



**PS/MS 188 THE ISLAND SCHOOL**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 01M188**  
**ADDRESS: 442 EAST HOUSTON STREET**  
**TELEPHONE: 212-677-5710**  
**FAX: 212-228-3007**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 01m188      **SCHOOL NAME:** PS/MS 188 The Island School

**SCHOOL ADDRESS:** 442 Houston Street, New York, NY 10002

**SCHOOL TELEPHONE:** 212-677-5710      **FAX:** 212-228-3007

**SCHOOL CONTACT PERSON:** Mary Pree      **EMAIL ADDRESS:** mpree@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** \_\_\_\_\_

**PRINCIPAL:** Mary Pree

**UFT CHAPTER LEADER:** Margaret Cinque

**PARENTS' ASSOCIATION PRESIDENT:** Yvonne Walker

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 01      **CHILDREN FIRST NETWORK (CFN):** CFN406

**NETWORK LEADER:** Sandy Litrico

**SUPERINTENDENT:** Daniella Phillips

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mary Pree	*Principal or Designee	
Margaret Cinque	*UFT Chapter Chairperson or Designee	
Yvonne Walker	*PA/PTA President or Designated Co-President	
Aida Rodriguez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cynthia Bonano	Member/parent	
Tamika Felix	Member/parent	
Guillermina Pizarro	Member/parent	
Imelda Espinal	Member/parent	
Esther Mata	Member/parent	
Cara Rochwarger	Member/Teacher	
Sharon Ducker	Member/Chairperson	
Richard Hallenbeck	Member/Assistant Principal	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS/MS 188, a Title 1 school on Manhattan's Lower East Side, serves approximately 400 children Prek –Grade 8, who live primarily in the adjacent public housing project and temporary housing facility. With a population *most at risk*, we implement a rigorous academic program, with the over-arching goal of closing the achievement gap. Believing in a strength-based and multiple-intelligences approach, we implement Renzulli's Schoolwide Enrichment Model (National Research Center for Gifted & Talented at UConn). We have been recognized by Chancellor Klein (Principals Weekly '07) as having exemplary technology and arts programs.

Believing in the "full service community school model" we offer an extensive network of collaborators, providing comprehensive services, including: The Educational Alliance (21<sup>st</sup> CCLC and TASC afterschool), Ryan-NENA Health Center (on-site medical clinic/served by nurse practitioner); Jewish Board of Family Services (on-site mental health screening and individual, group, family counseling), Counseling In Schools, Inc. (on-site & off-site individual, small group, family counseling); Borough of Manhattan Community College (on-site adult ESL program); Third Street Music School (PreK-Grade 8 music program), LEAP (arts-infused ELA instruction); Arts Connection (arts-infused ESL and ELA), Bard High School Early College (Early College Saturday Academy "high school prep" program for Grades 5-8); NYU America Reads (classroom tutors). We also have partnerships with JP Morgan (volunteer mentoring, tutoring and reading buddy partner), NY Cares (sports & recreation, academic enrichment and adult computer literacy volunteers).

Serving as a learning hub for our families, we operate a 21<sup>st</sup> Century Community Learning Center program for our middle school students and families, and an Extended Learning Time programs (both in collaboration with The Educational Alliance). Out-of-school time programming is

offered to every students PreK-Grade 8, Monday- Friday 2:50 – 5:45, and on Saturdays with support from NY Cares (9am – 1pm). We also implement an evening “Scholars Lab” for students (Mon-Thurs, 6pm – 8pm). Located in our Internet Café, Scholars Lab provides our students with a quiet place to study, computers/Internet access, and tutoring/homework support by certified teachers.

Professional development 2010-11 initiatives include: (1) schoolwide training and on-site classroom coaching in EXC-ELL methodology by Dr. Margaret Calderon & Associates to support vocabulary development, and in turn, increased comprehension skills in all subject areas; (2) special education “best practices through weekly professional development (Ernesto Pinder/Network 406); (3) implementing Core Standards (NYC DOE and Network trainings), (4) implementation of Time to Know and Compass Learning computer-assisted instruction (NYC DOE iZone grant) to support differentiated instruction; (5) Claire Wurtzel in Schools Attuned methodology to support differentiated instruction. Weekly teacher study group meetings, instructional counsel (composed of a representative from each study group, assistant principal, and principal), and all school faculty meetings are coordinated to support attainment of interim performance benchmarks throughout the year.

Our Parent Welcome Center equipped with Mac computers, provides a venue for workshops to support school involvement, child development, stress management – to name a few! On-site ESL evening classes and Saturday computer classes are offered, as well as Learning Leaders trainings. We are proud to have an active Parent Association.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 188 The Island School				
<b>District:</b>	1	<b>DBN #:</b>	01M188	<b>School BEDS Code:</b>	310100010188

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	32	27	32		89.0	89.9	TBD		
Kindergarten	30	38	33						
Grade 1	37	39	35	<b>Student Stability: % of Enrollment</b>					
Grade 2	33	36	30	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	25	45	31		89.7	88.3	TBD		
Grade 4	30	25	45						
Grade 5	40	32	26	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	67	42	48	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	61	60	41		89.6	89.6	92.6		
Grade 8	58	61	62						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		9	46	TBD		
Grade 12	0	0	0						
Ungraded	1	1	4	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	414	406	387		2	9	9		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	5						
No. in Collaborative Team Teaching (CTT) Classes	64	60	72	Principal Suspensions	23	47	TBD		
Number all others	26	24	10	Superintendent Suspensions	46	44	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	5	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	51	54	72	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	11	16	21	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	38	37	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	10	11	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	7	TBD
	2	1	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.8	Percent more than two years teaching in this school	50.0	56.8	TBD
Black or African American	31.9	31.5	30.0	Percent more than five years teaching anywhere	39.5	45.9	TBD
Hispanic or Latino	65.0	66.3	65.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.4	1.7	2.3	Percent Masters Degree or higher	76.0	84.0	TBD
White	0.7	0.5	1.0	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.2	90.9	TBD
Multi-racial							
<b>Male</b>	51.9	45.6	48.1				
<b>Female</b>	48.1	54.4	51.9				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): IGS</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	–	–					
Black or African American	✓	✓	–				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	–	–	–				
White	–	–					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	√ <sup>SH</sup>	✓	–				
Limited English Proficient	✓	✓	–				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	–	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	89.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	5.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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### **Student Performance Trends**

After a critical review of:

- School Quality Review
- NYS Math and ELA Scores
- The DOE Progress Report
- ARIS data (attendance, subpopulations, etc)

We have identified the following performance trends for our school:

- During the 2009-2010 school year, achievement decreased school wide to 18.7% of tested students scoring level 3 or above in ELA, and 29.7% of students tested scoring level 3 or above in mathematics. Disaggregated data reveals that the median growth percentile for the school's lowest third in ELA was 69.0 which translates to 10.2% in comparison to the school's peer group, and the median growth percentile for the school's lowest third in mathematics is 58.0 which translates to 18.9% in comparison to the school's peer group.
- Our median growth percentile is 51.5 in ELA which translates to -19.8% in comparison to our peer group. After careful review of the NYS ELA scores we found that only 7% of third graders scored at level 3 or above, and only 11% of eighth graders scored at level 3 or above. These findings demonstrate the need for a systematic change in the way we approach ELA instruction in order to increase overall student achievement.
- Our median in growth percentile is 53 in mathematics which translates to 24.5% in comparison to our peer group. NYS mathematics scores range by grade from 16% to 46% of students scoring level 3 or higher. Not having at least one grade with 50% of the students at our above level 3 indicates a need for systemic change in the way we approach mathematics instruction so that we can increase overall student achievement.
- According to the summary findings of our 2010-2011 School Quality Review, we need to set baseline expectations for differentiation in all classrooms, and create routines for sharing and analyzing current student work in order to identify next step learning goals.

## **Greatest Accomplishments:**

As indicated in the School Demographics section, we are a Title I school with high representation of students most at need (Special Ed and English Language Learners), and most at risk of dropping out of high school (Latino and African American). We are extremely proud that our school received an “A” on its Annual School Progress Report for two consecutive years (2007/2008-2008/2009), and that Chancellor Klein highlighted our school in his Principals Weekly (Oct '07) as a high needs school that not only received an “A” but that offers exemplary arts and technology programs. As of school year 2010/2011 we are a part of the Innovation Zone (iZone) project, and the Connected Learning project. Both projects seek to use technology as a means to redesign how instruction is delivered to students. Additionally we have created a vibrant parents’ room equipped with eight Mac computers. While the room is a home to our PSA, it is also used to conduct weekly parent workshops provided through our partnerships (e.g. Learning Leaders Academy).

The following outline includes specific aspects of our program which contributed to our overall past successes:

Rigorous on-site professional development program through Schools Attuned as well as a literacy coach to work on Reader’s and Writer’s workshop.

An inclusive environment offering team teaching, a differentiated curriculum, and small class size.

We are a 6-day learning community. The building has become a hub of learning for our children and families including (Extended Day, Saturday Sports, Arts and Recreation, Bard Early High School Academy, Borough of Manhattan Community College Adult ESL, on-site health clinic, on-site social workers, and guidance counselors)

We have a highly educated, talented, committed, experienced staff committed to addressing the diverse needs of our student body. We provide differentiated, professional development opportunities in areas including, literacy, mathematics and technology to promote teacher leadership.

We implement an exemplary Schoolwide Enrichment/Talent Development Program (SEM Model/National Research Center for Gifted & Talented/UConn), aligned across the regular and extended day programs. In 2004, PS/MS 188 was designated as a training site for by NYCDOE as an SEM training site for teachers and administrators.

We implement an exemplary technology program, which takes an innovative approach – from film making, pod casting, web design to blogging. Students become “practicing professionals” using advanced software such as Final Cut Pro. Students use technology schoolwide as a tool for research and exploration in every classroom.

We have established significant partnerships with a range of CBOs and universities, in order to help our students discover and cultivate a wide range of talents. We provide a comprehensive social-emotional support to students through coordinated efforts of counselors, Parent Coordinator, social workers and faculty. Our Pupil Personnel Team meets weekly.

We have created new pathways for our community’s students to attend to many of the most prestigious high schools in New York City by developing their unique talents, including Bard High School Early College, Frank Sinatra School of the Arts, Professional Performing Arts, Talent Unlimited.

In May 2008, we were awarded our third 21<sup>st</sup> Century Community Learning Center grant, serving Middle School students Grades 6-8. This funding is enabling us not only to provide afterschool and Saturday enrichment and talent development, but a Scholars Lab on Mondays – Thursdays (6pm – 8pm).

**Challenges:**

- Initiate systematic change in the way we teach ELA and mathematics to increase overall student achievement.
- Adapt our systems to support and monitor student achievement in relation to evolving state standards.
- As per our School Quality Review, we must continue to increase differentiated instruction options and practices with emphasis on sub-populations of our students (i.e. ELL students, ethnic groups).
- High proportion of students living in temporary housing present challenges in assuring continuous pathway for each students' learning.
- Increase parent involvement school wide.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### Section V.

**Goal #1:** By June 2011, the number of Grades 3-8 students achieving proficiency in English Language Arts will increase by an average of 20%, as measured by score of Level 3 or higher on NYS English Language Arts test.

**Goal #2:** By June 2011, the number of Grade 3-8 students achieving proficiency in Mathematics will increase by an average of 20%, as measured by a score of Level 3 or higher on NYS Mathematics Test.

**Goal #3:** By June 2011, the number of Grades 3-8 students with IEPs will demonstrate an average increase of 10 scale points on NYS Mathematics Test and NYS English Language Arts Test.

**Goal #4:** By June 2011, the number of Grades 3-8 English Language Learners will demonstrate an average increase of 10 scale points on the NYS Mathematics Test.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of Grades 3-8 students achieving proficiency in English Language Arts will increase by an average of 20%, as measured by score of Level 3 or higher on NYS English Language Arts test.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Curricula &amp; Delivery of Instruction</b></p> <ol style="list-style-type: none"> <li>1. Strengthen, align and monitor implementation of balanced literacy components schoowide. (18 Consultant days Accelerated Literacy Learning Associates)</li> <li>2. Monitor and revise units of study, developing a month-by-month calendar, setting timeline and expectations for teachers re curricula content and implementation goals</li> <li>3. Initiate direct and systematic instruction of vocabulary into every ELA instructional period, utilizing EXC-ELL methodology</li> <li>4. <i>Strategies That Work</i> methodologies (Stephanie Harvey, Anne Goudvis)</li> <li>5. Utilize writing rubrics correlated to Core Standards</li> <li>6. Increase differentiation of instruction through: (1) consistent and strategic use of small-group flexible instruction; (b) expanded use of computer-assisted instruction to be implemented in conjunction with TCRW             <ol style="list-style-type: none"> <li>a. continue Achieve 3000 (Grades 3-8)</li> <li>b. initiate Time to Know (iZone pilot)</li> <li>c. Compass Learning (iZone pilot)</li> <li>d. Connected Learning (NYCDOE pilot, Grade 6)</li> </ol> </li> <li>7. Use of teacher study groups to identify students in need of additional support</li> <li>8. Interdisciplinary Social Studies curricula, integrating reading, writing, the arts and active learning (Integrated Enrichment Clusters, Grades K-5)</li> <li>9. Arts-infused ELA instruction (LEAP, ALLL – Grades K-2)</li> <li>10. Out-of-school time tutoring and Test Prep</li> <li>11. Initiate computer-assisted instruction in after school</li> </ol>

	<p>12. Implement 100-Book Challenge, targeting Grades 3-8 to improve skills-based Instruction and conferring techniques.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Professional Development</b></p> <ol style="list-style-type: none"> <li>1. EXC-ELL methodology (PreK-Grade 8, all teachers) – Dr. Margarita Calderone &amp; Associates.(August – 2 days), Election Day (full-Day), on-site coaching (2 day minimum)</li> <li>2. Computer Assisted Instruction – August 2010 and ongoing (Time to Know, Compass Learning, Connected Learning)</li> <li>3. Classroom Modeling – ongoing (Principal)</li> <li>4. Inquiry Group – ongoing (Network)</li> <li>5. Classroom intervisitations (intra-school, and visits to MS 319)</li> <li>6. Network Support for New AP focused on Common Core Standards and evaluation of best teacher practices</li> <li>7. Network PD for Literacy at TC (6 sessions Common Core Standards)</li> <li>8. 18 consultant days Accelerated Literacy Learning Associates</li> <li>9. Attendance at Monthly Principal Retreats focused on instructional strategies (work with Grant Wiggins, Ralph Fletched and Isoke to develop leadership capacity focused on student writing)</li> </ol> <p><b>Staffing &amp; Scheduling</b></p> <ol style="list-style-type: none"> <li>1. 90 minute literacy block Grades K-8 (whole-class and small group instruction)</li> <li>2. Middle School Academic Support/Enrichment Periods – small group instruction</li> <li>3. LEAP ALLL program – Grades K-2</li> <li>4. Computer-Assisted Learning Cluster</li> <li>5. EXC-ELL Vocabulary development</li> <li>1. EXC-ELL Professional Development – (\$15,000 NYC DOE ELL grant)</li> <li>2. CFN Network (in-kind resources)</li> <li>3. NYC DOE iZONE grant (Time to Know, Compass Learning)</li> <li>4. NYC DOE Connected Learning grant</li> <li>5. LEAP ALLL program (\$7,500 Title One funds)</li> <li>6. Scholars Lab (21<sup>st</sup> CCLC funding)</li> <li>7. Arts-Infused Social Studies (TASC funding)</li> <li>8. Computer-Assisted Cluster Personnel (Tax Levy)</li> <li>9. City Council RESO A funding (Middle School Computer Lab)</li> <li>10. McKinney Vento grant – Saturday tutoring/test prep</li> </ol>

	11. Accelerated Literacy Learning consultancy (21 <sup>st</sup> Century Learning grant)
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	1. Acuity Predictive Tests Fall, Winter, Spring 2. Ed Performance Tests Fall and Spring .5 GLE increase by January, .5 GLE increase by June 3. Everyday Mathematics Unit Tests at the end of each unit 90% mastery 4. Performance on computer assisted instructional programs monitored weekly and monthly 5. Teacher-generated assessments at the end of each unit 90% mastery 6. Classroom observation Weekly 7. Fountas and Pinnell Reading Levels Fall Winter Spring Projected mid-year and end year progress goals

**Subject/Area (where relevant):** Math

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, the number of Grade 3-8 students achieving proficiency in Mathematics will increase by an average of 20%, as measured by a score of Level 3 or higher on NYS Mathematics Test.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<b>Curricula &amp; Delivery of Instruction</b> 1. Monitor implementation workshop model of teaching mathematics, aligning the eight Standards for Mathematical Practice (as outlined by the Common Core Standards) into daily math instruction, setting timeline and expectations for teachers to adhere to curriculum content & implementation goals.  2. Use of study groups to connect Math curricula to core standards to identify developmentally appropriate teaching strategies based on students needs as determined by pre- and post tests (Elementary and Middle School Mathematics – Teaching Developmentally by John A. Van De Walle).

	<p>3. Increased and consistent differentiation of instruction</p> <ul style="list-style-type: none"> <li>- use study groups to align item analysis to develop “math profiles” based on strengths and weaknesses <ul style="list-style-type: none"> <li>- strategic, consistent use of small group flexible instruction</li> </ul> </li> <li>- Increased use of computer assisted instruction during regular day <ul style="list-style-type: none"> <li>- Destination Math school wide in tandem with Everyday Math</li> <li>- Compass Learning (Grade 3, iZone), Time to Know (Grade 5, iZone), Connected Learning (Grade 6, NYCDOE)</li> <li>- initiate use of computer assisted instruction during out-of-school time programs (K-8/afterschool &amp; Sat), Gr. 6-8/Evening Scholars Lab</li> </ul> </li> </ul> <p>4. Initiate direct and systematic instruction of “mathematics vocabulary” into Everyday Mathematics instructional period, utilizing EXC-ELL methodology (Dr. Margarita Calderon &amp; Associates)</p> <p>5. Use of teacher study groups to identify students in need of academic support</p> <p>6. Out-of-School Time Tutoring, Test Prep, Homework Support (Gr. 3-8/afterschool &amp; Saturdays, Gr. 6-8/evenings)</p> <p>7. Initiate computer-assisted instruction during after school and Middle School Scholars Lab</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Professional Development</b></p> <ol style="list-style-type: none"> <li>1. EXC-ELL Methodology – Dr. Margarita Calderon &amp; Associates (EXC-ELL Training – August 2010 (2 days), Election Day (full-day), On-site Coaching (2 days)</li> <li>2. Computer Assisted Instruction - August 2010 and ongoing (Time to Know, Compass Learning, Connected Learning)</li> <li>3. Classroom Modeling – ongoing – Principal</li> <li>4. Inquiry Group - ongoing -- Network Leaders</li> <li>5. Participation in “Math Communities” Network PD with Lucy West to build capacity for math leadership, knowledge of the CCS and pedagogical practices</li> <li>6. Classroom Intervisitations (within PS/MS 188, and MS 319)</li> </ol>

	<p><b>Staffing &amp; Scheduling</b>  <u>Regular School Day:</u>  - 2 Periods of Math daily (whole-class and small group instruction)  - Middle School Study Hall – including opportunities for small group support</p> <p><u>After School &amp; Saturday</u>  - Computer-assisted instruction – After School Teachers/Group Leaders  - Test Prep &amp; Tutoring by Certified Teachers (Middle School Scholars Lab –  - After School &amp; Saturdays; Grades 3-8 Test Prep on Saturdays)  Training and PD in EXC-ELL with Dr. Margarita Calderon &amp; Associates - -  - iZone --Grant: Computers, software, professional development  - NYCDOE Connected Learning: computers/Internet in Grades 6 homes, PD,  and IT support through CUNY  - Network: Inquiry Group PD  - 21st CCLC – Middle School Scholars Lab (Evenings &amp; Saturdays)  - McKinney-Vento Grant – Saturday Tutoring/Test Prep (Grades 3-5)</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Acuity Predictive Tests Fall, Winter, Spring</li> <li>2. Ed Performance Tests Fall and Spring .5 GLE increase by January, .5 GLE increase by June</li> <li>3. Everyday Mathematics Unit Tests at the end of each unit 90% mastery</li> <li>4. Performance on computer assisted instructional programs monitored weekly and monthly</li> <li>6. Teacher-generated assessments at the end of each unit 90% mastery</li> <li>7. Classroom observation Weekly</li> </ol>

**Subject/Area (where relevant):** ELA and Math

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the number of Grades 3-8 students with IEPs will demonstrate an average increase of 10 scale points on NYS Mathematics Test and NYS English Language Arts Test.</p>
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<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Curricula &amp; Delivery of Instruction</b></p> <ol style="list-style-type: none"> <li>1. Transition to a Full-Time CTT model from a part-time CTT model</li> <li>2. Weekly meeting for all CTT teachers with Principal</li> <li>3. Professional development to support transition to full-time CTT model develop and consistently utilize more comprehensive intervention “toolbox”</li> <li>4. Utilize Schools Attuned framework more consistently to identify specific learning strengths and weaknesses, and related Schools Attuned accommodations and interventions</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Professional Development</b>  In addition to the ELA and Mathematics Action Plans:</p> <ol style="list-style-type: none"> <li>1. Designated CTT Teams to attend network CTT professional development (provided by Goldmansuer &amp; Rutherford) to support the six models of CTT</li> <li>2. Inter-visitation to schools with model CTT programs</li> <li>3. Work with Network Special Education Support Specialist to develop rigorous IEP goals for Special Ed students, aligned with item analysis for ELA and Math.</li> <li>4. Work with Network Special Education Support Specialist to meet NYS Quality Indicators for Special Education</li> </ol> <p><b>Staffing &amp; Scheduling</b></p> <ol style="list-style-type: none"> <li>1. CTT teachers in Elementary School are based in one classroom, following the class to Cluster sessions</li> <li>2. CTT teachers in Middle School follow the assigned CTT class to all subjects</li> <li>3. CTT teachers meet in Study Group and participate in Quality Improvement Team led by Network Special Education Support Specialist</li> <li>4. Common planning time between CTT and Gen Ed Teaches</li> </ol> <p>In addition to funding sources listed in ELA and Math Goals:</p> <ol style="list-style-type: none"> <li>1. Network Professional Development</li> <li>2. Per Session for Joint Planning between CTT and Gen Ed teachers</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Acuity Predictive Tests Fall, Winter, Spring</li> <li>2. Ed Performance Tests Fall and Spring .5 GLE increase by January, .5 GLE increase by June</li> <li>3. Everyday Mathematics Unit Tests at the end of each unit 90% mastery</li> <li>4. Performance on computer assisted instructional programs monitored weekly and</li> </ol>

	<p>monthly</p> <p>6. Teacher-generated assessments at the end of each unit 90% mastery</p> <p>7. Classroom observation weekly</p> <p>8. Fountas and Pinnell Reading Levels Fall Winter Spring Projected mid-year and end year progress goals</p>
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**Subject/Area (where relevant):** Math

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of Grades 3-8 English Language Learners will demonstrate an average increase of 10 scale points on NYS Mathematics Test.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><b>Curricula &amp; Delivery of Instruction</b> In addition to the components of the Mathematics action plan, we will:</p> <ol style="list-style-type: none"> <li>1. Use of Lab R &amp; NYSESLAT results to identify areas of need correlated to academic language (receptive and expressive), comprehension of printed material, and written expression</li> <li>2. Incorporate the ESL Specialist into Grade Level meetings school wide on a rotating basis</li> <li>3. Incorporate ESL Specialist into weekly CTT meeting</li> <li>4. Expand role of ESL Specialist to provide support to classroom teachers by modeling and consultation</li> <li>5. Implement computer assisted instruction in Spanish, based on a case-by-case basis (Destination Math, Achieve 3000, Wiggle Works, Compass Learning and Time to Know)</li> <li>6. Provide after-school programming for English Language Learners, led by ESL Specialist</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Professional Development</b></p> <ol style="list-style-type: none"> <li>1. Network ELL support, including PD on compliance and best instructional practices</li> <li>2. Intervisitation with MS 319</li> <li>3. Mathematics workshop with Lucy West</li> <li>4. QTELL Math training</li> </ol> <p><b>Staffing &amp; Scheduling</b></p> <ol style="list-style-type: none"> <li>1. Specialist provides services to students as per mandates related to their proficiency level.</li> <li>2. Bilingual Spanish speaking teachers for grades K,2,3,4,5,6, and 7 with bilingual paraprofessional support in grades 1 and 8.             <ol style="list-style-type: none"> <li>1. NYCDOE English Language Learners grant (professional development)</li> <li>2. iZone Grant: Computers, software, professional development</li> <li>3. NYCDOE Connected Learning: computers/Internet in Grades 6 homes, PD, and IT support through CUNY</li> <li>4. Network:- Inquiry Group PD</li> <li>5. 21st CCLC – Middle School Scholars Lab (Evenings &amp; Saturdays)</li> <li>6. McKinney-Vento Grant – Saturday Tutoring/Test Prep (Grades 3-5)</li> <li>7. Part 154 funding for afterschool program for ELLs</li> </ol> </li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Acuity Predictive Tests Fall. Winter, Spring</li> <li>2. Ed Performance Tests Fall and Spring .5 GLE increase by January, .5 GLE increase by June</li> <li>3. Everyday Mathematics Unit Tests at the end of each unit 90% mastery</li> <li>4. Performance on computer assisted instructional programs monitored weekly and monthly</li> <li>5. Teacher-generated assessments at the end of each unit 90% mastery</li> <li>6. Classroom observation Weekly</li> </ol>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	2	3	N/A	N/A	5		7	12
1	7	9	N/A	N/A	3		12	22
2	13	5	N/A	N/A	5		8	9
3	10	12	N/A	N/A	3		5	24
4	13	10	12	10	4		12	10
5	8	5			7		11	21
6	13	14			5		7	29
7	15	15			5		10	18
8	10	14	14	14	8		16	36
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p>Reduced class size ratio            Differentiated guided reading groups (regular school day)            NYU America Reads tutors (school day)            Foundations (Gr. K-2,.small group/full-class);            Computer-assisted instruction cluster (regular day)            Use of computer assisted instruction in classroom Achieve 3000, Destination Math, Time to Know and Compass Learning, Leapster )            After school computer- assisted instruction            After school Homework help and academic support (Grades K-5)            Evening and Saturday Scholars Lab with tutoring/test prep                (Mon-Thurs, 6pm-8pm) staffed by certified teachers;            Data driven academic support groups for Middle School (1 period daily – either during school day or 9<sup>th</sup> period afterschool);</p>
<b>Mathematics:</b>	<p>Reduced (elementary) class size ratio;            Data-driven differentiated/targeted groupings (regular school day and after school)            Individualized computer software including Destination Math; Time To Know, Learning Compass (after school, regular school day), Leapster..            After school homework help and academic support (Grades K-5)            Use of Schools Attuned methodology (individual and small group, with modifications for full classroom)            Evening Scholars Lab with tutoring/test prep                (Mon-Thurs, 6pm-8pm), staffed by certified teachers;            Data driven academic support groups for Middle School (1 period daily – either during school day or 9<sup>th</sup> period afterschool)</p>

<b>Science:</b>	Schools Attuned methodology (individual and small group, with modifications for full classroom); ESL push-in teacher; targeted software; project-based approach
<b>Social Studies:</b>	Integrated Enrichment Curricula (arts-infused curricula in small group and full-class); Schools Attuned methodology (individual and small group, with modifications for full classroom); ESL push-in; project-based approach
<b>At-risk Services Provided by the Guidance Counselor:</b>	Small group intervention; group and/or individual counseling Advisory in Middle School, Parent workshops to utilize ARIS on-line system and SNAP Grades Case studies at PPT meetings with support – by guidance counselor AND on-site, NON-DOE Clinical Social Workers from Jewish Board and Counseling in Schools,
<b>At-risk Services Provided by the School Psychologist:</b>	Student assessment; participation in weekly PPT meetings; support to teachers and children in classroom on as-needed basis
<b>At-risk Services Provided by the Social Worker:</b>	Small group intervention by DOE Social Worker for mandated students. In addition, Prek-Grade 8 students <i>and</i> families have access to counseling services (individual, small group and/or family) on-site (regular school day, after school), and off-site at the respective agencies through Jewish Board, Counseling in Schools/ Case studies for PPT
<b>At-risk Health-related Services:</b>	On-site Ryan-Nena Health Clinic Nurse Practitioner services on-site; Comprehensive clinic off-site On-site Obesity Intervention Program

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) TC "APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)"**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP.

**Language Allocation Policy**

**01M188**

**The Island School**

The Island School’s freestanding ESL program serves 57 students providing the mandated requirement for each level of proficiency (360 minutes: Beginners and Intermediate; 180 minutes /Advanced). In all grades, we implement a push-in/pull-out model with the goal of (1) providing direct instruction in specific listening, speaking, reading and writing skills; (2) strategically scaffolding instruction to develop conceptual understandings and facilitate use of/communication in the English language across all content areas; (3) integrating native language support (i.e., oral language, use of bilingual dictionaries, materials in native language, homogeneous language groupings) as appropriate and to the extent feasible based on student’s native language, staffing, student schedules.

**I. LAP TEAM MEMBERS:**

Mary Pree: Principal

Richard Hallenbeck, Assistant Principal IA

Suany Ramos: ESL Teacher

Silvia Elsayed, ESL Teacher

Mirta Rosales: Parent Coordinator

Janet Belardo: CTT Teacher

Leticia Feliciano Guidance Counselor (Elementary)

Susan Blum: Guidance Counselor (Middle School)

Guillermina Pizarro: Parent

**II. TEACHER QUALIFICATIONS**

PS/IS 188’s school staff is composed of two ESL certified teachers and one CTT Bilingual (Spanish) certified teacher.

### III. ELL DEMOGRAPHICS

Of the 402 students at PS/MS 188, 78 students are ELLs, representing 20% of our total K-8 population. As all our classes are Free-standing ESL using the Push-In/Pull-out model, the breakdown of students per grade is as follows:

<u>Grade:</u>	<u># of Students:</u>
K:	0
1	4
2	11
3	8
4	5
5	5
6	8
7	9
8	7

Of our 57 ELLs the breakdown of students per class is as follows:

Grade	Students	# of Classes
K	0	1
K/1	1 (first grade)	1
1	1	1
1/2	2 (first grade) 4 (second grade)	1
2	7	1
3	4	1
3/4	4 (third grade) 2 (fourth grade)	1
4	3	1
5 CTT	3	1
5	2	1
6	8	2
7	9	1
8	7	2

- Through our Push-In/Pull –Out model, Students receive the mandated amount of minutes as per CR154 from our ESL teachers. The majority of our ELLs (52 out of 57) are native Spanish speakers, the five remaining students’ native language is Chinese, Bengali., Haitian Creole, and Mandinka.

## **VI.PARENT PROGRAM CHOICE:**

### **Identification Procedures:**

A Home Language Identification Survey is completed by parents of newly enrolled students at registration. After interviewing the parent and child with the assistance of a pedagogue (ESL Teacher) and the Parent Coordinator's assistance if necessary, an immediate determination of student's home language and eligibility for LAB-R testing is made. The LAB-R is administered within 10 days of initial enrollment and only once in the student's school career. (After that the NYSESLAT is used annually in the spring to determine English proficiency and continued entitlement to ESL/bilingual services for the following school year). If it is determined that a student has an "other than English" home language, he/she must be placed in an appropriate setting (bilingual or ESL class) according to grade level. This placement is based on the choice of program that parents select during the parent orientation session.

In order to ensure that parents understand all three program choices we present a parent orientation within 10 days of the students' registration into the school system. Parents are informed of the orientation via phone call, followed up by a letter sent home with the student reminding them of the date and the importance of attendance at the orientation. A Tear-off at the bottom of the letter is returned signed by the parent agreeing to attend. If the tear-off is not returned within 1 week the ESL teacher makes another phone call to the child's parents to remind them to return the letter and attend orientation. Once at the orientation site, the ESL Teacher/ Coordinator, Silvia Elsayed and Parent Coordinator welcome parents to view the Parent Orientation Program Selection DVD from the EPIC toolkit. Parents view and listen to the DVD in their native language. The Parent Choice Survey and Program Selection (PCS/PS) form is given out, explained via translation or given in their native language, when necessary and returned on site with their choice. The forms are collected immediately after parents answer all the pertaining questions and decide on the program of instruction for their children. The original forms are filed in the respective cumulative records along with the HLIS, one copy is filed in the Main Office in an ELL File as maintained by the ESL teacher. The Student Intake Process and Parent Choice Process are supervised by Mary Pree, Principal of the Island School. In the interim, the ESL teacher conducts a periodic review of the Parent Choice Letters and should there be enough Parent Choices for a TBE or DL Program – the school will open a program as per CR PART 154 in order to ensure that all ELLs receive services as part of CR PART 154 and parent choice.

For the past few years the trend in program selection has been Freestanding ESL. About 98% of our parents choose this program for their child's education. Our program is aligned with the parent requests. PS/MS 188 has two dual Bilingual/ESL certified teachers who are familiar with the TBE model. In the event a TBE program is introduced into the school, as per parent choice, the teacher is able and ready to implement instruction as per TBE. Steps will be taken to purchase appropriate teaching materials, as well as expanding classroom libraries to include more NL literature.

## **V. ASSESSMENT ANALYSIS**

Proficiency levels of our ELLs by grade is as follows: 8 Newcomers, 16 Beginner Level; 13 Intermediate Level; and 20 Advanced Level. Based on data patterns across proficiency levels and grades (from RLAT, LAB-R, and NYSESLAT data on ATS) we find most proficiency levels are in Speaking/Listening on grades 3,4, and 7 Most Reading/Writing scores fall into the intermediate level across grades. We will concentrate on R/W, giving students more opportunities to develop their skills through graphic organizers derived from oral ideas; Responses to literature and

essay writing will follow. Based on best practices and the need of moving ELLs from a surface reading level to a deeper level of reading comprehension, our school is implementing vocabulary instruction through ExC-ELL. This program designed for ELLs engages our students in vocabulary learning through a multisensory approach to meet the diverse learning styles. Computer Assisted Learning is also part of our instructional tools to help ELLs succeed in learning academic English. Our school offers programs such as Achieve 3000, Destination Math, and Wiggle Works. Students will have opportunities to use speaking and listening skills as preparation for writing and reading activities. Differentiation will be guided by individual modality scores in the content classroom with the ESL teacher guidance. We follow TC Readers and Writers workshop and through various professional development opportunities along with ESL support workshops from our SSO we differentiate for our ELLs within the programs throughout the school, including ALLD training for SIFE students

## **PLANNING FOR ELLS**

The organizational model used at PS/MS188 is the Freestanding ESL push-in/pull-out. Students are placed in heterogeneous classes along with non-ESL students allowing for strong social interaction and development of L<sub>2</sub> language skills. Specific ESL strategies used include: Natural Language Approach, Language Experience Approach, Cooperative Learning, TPR (Total Physical Response) and QTEL Scaffolding Strategies. Building on best practices in ESL pedagogy, project-based learning and the arts are infused within instruction to enhance engagement and understanding, and as an entry point to acquiring “academic” language. Our school believes that it is crucial for our English Language Learners to enter project-based learning activities through their strengths (e.g., visual arts, dance, music, interpersonal, linguistic, etc.) thus fostering engagement, confidence and self-esteem. Specific ESL instructional materials used include materials that are used in conjunction with grade appropriate curriculum (e.g., *Getting Ready for the NYSESLAT and Beyond*.) ELL students have full access to technology, with increasing attention to use of software to differentiate instruction, and multi-media software to facilitate product development. PS/MS 188’s ESL curricula are fully aligned with NYS, ESL as a Second Language Learning Standards. The school’s ESL Coordinator, in collaboration with school administration, facilitates program development and implementation (identification and placement of ESL/Bilingual certified teachers, scheduling, content, materials, etc.).

In order to ensure that the mandated number of instructional minutes is provided according to CR154 the ESL teacher pushes into the content classroom; ELLs from another class in the same grade also come into the classroom at that time. The Pull-out classroom is made up of bridge classes (example: 4/5 newcomer class or 6/7 beginning class). ELA content is taught through ESL methodologies and techniques. Differentiation for subgroups of ELLs is vital to their language acquisition: We differentiate ESL instruction to meet the needs of all our ELLs during the regular school day. These students struggle, not only with issues of language acquisition, comprehension, and vocabulary development, but also with the structure of the English language. All of our Special Education students who are ELLs are participating in a full time inclusion program or CTT Program. Our ESL program emphasizes direct instruction in specific skills to enhance all four language acquisition modalities (i.e. conceptual understanding, conventions, grammar, and semantics). Additionally, students in grades K-8 have the opportunity to develop language and comprehension through project based learning opportunities, using multiple intelligences (strength –based) approach. The application of the multiple intelligences theory allows our students to enter project based learning activities through their strengths (visual arts, dance, music, mathematical, interpersonal, linguistic, etc). Technology is infused through the use of exemplary software to differentiate instruction, as well as, through the use of multimedia software to facilitate product development. PS 188 implements a balanced literacy program schoolwide using Teachers College Reading & Writing Workshop Model which incorporates components of Balanced Literacy

such as Shared Reading, Read Aloud, Guided Reading, Independent Reading, Guided Reading, Shared Writing, Independent Writing. In K-2, balanced literacy instruction is enhanced through twice weekly arts-infused instruction in collaboration with LEAP teaching artists. In Grades K-5, Everyday Math is utilized. Impact Math is used in Grades 6-8. Grades 6-8 ELL Curricula in Science and Social Studies are fully aligned with NYS learning standards. The K-5 Social Studies curricula infused performing arts and visual arts through teaching artist residencies. A full music program (music foundations, violin, chorus, percussion) is implemented. ELL students participate fully in all of these programs. Supplemental programs, specifically designed for ELL students include a 14-week arts-infused curricula focusing on Taino culture implemented in collaboration with Arts Connection. The focus of this residency is L2 language development. Through Title III ELL students participate in after school supplementary learning experiences (on-site and through trips).

In order to continue to support our ELLs who have recently (up to two years) achieved proficiency as per the NYSESLAT, teachers observe the students during the regular classroom time; push-in ESL teacher also provides support and the student is offered to come into the group during classroom activity. Our newly proficient ELLs are offered extra time on the State Assessment exams. These students are also given the opportunity to attend title III after school supplementary programs for added academic support.

## **RESOURCES AND SUPPORT**

Technology is infused through the use of exemplary software to differentiate instruction, as well as, through the use of multimedia software to facilitate product development. PS 188 implements a balanced literacy program schoolwide using Teachers College Reading & Writing Workshop Model which incorporates components of Balanced Literacy such as Shared Reading, Read Aloud, Guided Reading, Independent Reading, Guided Reading, Shared Writing, Independent Writing. In K-2, balanced literacy instruction is enhanced through twice weekly arts-infused instruction in collaboration with LEAP teaching artists. In Grades K-5, Everyday Math is utilized. Impact Math is used in Grades 6-8. Grades 6-8 ELL Curricula in Science and Social Studies are fully aligned with NYS learning standards. The K-5 Social Studies curricula infused performing arts and visual arts through teaching artist residencies. A full music program (music foundations, violin, chorus, percussion) is implemented. ELL students participate fully in all of these programs. Supplemental programs, specifically designed for ELL students include a 14-week arts-infused curricula focusing on Taino culture implemented in collaboration with Arts Connection. The focus of this residency is L2 language development. Through Title III ELL students participate in after school supplementary learning experiences (on-site and through trips).

To provide ongoing professional development of all ESL personnel (including mainstream teachers who have ELLs in their classroom) the school gives teachers the opportunity to attend monthly meetings led by the ESO Network ESL Instructional Support Specialist. Such workshops address needs of content teachers who work with ELLs (i.e. differentiation and best practices, enhancing academic English vocabulary, etc). Furthermore, the school's ESL coordinator attends ongoing ESL Technical Assistance workshops provided by the ISC ESL CPS. Workshops such as these allow teachers to stay current with demands concerning regulations and documentation pertaining to ESL. Teachers are kept abreast of offerings by the OELL in order to best serve their ELL students in the mainstream classroom. All teachers are further offered opportunities to attend workshops based on Multiple Intelligences, Schools Attuned and participate in study groups focused on sharing best practices and addressing the special needs of students. In addition, as part of a new initiative, our teachers participate in inter-visitations with MS 319 to enrich teachers' understanding and implementation of ExC-ELL program through direct training with Dr. Margarita

Calderon and Associates. This opportunity has been possible through an NYCDOE English Language Learners grant. Native language support is delivered to students through multi-lingual classroom libraries as well as an extensive collection of multi-lingual books in our school library. Classrooms have copies of native language-English glossaries allowing students to acquire academic vocabulary in both languages. In as much as most of our ELL population is Spanish speaking, many teachers in the building (approximately 50%) assist our students with difficulties they face with the target language. Students are also supported by our school's bilingual guidance counselors, as well as access to on-site counseling provided by Counseling in Schools social worker(s) or St. Vincent's Hospital. Students also have access to the Ryan-Nena Health clinic with a bilingual nurse.

## Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: \_\_\_ Bilingual  X  ESL \_\_\_ Both      Number of LEP (ELL) Students Served in 2010-11: 57 \_\_\_\_\_

**Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:**

The Island School's freestanding ESL program serves 57 students (8 Newcomers; 16 Beginner Level; 13 Intermediate Level; and 20 Advanced Level), providing the mandated requirement for each level of proficiency (360 minutes/Newcomers – Intermediate; 180 minutes /Advanced). In all grades, we implement a push-in/pull-out model with the goal of (1) providing direct instruction in specific listening, speaking, reading and writing skills; (2) strategically scaffolding instruction to develop conceptual understandings and facilitate use of/communication in the English language across all content areas; (3) integrating native language support (i.e., oral language, use of bilingual dictionaries, materials in native language, homogeneous language groupings) as appropriate and to the extent feasible based on student's native language, staffing, student schedules. In Grades 6-8, we also implement native language instruction (Spanish) twice weekly (all Middle School ELL students are Spanish-speaking).

ESL students, grouped according to their assessed L2 language acquisition levels (NYSESLAT, LAB-R, and Spanish LAB scores to assess L1 and informal testing), are served by our full-time ESL Coordinator in the following groupings (Grades 1/2, Grades 3/4, Grades 6/7/8. and by certified Bilingual-certified Kindergarten teacher and Bilingual-certified CTT teacher within the classroom. Specific ESL strategies used include: Natural Language Approach, Language Experience Approach, Cooperative Learning, TPR (Total Physical Response) and QTEL Scaffolding Strategies. Building on best practices in ESL pedagogy, project-based learning and the arts are infused within instruction to enhance engagement and understanding, and as an entry point to acquiring "academic" language. Specific ESL instructional materials used include materials that are used in conjunction with grade appropriate curriculum (e.g., *Getting Ready for the NYSESLAT and Beyond*.) ELL students have full access to technology, with increasing attention to use of software to

differentiate instruction, and multi-media software to facilitate product development. PS/MS 188's ESL curricula is fully aligned with NYS, ESL as a Second Language Learning Standards. The school's ESL Coordinator, in collaboration with school administration, facilitates program development and implementation (identification and placement of ESL/Bilingual certified teachers, scheduling, content, materials, etc.).

**Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).**

PS 188 implements a balanced literacy program school-wide using Teachers College Reading & Writing Workshop Model which incorporates components of Balanced Literacy such as Shared Reading, Read Aloud, Guided Reading, Independent Reading, Guided Reading, Shared Writing, Independent Writing. In K-2, balanced literacy instruction is enhanced through twice weekly arts-infused instruction in collaboration with LEAP teaching artists. In Grades K-5, Everyday Math is utilized. Impact Math is used in Grades 6-8. Grades 6-8 ELL Curricula in Science and Social Studies are fully aligned with NYS learning standards. The K-5 Social Studies curricula infused performing arts and visual arts through teaching artist residencies. A full music program (music foundations, violin, chorus, percussion) is implemented. ELL students participate fully in all of these programs. Supplemental programs, specifically designed for ELL students include a 14-week arts-infused curricula focusing on Taino culture implemented in collaboration with Arts Connection. The focus of these residencies is L2 language development. Through Title III ELL students participate in after school supplementary learning experiences (on-site and through trips).

**Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.**

ESL students participate in all extracurricular activities offered at PS/MS 188. These include After School, Saturday, vacation and summer programs, each having components in academic enrichment, academic support, sports/recreation, technology and talent development.

**Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.** Our bilingual Parent Coordinator, Mirta Rosales holds regular parent meetings where parents are provided with the opportunity to participate in the school culture. Our parents participate in Learning Leaders, New York Cares Computer Classes, and ESL instruction provided by BMCC. We have and will continue to sponsor numerous workshops throughout the school year to promote parent involvement for all our students. Workshops specifically arranged for ELL parents in Reading and Writing Workshops, Math, as well as ELL Parent Orientation sessions to inform parents about services and tests. As part of PS/IS188 M reaching out to the community, the culminating event for our Arts Connection Taino Clay Residency will consist in a parents/students art activity involving clay accompanied by dinner and refreshments. This is going to be an opportunity for ELLs to present their artistic work and describing their works of art in a gallery walk.

**Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.** The enrollment of new students consists in screening their eligibility to take the LAB-R and the Spanish LAB, if

necessary, through the completion of the Home Language Identification Survey (HLIS). Once students have been identified as ELLs, parents are informed about the three different ESL models available in New York City within an orientation session. During this session, parents watch the EPIC Video in order to make an informed decision. After parents receive the appropriate information regarding ESL programs, they decide on the best program to meet their children’s needs.

**Staff Development (2010-2011 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.**

ESL Coordinator attends ongoing ESL Technical Assistance workshops provided by the regional office ESL compliance personnel to obtain the appropriate training in order to stay current with all the demands concerning regulations and documentation pertaining to ESL.

Bookmaking and Language Development (Arts Connection – 3 days/dates – Bilingual-certified teachers, ESL Coordinator.

**Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.**

ELL students mandated for counseling are served by one of our three school guidance counselors. ELL students who are not mandated for counseling have access to on-site counseling provided by Counseling In Schools social worker or St. Vincent’s Hospital social workers, ELL students also have access to the Ryan-Nena Health Clinic on-site.

**Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.**

PS/MS does not implement a bilingual program.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1)(a)**

Grade Level(s) 2,3,4, 5 & 8                      Number of Students to be Served: 36 \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ 2 \_\_\_\_\_                      Other Staff (Specify) \_\_\_\_\_  
School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

School's Language Instruction Program:

PS/IS 188 M will conduct an afterschool instructional activity to enrich second language acquisition for thirty ELLs in second and third grades. The afterschool activities will be geared to foment and enhance vocabulary development, reading comprehension, writing, and speaking skills through Social Studies.

Type of Program/Activities:

Social Studies will set the stage for the implementation and development of a theme, Communities Around the World and New York City. The rationale behind this selection is connected to the notion that it is important for ELLs and their families to become acquainted with the community where they live--New York City-- and the diverse cultures that exist in this large multi-ethnic metropolis. The main goal of this enrichment program is to support second language acquisition among our ELL students through activities that will include read alouds, shared reading, independent reading, writing in the content area, and oral presentations as a final project. The specific skills that students will be developing are: summarizing, understanding non-fiction as a genre, identifying facts and opinions, writing captions and paragraphs. Three bilingual certified teachers will be in charge of instruction.

A teaching artist will spend six sessions with both groups combined and the teachers involved using the medium of clay to create an object that represents themselves or their culture. The visual arts component acknowledges students' diverse learning styles, self-identity, social cognition, and expression. During this residency second language acquisition skills are going to be emphasized through the use of descriptive language, specific vocabulary related to art, asking relevant questions, critiquing work, sharing ideas and opinions.

As mentioned before, the program will be serving a total of 36 students in grades 2, 3, 4, 5, and 8 meeting Monday, Wednesday, and Thursday from 4:00 to 5:00 pm starting on November 1, 2010 through May 2011. We will utilize books such as *Stringbean's Trip to the Shining Sea* by Vera Williams, *What is A Community?* By Bobbie Kalman, *The Story of the Statue of Liberty* by Betsy & Giulio Maestro, *New York City* by Deborah Kent, *Flying over Brooklyn* by Myron Uhlberg, *Next Stop Grand Central* by Bobbie Kalman, *You Can't Take a Balloon Into The Metropolitan Museum* by Jacqueline Preiss Weitzman, among other possible titles that will be discussed throughout the term of the program. We will also purchase book making materials to create a photo essay for each child to take home. The photo essay books will contain the photographs that each student will take during our field trips to visit

museums and communities around the city. The students will write captions for their photographs and assemble their books according to the attributes assigned to the genre, e.g., table of contents, index, glossary, etc.

#### Timeline for Field Trips

January: Museo del Barrio; China Town

February: American Museum of Natural History

March: Museum of Native Americans

April: Brooklyn Museum

#### Art Residency Timeline

*February: First Planning Meeting*

Three teaching sessions (Thursday)

*March: Three teaching sessions (Thursday)*

Final reflection meeting

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

ESL Professional Development at PS/IS188M will be structured around the Study Group to be held weekly to discuss and reflect upon specific needs of the ELL population. The six participants will be looking at the strategies to better service students in the development of L2 through the reading and discussion of chapters in *Reading, Writing, and Learning in ESL A Resource Book for K-12 Teachers* written by Suzanne F. Peregoy and Owen F. Boyle. The study group will meet twice each month. The teaching artist will meet with participating teachers before and after the six session residency. These meetings will contribute to the understanding of how to effectively use the arts as a vehicle to support ELLs in the process of language acquisition. Another opportunity for professional development will consist in attending ELA, Literacy and Writing

Professional Development Timeline:

November through May: Participating teachers will meet the last Tuesday of the month for eight weeks from 4:00 to 5:00 pm. These meetings include articulation and reflection meetings.

**Form TIII – A (1)(b)**

**School: PS 188 The Island School      BEDS Code: \_\_\_\_\_310100010188      Title III LEP Program School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$5,986.80	<b>Per session 2 teachers x 3hrs/week x 20 wks x \$49.89= \$5,986.80</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$300	<b>Professional Development/ Study Group/ Planning Sessions (3 sessions x 2 teachers x 1 hr per week x \$50)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6,882.00	<b>SMART Board (\$1,896.50), Bookmaking materials=\$596.16 (72 blank books @ \$9.89/12-pack)=\$59.34 10 Notebooks X \$433 each= \$4,330</b>
<b>Educational Software (Object Code 199)</b>	\$949.50	<b>RAZ-Kids.com reading subscriptions (4 X \$79.95/ 12 months), Vocabularya-z.com subscriptions (2X \$29.95/ 12 months), Writinga-z.com subscriptions (2 X \$29.95 /12months), IKnowThat.com subscriptions (2 X \$99.95/ 12months), Classroom Brain POP (1 X \$195/ 1 year), Classroom Brain POP ESL (1 X \$115/ 1 year)</b>
<b>Travel</b>	\$350	Field Trips (1 bus X 350)
<b>Other:</b>	\$531.60	Parent Workshops (2 X \$50), Museum Visit 30 students, 3-4 parents, 2-4 visits
<b>TOTAL</b>	15,000	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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**

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.

Our families, with the exception of four families that speak either Bengali, Chinese, Haitian-Creole, and Mandinka, speak English and/or Spanish. The method to determine the needs of parents was through consultation with the School's Leadership Team (regarding the needs of Spanish-speaking families) and family interviews by our Parent Coordinator and/or Pre-K Family Worker. .

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

The findings reconfirm a need to continue to have all written communication to parents translated into Spanish, to assure options for translation services and interpretation for all parents (including Bengali and Chinese at regularly-scheduled meetings/conferences and for meetings/conferences scheduled on an as-needed basis) and to have Spanish-speaking person(s) in our main office and middle school administrative offices and guidance offices to communicate with Spanish-speaking parents on the phone as the need arises.

### **Part B: Strategies and Activities**

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 communications from the school to parents are provided in English and Spanish. Translation is done by the following individuals: Parent Coordinator, school aide(s), teachers, as appropriate to the situation. A significant number of our teachers speak and write Spanish. Teachers who are not competent in writing in Spanish have a cadre of people available at the school to translate documents: Parent Coordinator, school aide(s), Bilingual and ESL teachers.

We are presently in the process of making templates for notices such as permission slips, etc. to cut down on time spent on translating communications that are repetitive.

With respect to our two Bengali and one Chinese families, we utilize the services of a Bengali staff member from the other school in the building, and our part-time Chinese Speech & Language therapist.

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.

All oral translation is done in-house by school staff or staff from another school in the building. Translation will continue to be provided in Spanish at all regularly-schedule meetings (i.e., PTA meetings, Leadership Team meetings, parent-teacher conferences) at meetings and conferences convened on an as-needed basis, and for phone communications. Interpretation is available by a diversity of fully bilingual staff (Spanish/English), and will be provided by one or more of the following: Parent Coordinator, Pre-K Family Worker; school aide(s)), NYCDOE and CBO social workers, teachers -- as appropriate to the situation. Translation for the two Bengali families and one Chinese family will be arranged with staff from the other school, English-speaking family members, and our part-time Chinese Speech & Language Therapist.

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: [HYPERLINK "http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf"](http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf) <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parents requiring translation/interpretations will be provided with a copy of Parents Bill of Rights respecting translation and interpretation services (Spanish, Bengali, Chinese). Copies in each of these specified languages and English will be posted on the Lobby Bulletin Board, and within the Main Office and PTA Room. Additionally, the School's Safety Committee will make provision to assure that parents of these languages can communicate with the school in their native language.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	370,044	31,887	401,931
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,700	319	4019
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	18,502	*	
4. Enter the anticipated 10% set-aside for Professional Development:	37,004	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%.
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

PS 188/Island School agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.

The school will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

#### **Description of How School Will Implement Required Parental Involvement Policy Components**

P.S. 188 Island School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (School Leadership Team will serve as springboard for ideas, and as means of bringing back feedback from parents; PSA meetings will also provide opportunities for dialogue).

PS 188 Island School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (PSA meetings to inform parents of initiatives seek ideas/suggestions/feedback – all of which will get funneled back to the SLT).

PS 188 Island School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (Sub-committee of School Leadership Team, supported by Principal, and Parent Coordinator).

PS 188 Island School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [ 21<sup>st</sup> Century Community Learning Center and TASC ELT grants, McKinney Vento grants) through parent workshops; and joint parent-child activities.

PS 188 Island School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled,

have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (surveys, informal focus groups – developed by SLT sub-committee, and facilitated by Parent Coordinator with support from members of SLT.

PS 188 Island School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (parent workshops, including joint parent-child workshops, ESL, for parents on-site through BMCC, NY CARES on-site computer literacy classes; access and use of new Parent Welcome Center.

The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (Parent Coordinator, Pre-K Family Worker, Pre-K Social Worker, and members of SLT Team will in their regularly scheduled meetings with teachers and school staff, provide on-going education to school staff, and assistance, in strengthening staff-parent communication and parent involvement. Emphasis will be on sharing specific strategies.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by implementing parent workshops; joint parent-child activities, on-site ESL, Pre-GED and GED classes).

The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request,

and, to the extent practicable, in a language the parents can understand: (Parent Coordinator and PreK Family Worker and Assistant Principal and Principal work together to develop appropriate formats. See Appendix 2 for information about translation/interpretation services.

### **Discretionary School Parental Involvement Policy Components**

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

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

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by consensus at School Leadership Team meeting. This policy was adopted by PS 188 Island School **on June 9, 2010** and will be in effect for the period of 1 year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 1, 2010**.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Needs Assessment is included in Section IV of this CEP

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

P.S. 188 Island School implements: (1) extended day programs (Monday – Friday) for Pre-K to Grade 8 students; Scholars Lab (Mon- Wed 6:00pm-8:00pm and Saturday 1pm – 4pm), PreK – Grade 8 Saturday Sports & Arts Recreation program;

- Help provide an enriched and accelerated curriculum.

We are participating in the iZONE initiative. Our third and fifth grade students are receiving computer assisted learning support for a minimum of half an hour ELA and half an hour math. Additionally, as we seek to increase our use of technology for differentiation, we are a part of Connected Learning and have purchased Leapsters (K-2), Wiggle Works (K-3), Destination Math, (prek-8), and Achieve 3000 (3-8). We also implement Renzulli's Schoolwide Enrichment Model which emphasizes differentiated curricula and inquiry-based learning experiences. Implementing this model within a multiple intelligences framework, we help students to identify areas of talent, strengths and interests. To nurture these talents, our goal is to incorporate these into project-based learning within the regular school day and during the extended day program. Students become "practicing professionals" within their area(s) of interest, using the methodology, tools and technology appropriate to solve authentic real-world problems. We collaborate with Bard High School Early College which implements Early College Saturday Academy to prepare Levels 3-4 students for rigorous competitive high school entrance exams. .

- o Meet the educational needs of historically underserved populations.

Island School is providing the resources and opportunities necessary to serve our population which includes three "underserved" populations: (1) students of Latino heritage, many of whom are English Language Learners; (2) students of African American heritage; and (3) Special Education students. Our approach is to: (1) develop high expectations for all students; (2) provide high-quality NYS/NYC-standards aligned curricula in core subject areas which is differentiated to meet identified needs of student sub-groups; (3) implement a strength-based approach (described earlier) which uses students' talents to increase involvement in the school community and as entry points for academics; (4) provide intensive, sustained professional development for instructional staff (i.e., EXC-ELL, QTEL, Schools Attuned, Teachers College Readers & Writers Workshop workshops on differentiation; etc.) and (5) to increase parent literacy, parent involvement in the school community, and parent capacity to support their children's academics.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

The following supports are provided: mental health screenings and counseling for at-risk students (Jewish Board, Counseling in Schools, Inc.) with clinical social workers; preventive counseling program to develop resiliency in targeted students, extensive talent development opportunities; multi-media student portfolio assessment; targeted interventions (e.g., Foundations, Wilson Language System, differentiated instruction).

- Are consistent with and are designed to implement State and local improvement, if any. Yes

3. Instruction by highly qualified staff.

**Staff is highly qualified**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Professional development opportunities are described in detail in Action Plan for ELA and Math, herein.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Our school is located in an easily accessible section of Manhattan. Additionally, we are committed to identifying and developing each teacher's strengths, and helping to transition teachers into leadership roles in their area(s) of expertise. These factors, as well as a collegial atmosphere and high-quality professional development have helped to attract and maintain a staff of highly qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

We have opened a Parent Welcome Center, equipped with state-of-the art MAC computers. We offer on-site ESL for parents in the evenings through Borough of Manhattan Community College, and computer classes on Saturdays, through NY Cares. We offer numerous workshops during the year regarding reading, writing and math, joint child-parent arts-based activities; parent dinners (in collaboration with PTA), and parent workshops led by teachers, and/or our Social Workers and/or Parent Coordinator (e.g., reading workshops) and Social Worker (i.e., stress management, anger management). We have a strong partnership with NYC Leading Leaders.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Parent workshops; classroom visitations

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

This has been accomplished through ongoing meetings – from all-school faculty meetings, to grade-level study groups with Assistant Principal and Principal, to PPT meetings and CTT meetings with Principal.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We utilize the weekly PPT meetings as a way to identify students with needs, brainstorm and then monitor strategies to support children.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
11. We have focused on leveraging of funding from McKinney Vento, 21<sup>st</sup> CCLC, TASC and NYC DOE grants, and coordination of program will collaborating CBOs (i.e., The Educational Alliance, Borough of Manhattan Community College/Adult ESL, etc.) A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

- 
- **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.
  - **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
- 
- 4. Coordinate with and support the regular educational program;
  - 5. Provide instruction by highly qualified teachers;
  - 6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
  - 7. Provide strategies to increase parental involvement; and
  - 8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)<sup>52</sup>
2. Please describe the services you are planning to provide to the STH population.

Individual, small group and family counseling as needed (mandated by school guidance counselors and/or social workers from CIS and Jewish Board),. afterschool programming Mon-Friday, until 5:45 for PreK-Grade 8, includes dinner), Evening (Mon-Thurs 6pm-8pm, tutoring, homework help, access to quiet place to work with computers and internet access), Saturday sports & recreation program, Saturday academic enrichment with NY Cares and JP Morgan), on-site medical services provided by Nurse Practitioner and off-site comprehensive clinic including dentistry, parent workshop series (i.e., finances, stress management, child development, etc.), on-site support services for parents with non-mandated social workers, on-site ESL classes for parents.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 188 The Island School								
<b>District:</b>	1	<b>DBN:</b>	01M18	<b>School</b>				310100010188	
<b>DEMOGRAPHICS</b>									
Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungrade	v	
	2	v	6	v	10				
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
Pre-K	27	32	32				89.0	89.9	90.4
Kindergarten	38	33	30						
Grade 1	39	35	29	<b>Student Stability - % of Enrollment:</b>					
Grade 2	36	30	34	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 3	45	31	34				89.7	88.3	80.3
Grade 4	25	45	31						
Grade 5	32	26	48	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	42	48	50	<i>(As of October 31)</i>			2008-	2009-	2010-
Grade 7	60	41	59				89.6	92.6	92.6
Grade 8	61	62	51						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>			2007-	2008-	2009-
Grade 11	0	0	0				9	46	79
Grade 12	0	0	0						
Ungraded	1	4	3	<b>Recent Immigrants - Total Number:</b>					
Total	406	387	401	<i>(As of October 31)</i>			2007-	2008-	2009-
							2	9	9
<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>			2007-	2008-	2009-
# in Self-Contained Classes	0	5	12	Principal Suspensions			23	47	38
# in Collaborative Team Teaching (CTT)	60	72	61	Superintendent Suspensions			46	44	28
Number all others	24	10	13						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>			2007-	2008-	2009-
				CTE Program Participants			0	0	0
				Early College HS Program Participants			0	0	0
<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>									
<i>(As of October 31)</i>	2008-	2009-	2010-						
# in Transitional Bilingual Classes	0	0	TBD	<b>Number of Staff - Includes all full-time staff:</b>					
# in Dual Lang.	0	0	TBD	<i>(As of October 31)</i>			2007-	2008-	2009-
# receiving ESL services only	54	72	TBD	Number of Teachers			38	37	36
# ELLs with IEPs	16	21	TBD	Number of Administrators and Other Professionals			10	11	9
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			7	7	9

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	2	1	9	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.0	56.8	69.4
				% more than 5 years teaching anywhere	39.5	45.9	66.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	84.0	91.7
American Indian or Alaska Native	0.0	0.8	0.0	% core classes taught by "highly qualified" teachers	79.2	90.9	100.0
Black or African American	31.5	30.0	30.2				
Hispanic or Latino	66.3	65.4	64.1				
Asian or Native Hawaiian/Other Pacific	1.7	2.3	1.2				
White	0.5	1.0	4.2				
<b>Male</b>	45.6	48.1	52.6				
<b>Female</b>	54.4	51.9	47.4				

**2009-10 TITLE I STATUS**

v	Title I							
	Title I							
	Non-							
Years the School				2007-	2008-09	2009-	2010-	
				v	v	v	v	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

SURR School	If yes,							
-------------	---------	--	--	--	--	--	--	--

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
<b>Student groups</b>	6	6	1				

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	WD
<b>Overall Score:</b>	16.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	WD
School Environment:	6.5	Quality Statement 2: Plan and Set Goals	WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	5.9		
<i>(Comprises 60% of the</i>			
Additional Credit:	0.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>SSO</b>	District <b>01</b>	School Number <b>188</b>	School Name <b>The Island School</b>
Principal <b>Mary Pree</b>		Assistant Principal <b>Richard Hallenbeck IA</b>	
Coach		Coach	
Teacher/Subject Area <b>ESL Silvia Elsayed</b>		Guidance Counselor <b>Leticia Feliciano, Susan Blum</b>	
Teacher/Subject Area <b>ESL/Math Suany Ramos</b>		Parent <b>Ivonne Walker, Nancy Negron</b>	
Teacher/Subject Area <b>Dalia Johnson Humanities</b>		Parent Coordinator <b>Mirta Rosales</b>	
Related Service Provider <b>CTT S. Mitchell, M. Cinque</b>		Other	
Network Leader <b>Sandra Litrico</b>		Other <b>5<sup>th</sup> Grade Edward Hambleton</b>	

### B. 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	<b>2</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>402</b>	Total Number of ELLs	<b>57</b>	ELLs as Share of Total Student Population (%)	<b>14.18%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

**IDENTIFICATION PROCEDURES:**

A Home Language Identification Survey is completed by parents of newly enrolled students at registration. After interviewing the parent and child with the assistance of a pedagogue (ESL Teacher) and the Parent Coordinator's assistance if necessary, an immediate determination of student's home language and eligibility for LAB-R testing is made. The LAB-R is administered within 10 days of initial enrollment and only once in the student's school career. (After that the NYSESLAT is used annually in the spring to determine English proficiency and continued entitlement to ESL/bilingual services for the following school year). If it is determined that a student has an "other than English" home language, he/she must be placed in an appropriate setting (bilingual or ESL class) according to grade level. This placement is based on the choice of program that parents select during the parent orientation session.

**PARENT PROGRAM CHOICE:**

In order to ensure that parents understand all three program choices we present a parent orientation within 10 days of the students' registration into the school system. Parents are informed of the orientation via phone call, followed up by a letter sent home with the student reminding them of the date and the importance of attendance at the orientation. A Tear-off at the bottom of the letter is returned signed by the parent agreeing to attend. If the tear-off is not returned within 1 week the ESL teacher makes another phone call to the child's parents to remind them to return the letter and attend orientation. Once at the orientation site, the ESL Teacher/Coordinator, Silvia Elsayed and Parent Coordinator welcome parents to view the Parent Orientation Program Selection DVD from the EPIC toolkit. Parents view and listen to the DVD in their native language. The Parent Choice Survey and Program Selection (PCS/PS) form is given out, explained via translation or given in their native language, when necessary and returned on site with their choice. The forms are collected immediately after parents answer all the pertaining questions and decide on the program of instruction for their children. The original forms are filed in the respective cumulative records along with the HLIS, one copy is filed in the Main Office in an ELL File as maintained by the ESL teacher. The Student Intake Process and Parent Choice Process are supervised by Mary Pree, Principal of the Island School. In the interim, the ESL teacher conducts a periodic review of the Parent Choice Letters and should there be enough Parent Choices for a TBE or DL Program – the school will open a program as per CR PART 154 in order to ensure that all ELLs receive services as part of CR PART 154 and parent choice.

For the past few years the trend in program selection has been Freestanding ESL. About 98% of our parents choose this program for their child's education. Our program is aligned with the parent requests. MS/IS 188 has two dual Bilingual/ESL certified teachers who are familiar with the TBE model. In the event a TBE program is introduced into the school, as per parent choice, the teacher is able and ready to implement instruction as per TBE. Steps will be taken to purchase appropriate teaching materials, as well as expanding classroom libraries to include more NL literature.

## Part III: ELL Demographics

### A. ELL Programs

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	0	4	11	8	5	5	8	9	7					57
<b>Total</b>	0	4	11	8	5	5	8	9	7	0	0	0	0	57

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
<b>All ELLs</b>	57	<b>Newcomers (ELLs receiving service 0-3 years)</b>	8	<b>Special Education</b>	12
<b>SIFE</b>	3	<b>ELLs receiving service 4-6 years</b>	11	<b>Long-Term (completed 6 years)</b>	7

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	43	2	8	11	1	4	2			5
<b>Total</b>	43	2	8	11	1	4	2	0	0	6

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

**C. Home Language Breakdown and ELL Programs**

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
<b>TOTAL</b>	<b>0</b>										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	10	8	5	4	6	8	8					52
Chinese						1		1						2

### 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
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1											1
<b>TOTAL</b>	<b>0</b>	<b>4</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

#### 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



5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

#### PLANNING FOR ELLS

The organizational model used at PS/MS188 is the Freestanding ESL push-in/pull-out. Students are placed in heterogeneous classes along with non-ESL students allowing for strong social interaction and development of L2 language skills. Specific ESL strategies used include: Natural Language Approach, Language Experience Approach, Cooperative Learning, TPR (Total Physical Response) and QTEL Scaffolding Strategies. Building on best practices in ESL pedagogy, project-based learning and the arts are infused within instruction to enhance engagement and understanding, and as an entry point to acquiring "academic" language. Our school believes that it is crucial for our English Language Learners to enter project-based learning activities through their strengths (e.g., visual arts, dance, music, interpersonal, linguistic, etc.) thus fostering engagement, confidence and self-esteem. Specific ESL instructional materials used include materials that are used in conjunction with grade appropriate curriculum (e.g., Getting Ready for the NYSESLAT and Beyond.) ELL students have full access to technology, with increasing attention to use of software to differentiate instruction, and multi-media software to facilitate product development. PS/MS 188's ESL curricula are fully aligned with NYS, ESL as a Second Language Learning Standards. The school's ESL Coordinator, in collaboration with school administration, facilitates program development and implementation (identification and placement of ESL/Bilingual certified teachers, scheduling, content, materials, etc.).

In order to ensure that the mandated number of instructional minutes is provided according to CR154 the ESL teacher pushes into the content classroom; ELLs from another class in the same grade also come into the classroom at that time. The Pull-out classroom is made up of bridge classes (example: 4/5 newcomer class or 6/7 beginning class). ELA content is taught through ESL methodologies and techniques.

Differentiation for subgroups of ELLs is vital to their language acquisition: We differentiate ESL instruction to meet the needs of all our ELLs during the regular school day. These students struggle, not only with issues of language acquisition, comprehension, and vocabulary development, but also with the structure of the English language. All of our Special Education students who are ELLs are participating in a full time inclusion program or CTT Program. Our ESL program emphasizes direct instruction in specific skills to enhance all four language acquisition modalities (i.e. conceptual understanding, conventions, grammar, and semantics). Additionally, students in grades K-8 have the opportunity to develop language and comprehension through project based learning opportunities, using multiple intelligences (strength-based) approach. The application of the multiple intelligences theory allows our students to enter project based learning activities through their strengths (visual arts, dance, music, mathematical, interpersonal, linguistic, etc). Technology is infused through the use of exemplary software to differentiate instruction, as well as, through the use of multimedia software to facilitate product development. PS 188 implements a balanced literacy program schoolwide using Teachers College Reading & Writing Workshop Model which incorporates components of Balanced Literacy such as Shared Reading, Read Aloud, Guided Reading, Independent Reading, Guided Reading, Shared Writing, Independent Writing. In K-2, balanced literacy instruction is enhanced through twice weekly arts-infused instruction in collaboration with LEAP teaching artists. In Grades K-5, Everyday Math is utilized. Impact Math is used in Grades 6-8. Grades 6-8 ELL Curricula in Science and Social Studies are fully aligned with NYS learning standards. The K-5 Social Studies curricula infused performing arts and visual arts through teaching artist residencies. A full music program (music foundations, violin, chorus, percussion) is implemented. ELL students participate fully in all of these programs. Supplemental programs, specifically designed for ELL students include a 14-week arts-infused curricula focusing on Taino culture implemented in collaboration with Arts Connection. The focus of this residency is L2 language development. Through Title III ELL students participate in after school supplementary learning experiences (on-site and through trips).

In order to continue to support our ELLs who have recently (up to two years) achieved proficiency as per the NYSESLAT, teachers observe the students during the regular classroom time; The push-in ESL teacher also provides support and the student is offered to come into the group during classroom activity. Our newly proficient ELLs are offered extra time on the State Assessment exams. These students are also given the opportunity to attend title III after school supplementary programs for added academic support.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

#### Professional Development Program

ESL Professional Development at PS/IS188M will be structured around the Study Group to be held weekly to discuss and reflect upon specific needs of the ELL population. The six participants will be looking at the strategies to better service students in the development of L2 through the reading and discussion of chapters in Reading, Writing, and Learning in ESL A Resource Book for K-12 Teachers written by Suzanne F. Peregoy and Owen F. Boyle. The study group will meet twice each month. The teaching artist will meet with participating teachers before and after the six session residency. These meetings will contribute to the understanding of how to effectively use the arts as a vehicle to support ELLs in the process of language acquisition. Another opportunity for professional development will consist in attending ELA, Literacy and Writing

#### Professional Development Timeline:

November through May: Participating teachers will meet the last Tuesday of the month for eight weeks from 4:00 to 5:00 pm. These meetings include articulation and reflection meetings.

### E. Parental Involvement

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

PARENT/COMMUNITY: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

Our bilingual Parent Coordinator, Mirta Rosales holds regular parent meetings where parents are provided with the opportunity to participate in the school culture. Our parents participate in Learning Leaders, New York Cares Computer Classes, and ESL instruction provided by BMCC. We have and will continue to sponsor numerous workshops throughout the school year to promote parent involvement for all our students. Workshops specifically arranged for ELL parents in Reading and Writing Workshops, Math, as well as ELL Parent Orientation sessions to inform parents about services and tests. As part of PS/IS188 M reaching out to the community, the culminating event for our Arts Connection Taino Clay Residency will consist in a parents/students art activity involving clay accompanied by dinner and refreshments. This is going to be an opportunity for ELLs to present their artistic work and describing their works of art in a gallery walk.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	1	5	1	4	2	3	4	4					24
Intermediate(I)		0	5	3	0	1	2	1	1					13
Advanced (A)		3	1	4	2	2	2	4	2					20
Total	0	4	11	8	6	5	7	9	7	0	0	0	0	57

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	3		1				1		5
5	1		4						5
6	2		5						7
7	2		4		1		1		8
8	2		2						4
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		4		3				12
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	5		4		3				12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
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								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - 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?
5. 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?
6. Describe how you evaluate the success of your programs for ELLs.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Writing Rubrics correlated to Core Standards
- Running Records
- Performance on Computer Assisted Program Assessments  
(e.g., weekly performance reports from Achieve 3000 to modify instruction)
- Teacher-generated assessments
- Classroom observations
- Acuity Predictive Tests
- Ed Performance Tests
- NYS ELA, Math, Science, and Social Studies Tests

ECLAS-2, TCRWP, Fountas and Pinnell, Foundations

LAB-R, NYSESLAT

- The DoE Progress Report
- The School Report Card
- ARIS data (attendance, subpopulations, etc)

Based on data patterns across proficiency levels and grades (from RLAT, LAB-R, and NYSESLAT data on ATS) we find most proficiency levels are in Speaking/Listening on grades 3,4, and 7 Most Reading/Writing scores fall into the intermediate level across grades. We will concentrate on R/W, giving students more opportunities to develop their skills through graphic organizers derived from oral ideas; Responses to literature and essay writing will follow. Based on best practices and the need of moving ELLs from a surface reading level to a deeper level or reading comprehension, our school is implementing vocabulary instruction through ExC-ELL. This program designed for ELLs engages our students in vocabulary learning through a multisensory approach to meet the diverse learning styles. Computer Assisted Learning is also part of our instructional tools to help ELLs succeed in learning academic English. Our school offers programs such as Achieve 3000, Destination Math, and Wiggle Works. Students will have opportunities to use speaking and listening skills as preparation for writing and reading activities. Differentiation will be guided by individual modality scores in the content classroom with the ESL teacher guidance. We follow TC Readers and Writers workshop and through various professional development opportunities along with ESL support workshops

**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.

## Additional Information

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		