated in September such as the RLAT and RNMR are used to determine eligibility and for NYSESLAT testing in the Spring.
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.
Orientation sessions are held in September for the parents of newly enrolled ELLs as per results of LAB-R. Parents of newly enrolled ELLs are invited through an initial letter sent home with eligible students, a reminder notice and the parent coordinator contacts parents through a telephone call. The orientation sessions are hosted by the state certified and licensed ESL teacher, parent coordinator and school administrators. It is an opportunity for parents to become informed, ask questions, and receive the "NYCDOE Guide for Parents of English Language Learners" in Spanish, Arabic, French and English and to learn about the ELL instructional programs offered in Public School 88X. Furthermore, parents view the orientation video provided by the Chancellor's Office of English Language Learners which explains how NYCDOE identifies and services ELLs. The video is viewed in the parent's language of choice. At the end of the orientation session, parents are offered assistance in completing the Program Selection Form. For parents who are unable to attend the orientation session, the bilingual coordinator and the parent coordinator outreach through another letter, telephone call and if necessary meet with parents at the Parent/Teacher Conference. All documentation is maintained by the bilingual coordinator/ESL teacher and principal.
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 [\[see tool kit\]](#).)

The ELL program available in Public School 88 is English as a Second Language using both the Push in or Pull-Out model. The

Transitional Bilingual Program and the Dual Language program are not offered in our school. At the orientation sessions held in September, entitlement letters are distributed to parents of newly enrolled ELLs which tells them the program their child has been placed. After viewing the orientation video provided by the Chancellor's Office of English Language Learners and receiving the entitlement letter, parents are assisted in completing the Parent Survey and Program Selection forms. The bilingual coordinator and ESL teacher review each selection form and verifies parent choice and honors parent choice if program is available. Assistance is offered to parents if they choose another program other than what is offered at PS 88. All letters, surveys and forms are collected and maintained by the bilingual coordinator and principal. Copies are sent home to parents.

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.
Upon the release of the NYSESLAT results, the principal analyzes the data and shares with the staff. Each parent receives by mail a letter notifying them of their child's NYSESLAT results as well as a guide to understanding the results. The letters are generated by the state. Furthermore, the principal sends home with students continued entitlement letters based on the NYSESLAT results. The continued entitlement letter informs them of their eligibility and placement for the school year. Parents are invited to meet with the bilingual coordinator/ESL teacher to discuss eligibility and placement. Documents and interpretation services are provided in English and Spanish.
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.
The NYSESLAT is administered to all eligible students by a state certified and licensed bilingual teacher and state certified and licensed ESL teacher. Using ATS, a list of eligible students is generated and a testing memo is created which identifies date and time that each section of the NYSESLAT will be administered to each grade level and student. After distributing the memo to all school personnel, a memo is distributed to parents of ELLs informing them of the NYSESLAT testing dates. The memo is kept on the file in the main office.
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. 
Upon receiving the results of the NYSESLAT in the summer, data is analyzed, discussed and reported to all staff. The outcomes show a decrease in overall school population which has affected student enrollment in all grade levels. We have noticed that students in Kindergarten who are eligible for ELL services has decreased. We believe that this is due in large part to the increase of students attending a pre-kindergarten educational program where they are receiving academic instruction in English. This year 26% (10 students) of the 38 tested in Kindergarten were found to be eligible for ELL services. In addition, the trend in the last four years as per the BESIS report and enrollment data has been an increase in the number of students participating in the ESL program. This is due in large part to parental option as well as a proportional decrease in the overall school population as well as a decrease in the number of Spanish speaking students that are entitled to bilingual services. This trend continues which results in a lack of funding for a TBE classes on each grade level. The programs offered at our school are aligned with what parents have been requesting. As mentioned, parents are requesting pull out ESL program as their first option. Currently there are 16 Kindergarten ELLs: 13 Spanish speaking (11 General Ed/2 Special Ed) 3 other than Spanish (2 General Ed, 1 in Special Ed); 12 First Grade ELLs: 9 Spanish speaking (7 General Ed/2 Special Ed) 3 other than Spanish in General Ed; 7 Second Grade ELLs: 6 Spanish speaking in General Ed and 1 other than Spanish in Special Ed; 6 Third Grade ELLs: 4 Spanish speaking (3 General Ed/1 Special Ed) 2 other than Spanish (2 General Ed). In addition, the decrease in the number of Spanish speaking students eligible for bilingual services does not allow for a TBE on each grade level. Therefore, parental options are limited because we do not have the students in order to meet the minimum State requirements. All survey documents reflecting parental choice are maintained by the principal. Other documentation includes first time entitlement letter, continuation letter, and agenda for yearly orientation sessions.

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])?

Public School 88 has a student population of approximately 213 students. We have identified 19.24% of the entire student population as being English Language Learners. The educational and linguistic needs of our ELL students are met through an English as a Second Language Pull-Out Program in grades K and 3 and English as a Second Language Push-in Program in grades 1 & 2. The goal of our ESL program is to enable our ELL students to develop the linguistic, cognitive, and affective skills they need to function in the school and community at large. One state certified and licensed ESL teacher will service 40 ESL students in both a push-in and pull-out program. All ESL students in kindergarten (14 Spanish, 3 other than Spanish) and third grade (4 Spanish, 2 other than Spanish) will be pulled out for one or two periods of ESL small group instruction. All ESL students in first grade (9 Spanish, 3 other than Spanish) and second grade (6 Spanish, 1 other than Spanish) will receive one to two periods of push in ESL small group instruction based on NYSESLAT scores. Due to large numbers of ELLs in the ESL program in first and second grade, one ELL only bridge class was created for those grade levels. Since its inception, it has proven to be successful based on the levels of proficiency as measured by NYS examinations as well as in house assessments. In the self contained special education classes, the ESL teacher will provide pull out instruction by grouping students by language ability. Those students are currently in grade K (3 Spanish), grade 1 (Spanish, other than Spanish grade 2 (1 Spanish, 2 African Dialect), grade 3 (1 Spanish).

The ESL teacher will push-in for two periods a day into the grade one/two ELL class and will work collaboratively with the classroom teacher to present lessons that improve English language proficiency and academic knowledge. The teacher will utilize various data sources such as NYSESLAT/LAB-R, periodic assessments, IEP recommendations and formative assessments to collaboratively plan instruction that meets the needs of these ELL students. Instructional plans reflect differentiation, grouping by proficiency levels as well as grouping by grade levels. Careful monitoring of students progress allows for the teachers to collaborately implement flexible grouping in order to ensure all students meet the common core learning standards.

The ESL teacher will use a theme based instructional approach and will use ESL methodologies to explore the academic content areas of mathematics, science and social studies which are aligned to the common core learning standards. Theme based instruction will be used to increase meaningfulness of lessons and to ensure comprehension and participation. The ultimate goal of our ESL program is to provide multiple opportunities for students to process the English language in meaningful academic settings that promote social (BICS) and academic (CALP) language development.

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)?

All ELL students in the ESL pull-out, push-in program who are at the beginning or intermediate levels of English proficiency will receive the mandated 360 minutes of ESL per week (2 periods per day). Students at the advanced level will receive the

mandated 180 minutes per week of ESL (1 period per day) with more time allocated to English literacy instruction. Lesson plans reflect the number of mandated instructional minutes. Our ESL advanced pull-out students are picked up every day for a 45-minute period of ESL instruction daily and those at the beginning and intermediate levels receive an additional 45 minute ESL instruction period during our extended day program. The Santillana, Spotlight on English ESL Program will be implemented with both the push in and pull out programs.

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 ESL teacher uses the Spotlight on English ESL program to support the science, social studies and mathematics curriculum which is aligned to the common core learning standards. Through the use of the communicative based instructional approach the ESL teacher establishes content objectives that are cognitively demanding and grade appropriate. Lessons combine comprehensible input with social interaction opportunities and include the use of TPR, visual aids, realia, manipulatives and audio aids. Furthermore, class presentations and celebrations culminate thematic units and support linguistic and social growth. In the ESL instructional periods peer buddies are used to support native language and improve comprehension. The ESL teacher will provide meaningful educational experiences that will allow ELL students to be active participants rather than passive agents of the language learning process. In the academic area of mathematics we are in year one implementing Go Math! in all grade levels. In the content area of science, all grades will be using the Harcourt Science Program, which promotes hands-on exploratory learning. In the content area of Social Studies, all grades will be using the Scott Foresman program. Second language development will be further strengthened through enrichment classes such as technology, art, theatre and dance. All of these programs aim at bridging language and content in order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the programs and the learning process will include modeling, shared celebrations, presentations, peer explorations, and the use of instructional technology to construct knowledge across all areas of the curriculum. Literacy and content instruction is aligned to the common core learning standards as well as ensuring that language objectives are planned to ensure each lesson accommodates multiple entry points for ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELL students are appropriately evaluated in their native language. Interim assessments are scheduled three times per year with progress monitoring throughout the year to ensure students are making progress towards the end year benchmark. The first and second grade ELL students are assessed in both native language and english. The licensed teacher measures student progress through the use of several assessment tools such as Fountas & Pinnel Benchmark Assessment System for reading, student portfolios and evaluation rubric for writing, presentations and projects for content area assessment. Teachers also use conferencing notes, formative assessment and student self assessments. The ESL teacher collaborates with teachers on all grade levels regarding the progress students are making and assesses students within the program using a performance assessment issued three times per year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Throughout the year, the ESL teacher will assess ELL students in the four modalities using the assessments provided in the Santillana, Spotlight on English ESL Program. In addition, all ELL students will be assessed with a performance assessments three times a year that addresses the four modalities. PS 88 has teacher created literacy units aligned to the common core learning standards that incorporate multiple entry points for all learners in both lessons and assessments. The units utilize scaffolding and bridging teaching strategies to increase understanding and proficiency in both the native language and English.

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).

Currently, we do not have SIFE students or long term ELLs. In order to provide ELLs with less than three years, ELLs in years four to six, special need ELLs, and ELLs reaching proficiency on the NYSESLAT with additional school resources, the following services are available:

- Academic Intervention Services will be offered to those ELLs in grades 1-3 who are not meeting the reading and writing standards in English for their grade. These students will be provided with a small group developmentally appropriate literacy program that emphasizes high standards resulting in students reading at or above grade level. Reading programs such as Great Leaps and Wilson will be utilized to improve academic proficiency in English. The instruction within these programs will focus on decoding, fluency, word construction and building reading comprehension.

- Our ESL teacher will work collaboratively with classroom teachers to support students who are not meeting the reading and writing standards in English or the native language. Through a collaborative effort, they will work together to build strong literacy foundations in both English and Spanish and align small group instructional plans that will provide the avenue for improving reading and writing skills.

- The Immigrant After School Intensive ESL Program will service ELL and former ELL students in grades 2 and 3. This program meets twice a week for 90-minute sessions of intensive ESL instruction. Using a thematic approach, the program aims at using language in an appropriate context and making the learning experience meaningful and comprehensible.

- The ELL special needs students who have hold an IEP requiring ESL services participate in the ESL pull out program. They receive English instruction in their self contained special education classroom and are academically prepared for the NYSESLAT exam. Furthermore, these students receive related services in English such as occupational therapy, physical therapy, speech-language therapy and counseling.

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?

ELL SWD's are identified through the special education process which concludes with a final determination of services as indicated on the IEP. All six ELL SWD's are in self contained classrooms with English as the primary language of instruction and eligibility to receive ESL pull out services. The ESL teacher uses the Spotlight on English ESL program to provide services. Through the use of the communicative based instructional approach the ESL teacher establishes content objectives that are cognitively demanding and grade appropriate. Lessons combine comprehensible input with social interaction opportunities and include the use of TPR, visual aids, realia, manipulatives and audio aids. Furthermore, class presentations and celebrations culminate thematic units and support linguistic and social growth. In the ESL instructional periods peer buddies are used to support native language and improve comprehension.

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?

The ESL teacher creates a flexible program to accommodate the language needs based on NYSESLAT results and instructional foci. The flexible programming allows for either pull out or push in which is aligned to meet the mandated number of units. Groups are created based on proficiency levels and individual student needs. This model of flexible grouping allows for students on different grade levels as well as ELL SWD's participating in groups with general education students.

Courses Taught in Languages Other than English ⓘ

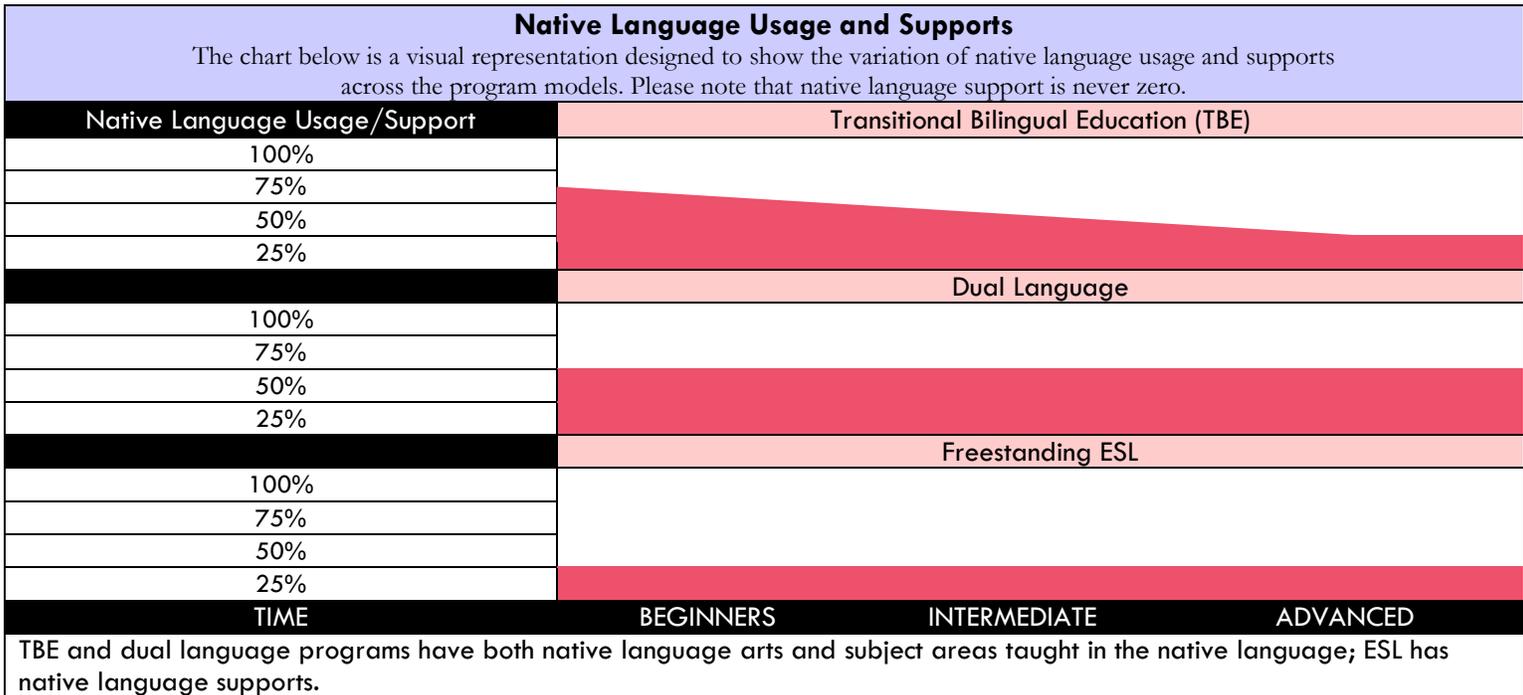
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
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



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.
Students who are mandated as per IEP to receive ESL instruction are serviced based on their identified needs. For students who do not have an IEP and are deemed at-risk, the classroom teacher and administrators review relevant data, academic and affective needs which informs the targeted plan for each student. Due to budget reductions, pull out intervention in small group is provided in English in literacy. Student progress is monitored every 6 to 8 weeks and adjustments with program and group occur when deemed necessary. Within the classroom, students participate in learning experiences such as partner talk, small group guided discussions, book talk, group share at the end of a lesson, writing celebrations, poetry readings, storytelling, mini plays shared with audiences. Teachers use programs such as Spotlight on English and Wilson Foundations to support language acquisition. Small group guided reading is provided three times per week. During content area instruction, students are grouped based on data collected from unit assessments. Teachers monitor student progress through formative assessment and conferencing.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Based on parent choice, the number of ELLs and the results of the NYSESLAT, we continue to successfully move our ELLs. Our curriculum units are aligned to the common core learning standards and incorporate strategies that allow access to all learners. Teacher collaboration and data discussions with administrators ensures that teachers are prepared to address the needs of our ELL population and that we are progress monitoring our students.
11. What new programs or improvements will be considered for the upcoming school year?
In order to better align instruction of ELLs to the common core learning standards and citywide instructional expectations, all ELLs will be assessed in the four modalities two times per year in a performance assessment. In order to measure progress, students will also be assessed mid year in a two modalities.
12. What programs/services for ELLs will be discontinued and why?
All programs will remain in tact this year. We continue to have a low enrollment of Spanish speaking ELLs across all grade levels therefore we will maintain the ESL push in/pull out program for all ELLs as well as creating an ELL only bridge class on grades 1 and 2.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students, including current and former ELLs are offered an opportunity to participate in all programs including enrichment, intervention and after school programs. Due to increased budget cuts, program offerings have been decreased significantly however, all ELLs will have access to all program offerings. To date, the budget is prohibitive therefore supplemental services and enrichment opportunities cannot be scheduled.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
The ESL program uses the Santillana, Spotlight on English ESL program. This program covers all curriculum areas, grade levels, and proficiency levels and offers standard based activities that fit into all content areas. Science instruction will be covered through the, Harcourt Science Program. This science program promotes hands-on exploratory learning and is further enhanced by our newly created science room which provides students with visuals and experimental materials that allow for active participation in the investigative learning experience. In the school library and classrooms, technology equipment such as document cameras, smart board, and individual laptops are used to gather and organize information and instruction. Annual subscription to online encyclopedias, science databases, and online book libraries are a key resource for ELLs. Most subscription services allow students to select languages such as Spanish. All students have access to subscription services in school and at home. Websites, usernames and passwords are provided to parents and students yearly.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is not offered in the ESL pull out/push in program because the mandated language of instruction is English. Students who are beginners receive supplemental support during the instructional day in their native language in the ELL only class when it is instructional appropriate.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All support services for general and special education ELLs are age and grade appropriate. Special Education ELLs are served as per IEP recommendations and services such as SETTS, speech, counseling, and physical therapy are based on individual needs. General Education ELLs who are in need of support are evaluated by the intervention provider and the classroom teacher in order to establish an instructional plan that will enable the student to meet educational standards.
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.

Traditionally, most students who undergo the two session registration process are incoming Kindergarten students. In June, registered Kindergarten students receive a packet of expectations and information to prepare for opening day. An orientation session occurs prior to the start of the school year to support opening day transitions. English and Spanish are the languages offered at the orientation session as well as the mailed home packet. For registered students who are in grades 1, 2, 3, information is distributed during the final part of registration in preparation for opening day. For new admits that registered after the start of the school year, they receive a consultation with the parent coordinator who reviews the offerings at PS 88.

18. What language electives are offered to ELLs?

PS 88 is a K-3 elementary school. Student receive instruction in English.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

The principal and assistant principal set the goals for the school year and work with an educational consultant to plan and facilitate professional development. All personnel who provide instruction for ELLs receive professional development through monthly 80 minute faculty/grade conferences and weekly cohort planning guided by school goals. Professional development sessions allow us the opportunity to select, plan and implement teaching strategies to help our ELL students gain English proficiency while building and developing language acquisition and conceptual development. Through professional development we strive to make sound instructional decisions and provide the instructional tools necessary to scaffold learning for our ELL students. Through a collaborative effort the staff will identify teaching strategies and practices which will allow our ELL students to learn language through appropriate content that is meaningful and comprehensible. Following the Chancellor's Instructional initiatives, professional development will be geared towards creating assessment tasks in literacy and mathematics. In addition, teachers are continuing their work on creating curriculum units in literacy and content areas where they incorporate strategies for ELL students. Last year, staff engaged in professional development provided by SiOP which explored how ELL students acquire a second language and how that understanding can support teaching in learning. In addition, teachers developed a proficiency in creating content and language objectives. All staff are notified of ongoing professional development both in house and outside opportunities. Monthly network meetings are attended by the ESL teacher who then turnkeys relevant information to the teacher of the ELL only class.

In order to support staff to assist ELLs as they transition from one school level to another, we first analyze data with staff. Professional development and support for staff to align instructional plans to standards is provided regularly throughout the school year. All documentation is maintained in the main office. For students that articulate out of the school, teachers assist students in creating goals for the upcoming school year that identifies strengths and weaknesses and is included with a portfolio and academic profile sheet. These items are sent to the articulating school in June so that they can appropriately place students in their fourth grade class.

Traditionally, we have little to no teacher turnover. All teachers have been trained in Jose P Training and continuously participate in professional development or are provided with opportunities to develop deeper understanding of how ELL students acquiring a second language. Currently, teachers continuous align the curriculum units to CCLS and added components address how to differentiate instruction for ELLs. All documentation related to Jose P., monthly faculty/grade conferences and weekly common planning is maintained in the main office. The curriculum units are living documents being revised weekly. An electronic database is being maintained by the assistant principal and is updated semiyearly.

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?

Aside from the PTA and School Leadership Team, workshops and programs are offered to ELL parents. Workshops and programs are offered in English and Spanish. The SLT sponsors school events that engage parents and students in learning opportunities and school involvement activities. One of the SLT's biggest sponsored event is the annual Education Fair. This event allows parents, students and staff to engage in discussion, celebrations and performances that occur at PS 88. It is the highlight of the school year. We struggle to have an active PTA each year however when workshops such as our reading level workshop, curriculum workshops are held, parents participate.

Our school partners with other agencies, educational consultants and other community based organizations to provide workshops or services to ELL parents. Workshops engage parents in developing language in both social and academic setting. Such agencies include the Department of Health and Mental Hygiene to develop nutrition habits to support health, Cornell University provides a workshop series on preparing nutritional meals, Healthplex will provide a dental hygiene program and local businesses such as Banco Popular providing a financial workshop to parents. In addition, Puppetry in Practice aligns their parent workshop to the lessons provided in to students by an author. Parents engage in creating puppets to explore language and learn how to build language experiences at home. Academic workshops are provided to parents to assist them in working with their children at home, especially for parents whose native language is not English. All workshops are provided in English and Spanish. For the West African parents, the contracted agency does not have an available interpreter as it is considered an exotic language. When available, we do have a neighborhood contact that will come to the scheduled workshops and activities to provide interpretation services.

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

The most successful avenue is the accessibility of the parent coordinator which allows informal but valuable information. Parents freely express needs and interests to which all parent workshops and activities are aligned. We determine that we address parent need by the parent involvement at each workshop and activity. For example, parent participation at academic topic workshops tends to be lower in attendance than a health or nutrition workshop. In addition, parent outreach is a critical component. Through parent workshops and meetings, each year, parents request formal English classes. Even though we provide information on where to go off-site, very few take advantage as they wish to for our school to house the program. We do not have the ability to do so due to budget restrictions as well as space restrictions. The parent leadership program affords ELL parents an indirect opportunity to gain language which has resulted in the confidence for some of our parents to then enroll in English classes off-site. All parents, whether West African or Hispanic participate in all parent activities and workshops. Feedback shows that they are pleased with the accessibility to workshops. Offered languages are always English and Spanish and when possible, an interpreter is provided for some of the West African dialects. As stated above, the contracted agency does not have an available interpreter as it is considered an exotic language. When available, we do have a neighborhood contact that will come to the scheduled workshops and activities to provide interpretation services.

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: Sidney Silverstein Little Spar

School DBN: 09X088

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Melinda Hyer	Principal		12/9/14
Priscilla Centeno	Assistant Principal		12/9/14
Vacancy	Parent Coordinator		1/1/01
Henri Lenogue Ford	ESL Teacher		12/9/14
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
N/A	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 5 Network: 571

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

Part A: Needs Assessment Findings

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

For all new admissions to our school, we follow the Chancellor's Regulations. The needs for written translation and oral interpretation at PS 88 were assessed through the Home Language Survey to determine the predominant languages spoken by our parent population. We look at our demographic data in September using ATS reports such as the RSDS to identify languages spoken in the school. In house, we provide English, Spanish and French. For West African dialects, we have a community member who will provide for interpretation services when available.

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

A review of this language survey and ATS report RSDS indicates that our Hispanic population which comprises 66.20% of which many read and write in both English and Spanish. 31.46% of our population is Black with most being of West African descent and many are in need of oral interpretation services in a West African dialect. Informal conversations with parents determined that several dialects are represented within our West African community. The most spoken dialects are Soninke, Mandinka, Bambara, and Surahuli. It is difficult for agencies to provide an interpreter that speaks these dialects as they are considered exotic languages. In addition, there are limited vendors that can provide the interpretation. Our language breakdown in the RSDS is 31.45% Spanish, 44.13% English, 22.06% West African dialect, 1.40% French and 0.46% Bengali. At the first PTA meeting held in September, school goals, policies and translation and interpretation procedures are shared. A Town Hall meeting is conducted to share the Safety Plan once per school year.

Part B: Strategies and Activities

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

All communication issued by the DOE will be sent home in English, Spanish and in identified languages whenever a translation in those identified languages is provided by the DOE. This accommodates the largest percentage of written languages in the school. All Spanish translations are done by school staff to ensure accuracy. Unfortunately, we were informed several times by the NYCDOE Translation and Interpretation unit that they cannot accommodate the West African dialects.

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

Spanish interpretation is provided for parents at school events, parent meetings, and parent/teacher conferences by school staff. We have used an interpreter from the West African community. When her schedule permits she is available for parent meetings, parent/teacher conferences, and informal parent meetings. This improves the communication barriers that may be present for a small number of our parents. We also try to encourage parents to assist in oral interpretations for all languages which ties into our collaborative community.

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

At the beginning of the school year, each parent was provided with written notification of their rights regarding interpretation and translation services in the appropriate language. All parents in need of language assistance can make requests in the school's main office. At the main school entrance is the DOE Interpretation sign that tells parents who to contact in the school for interpretation services. Notifications sent home include but not limited to state exam scores, safety/discipline, DOE policies, registration, promotion are provided in the parent's native language. Internal notifications are sent home in English/Spanish.



Department of English Language Learners and Student Support

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 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: Sidney Silverstein Little Spar	DBN: 09X088
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 42
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 type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: Our after school program will service 42 first, second and third grade ELL students which includes former ELLs. After analyzing our 2014 NYSELAT data, reading and writing have been determined to be the weakest as compared to listening and speaking for students taking the NYSELAT. Although we made gains this year, our second and third grade ELLs scored 0% at beginning, 20% intermediate, 10% advanced range, or 70% at the proficient range. Therefore the ELLs targeted for this program will get the additional support in the after school program in order to support their achievement of proficiency or reach level 3 on the NYS ELA. Students will be grouped according to proficiency levels. In addition, first, second and third grade former ELLs scoring at the proficiency level are invited to participate in the program in order to provide transitional services and to support their progress and ensure meeting proficiency or excel at the standards as defined by New York State.

The program will be held on Wednesdays and Thursdays beginning October 29th until May 28th. In total there will be 44 sessions which is equivalent to 132 hours of instruction. On the aforementioned days the program will run from 2:35 to 4:05p.m. The instructional language is English with native language support for those beginning level students. There are two instructors, one bilingual certified, one common branch. Each group is composed of approximately 22 students, the groups will rotate so that all students get language development. 132 hours of per session will be applied to have a supervisor however this position will ultimately be supplemented by other funding sources. The intermediate supervisor will conduct informal and a formal observation of teachers. This will ensure that the teachers are identifying learning gaps and aligning instruction towards closing those gaps.

Using a thematic approach, the program aims at using language in an appropriate context to make the learning language experience meaningful and comprehensible. All language modalities, listening, speaking, reading and writing will be incorporated in a communicative interactive learning environment. The strength of the program is the experiences provided through content area instruction which address reading, writing and math skills in English.

The Santillana Intensive English ESL program will be utilized to bridge language and content area instruction. The program uses a standard based instructional approach which differentiates instruction and addresses the linguistic and academic needs of students. The learning experiences provide for content area instruction which address reading, writing and math skills in English. The Santillana

Part B: Direct Instruction Supplemental Program Information

program will be supplemented by other instructional materials which lend themselves to the explicit teaching of cognitive and meta-cognitive strategies which increase academic learning. The materials will support vocabulary development, the building of reading comprehension skills, promoting better usage of English grammar in reading and writing, and the development of problem solving skills in mathematics.

To build reading comprehension skills, we will use, Best Practices in Reading, level B, by Continental Press. This book promotes guided reading instruction and independent reading practice in order to activate schema and develop the cognitive process of each student. The reading experiences will help students construct understanding of elements such as, the main idea, cause and effect, sequencing, making inferences, and using context clues. Its use improves reading comprehension elements such as language knowledge, background knowledge, making connections, drawing conclusion, questioning, visualizing, and summarizing. To improve writing skills we will use, Practice Exercise in Basic English, levels B and C, by Continental Press. This book includes exercises that reinforce grammar usage, and word study. The writing activities are repeated in a variety of formats so students learn and retain the information that is being taught. The texts and exercises represented in this workbook focus on high-interest subjects from across the curriculum and all content areas. Other materials include, Practice Exercises in Basic Math, along with Essential Skills for NY Math. These books include mathematics exercises correlated to NYS' grade-level objectives. The mathematics exercises represented in these workbooks reinforce math vocabulary to allow students to solve math problems that are challenging and engaging. Finish Line for ELLs will be used to prepare students for the NYSESLAT. It provides practice activities for the four modalities. Each lesson provides support for addressing a specific context for language acquisition: conversational language, academic language arts, academic mathematics, academic science and academic social studies.

Our growing use of technology supports our ELLs through the use of visuals to build language and comprehension. We will purchase two document cameras for interactive lessons. For ELLs, this approach will be an additional visual strategy that will enhance learning experiences. The ultimate goal of the program is to bridge language and content in order to explore, clarify concepts, and promote language development. Active interaction is encouraged throughout the program and the learning process will include modeling, shared celebrations, presentations, peer explorations and the use of instructional technology to construct knowledge across all areas of the curriculum.

Part C: Professional Development

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

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

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

Part C: Professional Development

monthly professional development which addresses all curriculum areas, standards based instruction as well as ESL strategies that assist ELL's in the language acquisition process. Foci topics: Analysis of NYSESLAT data for grouping and differentiation of instruction, goal setting, progress monitoring, aligning instructional plans to goals, bridging content and language, setting language goals and objectives and Jose P. training for new teachers. Teachers have created curriculum units aligned to the standards which will now include assessment tasks and differentiated learning for ELLs. Topics are discussed with LAP team, common planning meetings, department meetings and inquiry teams. Agendas and documentation are maintained in the main office. The LAP team will become integrated with the S.I.T. (Chancellor's Initiative).

In order to effectively service our ELLs, we are in process of contracting SiOP to provide professional development to teachers. We are contracted for November 6, 2012 and June 6, 2012 for all staff who interact with ELLs during the instructional day as well as after school programming. The goal is to not only develop our pedagogy but to also impact our teacher created curriculum units thus resulting in English proficiency and academic progress. Teachers will explore the current research supporting the instruction of ELLs. Teachers will construct and implement the practice of lesson planning with language objectives.

Teachers directly involved in the program will be given time to develop their program instructional plan in order to align date and goals. Teachers will meet twice per month for 1 hour for planning and professional development using "Making Content Comprehensible for Elementary English Learners" (c 2012 Echevarria, Vogt, Short).

Off site Professional Development for the school year will occur on the following dates: October 9, 2014, December 4, 2014, January 15, 2015, February 12, 2015, March 26, 2015 and June 11, 2015. Professional Development occurs from 2:35 - 3:55pm on the following dates: September 7, 14, 21, 28, October 6, 20, 27, November 3, 10, 17, 24, December 1, 8, 15, 22, January 5, 12, 26, February 2, 9, 23, March 2, 9, 16, 23, 30, April 13, 20, 27, May 4, 11, 18, June 1, 8, 22, 2015. Common planning occurs weekly by grade cohorts for 45 minutes: Kindergarten meets period 7 on Fridays, Grade 1 meets period 2 on Mondays, Grade 2 meets period 3 on Mondays, Grade 3 meets period 8 on Fridays. LAP/SIT meets bi-monthly for 45 minutes: September 7, 21, October 6, 20, November 3, 17, December 1, 15, January 7, 28, February 4, 25, March 4, 18, April 8, 22, May 6, 20, June 10, 2015.

Part D: Parental Engagement Activities

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

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

Begin description here: We will offer Parent workshops provided by staff to allow parents to explore strategies and skills students are learning for second language acquisition. Parents of ELL students will be invited to participate in two workshops focusing on the NYSESLAT assessment, one workshop with an

Part D: Parental Engagement Activities

educational consultant who will explore language through the use of puppets, two workshops focused on reading levels/developing language. All workshops will provide tools that parents can use to actively engage with their child at home in their second language. For workshops and meetings, parents receive a flyer in English/Spanish indicating date and time of workshops and a reminder notice 2 days before the workshops. The parents receive a monthly school calendar with events and workshops. In addition, there is a parent bulletin located at the main entrance. The targets dates for the workshops are as follows: November 24, 2014, January 22, 2015, March 26, 2015, April 17, 2015, May 21, 2015. All workshops will take place at 8:45am and translation will be provided by the Bilingual Coordinator or Parent Coordinator. In addition to the above listed parent workshops, we will provide a series of 5 sessions in the Spring from 2:35 to 4:00pm for parents to engage in information technology and building language. The parents will use laptops and online subscription services purchased by the school (Tumblebooks, Bookflix, Pebblego, World Book Online) to develop proficiency using technology and to engage in literacy activities. Target Dates: April 21, 28, May 5, 12, 19.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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