



**PUBLIC SCHOOL 188Q**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL:** 26Q188  
**ADDRESS:** 218-12 HARTLAND AVENUE, BAYSIDE, NY 11364  
**TELEPHONE:** (718) 464-5768  
**FAX:** (718) 464-5771

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: 26Q188 SCHOOL NAME: Kingsbury School – P.S. 188Q

SCHOOL ADDRESS: 218-12 Hartland Avenue, Bayside, New York 11364

SCHOOL TELEPHONE: (718) 464-5768 FAX: (718) 464-5771

SCHOOL CONTACT PERSON: Janet Caraisco EMAIL ADDRESS: jcaraisco@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON	<u>Janet Caraisco</u>
PRINCIPAL	<u>Janet Caraisco</u>
UFT CHAPTER LEADER	<u>Stacy Gangi &amp; Phyllis Berk</u>
PARENTS' ASSOCIATION PRESIDENT	<u>Irene Bencivenga &amp; Susan Tso-Lee</u>
STUDENT REPRESENTATIVE (Required for high schools)	<u>N/A</u>
COMMUNITY SCHOOL DISTRICT SUPERINTENDENT	<u>Anita Saunders</u>

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 26 CHILDREN FIRST NETWORK (CFN) #2.05

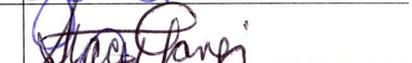
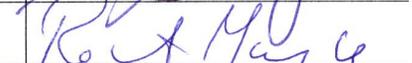
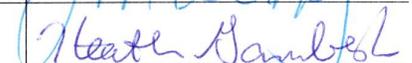
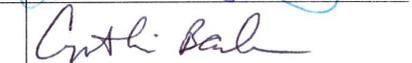
NETWORK LEADER: MARGUERITE STRAUS  
SUPERINTENDENT: ANITA SAUNDERS

**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
Janet Caraisco	*Principal or Designee	
Stacy Gangi	*UFT Chapter Chairperson or Designee	
Irene Bencivenga	*PA/PTA President or Designated Co-President	
n/a	Title I Parent Representative ( <i>suggested, for Title I schools</i> )	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Marguerita Matos	Member/Parent	
Doreen Chu	Member/Parent	
Hilary Fabian Senise	Member/Parent	
Mae Chong	Member/Parent	
Robert Gayle	Member/Parent	
Tracy Dykeman	Member/Teacher	
Jessica Mullaney	Member/Teacher	
Heather Gambeski	Member/Teacher	
Cynthia Barber	Member/Teacher	

## **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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P.S. 188Q is a distinctive learning community servicing students from Pre-Kindergarten through fifth-grade. The students of P.S. 188 come to school with a diverse set of interests and abilities. It is a very cheerful environment filled with high-quality instruction and attention to detail. Many children speak a second language and take language classes outside of school. In addition, children participate in extra-curricular activities such as music lessons, organized sports, and the Girl/Boy Scouts. The children of P.S. 188 are eager to learn and enjoy lunchtime-clubs (art club, math club, book clubs), School Wide Enrichment and help younger students learn through monitoring. We have a high attendance rate for students and a very low rate for suspensions.

P.S. 188Q focuses on a balanced literacy approach in English Language Arts. Lucy Calkins from Teachers College has visited our school and considers it a model for other principals and teachers. We have been able to attract highly-trained staff developers like Carl Anderson and Georgia Heard to work with our teachers. We have also hosted many visitors from around the United States and abroad who wish to tour our building and see evidence of reading and writing workshop models.

P.S. 188Q houses a self-contained gifted and talented program in grades Kg-5. This program focuses on deepening on-grade curriculum through the Independent Investigative Method. Our staff has received professional development to enrich the curriculum for our identified GT students through learning centers, student-based research, and School-Wide Enrichment.

P.S. 188Q also houses one kindergarten and one first-grade self-contained special education class with one teacher and one paraprofessional for the 12 students enrolled. In the fourth-grade, we have an ICT class with 15 general education students and 10 special education students. One general education and one special education teacher lead this class. All of our special education classes focus on preparing students to be in the least restrictive environment. All staff members receive professional development training on best practices for students with special needs. We have a full-time SETSS teacher, IEP teacher, speech teacher, occupational therapist, and ESL teacher. We also have a part-time physical therapist and guidance counselor.

P.S. 188Q is a community school with an emphasis on academic excellence and the pursuit of life-long learning. We strive to continue to support the student and parent populations through high standards in teaching, personalized instruction, and shared leadership.

**SECTION III – Cont'd**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile  
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. 188 Kingsbury									
District:	26	DBN:	26Q188	School BEDS Code:	342600010188					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded			
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	36		97.2	97.0	TBD			
Kindergarten	57	57	93	<b>Student Stability - % of Enrollment:</b>						
Grade 1	77	80	85	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	84	78	80		97.7	98.4	TBD			
Grade 3	66	85	92	<b>Poverty Rate - % of Enrollment:</b>						
Grade 4	77	65	86	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	78	76	71		8.6	9.6	20.9			
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		1	2	TBD			
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	0	0			
Grade 12	0	0	0	<b>Special Education Enrollment:</b>						
Ungraded	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Total	439	441	543							
<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			
# In Self-Contained Classes	0	0	10	Principal Suspensions	0	0	TBD			
# In Collaborative Team Teaching (CTT) Classes	0	0	8	Superintendent Suspensions	0	0	TBD			
Number all others	35	32	34	<b>Special High School Programs - Total Number:</b>						
These students are included in the enrollment information above.					(As of October 31)	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>					CTE Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0			
# In Transitional Bilingual Classes	0	0	0	<b>Number of Staff - includes all full-time staff:</b>						
# In Dual Lang. Programs	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# receiving ESL services only	17	15	24	Number of Teachers	26	26	TBD			

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	8	Number of Administrators and Other Professionals	3	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	57.7	69.2	TBD
				% more than 5 years teaching anywhere	61.5	61.5	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	92.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.2		100.0	100.0	TBD
Black or African American	4.1	3.6	3.5				
Hispanic or Latino	9.6	9.5	8.8				
Asian or Native Hawaiian/Other Pacific Isl.	53.1	53.5	53.2				
White	33.3	32.7	32.2				
<b>Male</b>	56.3	55.1	54.9				
<b>Female</b>	43.7	44.9	45.1				
2008-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR Identification:						
Overall NCLB/Differentiated Accountability Status (2008-10) Based on 2008-08 Performance:							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient							
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	74.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: (Comprises 16% of the Overall Score)	12.9			Quality Statement 2: Plan and Set Goals			
School Performance: (Comprises 35% of the Overall Score)	24.3			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: (Comprises 60% of the Overall Score)	37.7			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	NR			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				⊙ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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 Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools 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 highlights 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?
- 

### Progress Report for the 2009-2010 School Year = A

School Environment = 10.8/15 = 72% ← Focus Area  
Safety = 8.7  
Expectations = 8.5  
Engagement = 8.4 ← Focus Area  
Communication = 8.0 ← Focus Area  
Attendance = 97.3%

Student Performance = 18.9/25 = 75.6%  
ELA Levels 3 & 4 90.6%  
ELA Median Proficiency 3.59  
  
Math Levels 3 & 4 96.3%  
Math Median Proficiency 4.14

Student Progress = 43.4/60 = 72.3% ← Focus Area  
  
**ELA**  
Median Growth Percentile 74.0 ← Focus Area  
Median Growth Percentile for Lowest Third 79.0 ← Focus Area  
  
**MATH**  
Median Growth Percentile 87.0  
Median Growth Percentile for Lowest Third 84.0

### Quality Review for the 2006-2007 School Year = Proficient

Quality Statement #1 = Proficient  
Item 1.4 = Underdeveloped with Proficient Features ← Focus Area  
An objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school.

Quality Statement #2 = Proficient

OCTOBER 22, 2010

Item 2.1 = Underdeveloped with Proficient Features ← Focus Area  
Engage in collaborative processes to set demanding, objectively measurable goals for improvement, and to develop plans and timeframes for reaching those goals.

Quality Statement #3 = Well Developed

Quality Statement #4 = Well Developed

Quality Statement #5 = Proficient

Item 5.1 = Underdeveloped with Proficient Features ← Focus Area  
The school's plan for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments.

What the School Needs to Improve

- Ensure that the performance of all subgroups of students is evaluated at class, grade and school levels. ← Focus Area
- Make performance goals more measurable for classes, grades and subgroups of students to reflect their progress needs. ← Focus Area
- Ensure that teachers use subgroup goals to guide their instruction to better meet the needs of different students in their classes. ← Focus Area

**Standardized Assessments – 2009-2010 School Year**

**ELA**

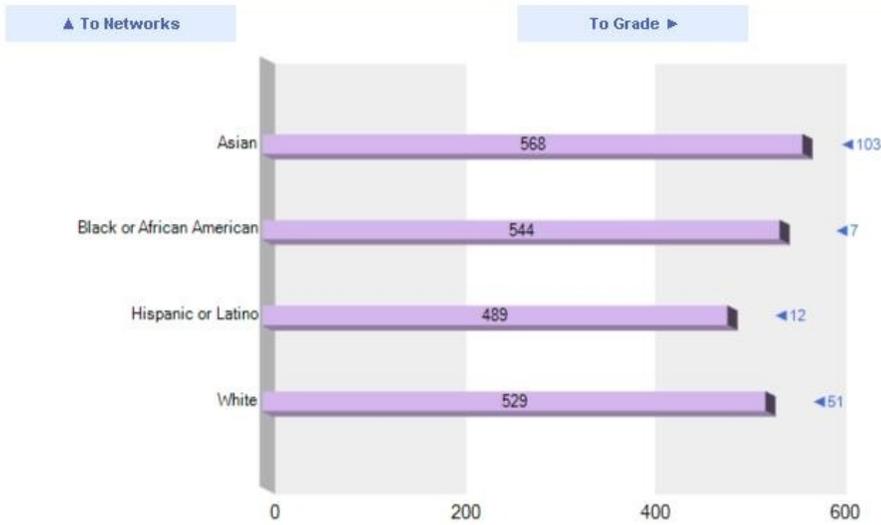
Year	Total Tested	4	3	2	1	3 + 4
Grade 3	74	40 = 44%	34 = 37%	15 = 16%	2 = 2%	74 = 81.3%
Grade 4	87	24 = 28%	60 = 69%	3 = 3%	0	84 = 96.5%
Grade 5	71	30 = 42%	38 = 54%	3 = 4%	0	68 = 95.7%
Total 3, 4, 5	249	94 = 38%	132 = 53%	21 = 8%	2 = 1%	226 = 90.7%

**Report 1: Comparing Populations on 3-8 ELA Predictives  
By Race/Ethnicity For 26Q188 - P.S. 188 Kingsbury**

Printer-Friendly?  
Yes  No

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 205 School: 26Q188 - P.S. 188 Kingsbury  Grade: All Grades Subject: Homeroom Course: Homeroom	<b>C: Enrollment in current School Year</b>  09-10 Feb  Current As Of: 04/16/2010	3-8 ELA Predictives Overall Mean Score [Scale] Total Students Assessed Pred Level 1 Pred Level 2 Pred Level 3 Pred Level 4 No Prediction

**Advanced Filters:**  
No Advanced Filters have been selected.



Institutions with no data are not included.

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DOE employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

Predicted Level is not available for the Spring grade 3-7 and Pre-Regents Predictive Assessments prior to 2010. To view student scale scores on these assessments, use the Measure option on the left to change the Performance Measurement from "Levels" to "Mean Score [Scale]"

**MATH**

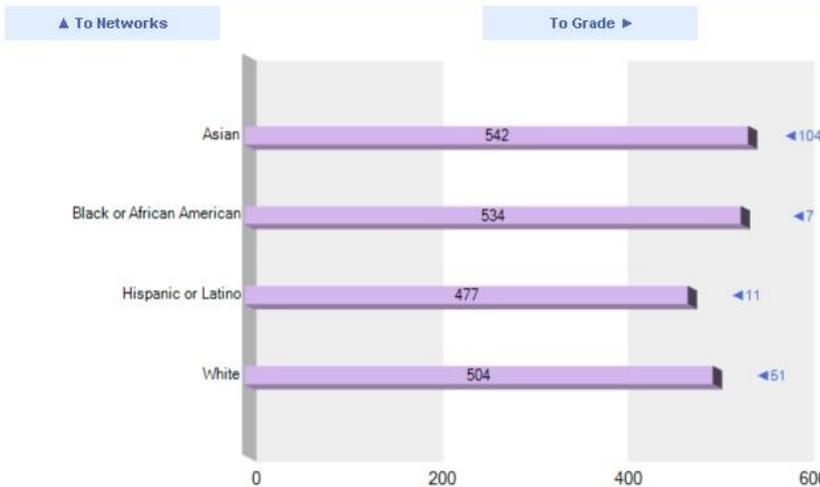
<b>Year</b>	<b>Total Tested</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3 + 4</b>
Grade 3	91	56 = 61.5%	27 = 29.6%	7 = 7%	1 = 1%	83 = 91.2%
Grade 4	87	73 = 83.9%	13 = 14.9%	1 = 1%	0	86 = 98.8%
Grade 5	71	53 = 74.6%	18 = 25%	0	0	71 = 100%
Total 3, 4, 5	249	182 = 73%	58 = 23%	8 = 3%	1 = 1%	240 = 96.3%

**Report 1: Comparing Populations on 3-8 Math Predictives  
By Race/Ethnicity For 26Q188 - P.S. 188 Kingsbury**

Printer-Friendly?  
Yes  No

Population	Time	Measure
Networks: CHILDREN FIRST NETWORK 205 School: 26Q188 - P.S. 188 Kingsbury  Grade: All Grades Subject: Homeroom Course: Homeroom	C: Enrollment in current School Year  09-10 Feb  Current As Of: 04/16/2010	3-8 Math Predictives Overall Mean Score [Scale] Total Students Assessed Pred Level 1 Pred Level 2 Pred Level 3 Pred Level 4 No Prediction

**Advanced Filters:**  
No Advanced Filters have been selected.



Institutions with no data are not included.

Page 1 of 1

DOE employees may access and use individual student data only for legitimate educational purposes, and are required to maintain strict confidentiality of such data.

Predicted Level is not available for the Spring grade 3-7 and Pre-Regents Predictive Assessments prior to 2010. To view student scale scores on these assessments, use the Measure option on the left to change the Performance Measurement from "Levels" to "Mean Score [Scale]"

**MATH – Exemplars Problem Solving**

98% of Pre-K-5 students improved their level of mathematics achievement by moving at least one level (novice to apprentice; apprentice to practitioner; or practitioner to expert) in at least one mathematics strand (geometry & measurement; patterns, functions & algebra; numbers & operations; probability & statistics) as per the Exemplar’s Problem Solving Rubric.

**SCIENCE – May 2010**

**OCTOBER 22, 2010**

<b>Year</b>	<b>Total Tested</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3 + 4</b>	<b>Mean</b>
Grade 4	86	84 = 97.6%	2 = 2.3%	0	0	84 = 100%	95.67

### **Social Studies – October 2009**

<b>Year</b>	<b>Total Tested</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>3 + 4</b>
Grade 5	71	58 = 81.6%	13 = 18.3%	0	0	71 = 100%

### **TC Running Records - Analysis of Sub-Groups**

Based on the action research conducted by our teacher teams and Inquiry Team, the following subgroups made progress in English language:

We measured the growth of sub-group students' reading comprehension through the TC running records. During this year, we assessed the children within the assessment windows ending on 09/30/09, 11/30/09, 03/30/10, and 06/30/10. Students flagged as part of the central Inquiry Team struggled with reading comprehension. The subgroup showed marked improvements with direct vocabulary instruction. 100% of grade 3 students improved their reading by two levels (for example, moving from an S to a U level) and 25% improved by three levels. 100% of grade 4 students improved their reading by two levels and 83% improved by three levels. 100% of grade 5 students improved their reading by three level and 25% improved by four levels.

### **Summary of Major Findings**

After conducting your review, **summarize** in this section the major findings and highlights 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?
- 

### **School's Strengths**

P.S. 188's strengths include a highly engaging curriculum for students. The administration routinely uses formal and informal classroom observations to improve instruction. Teachers have the opportunity to observe each other's teaching which leads to a reflective and open professional environment. We have strong partnerships with arts organizations to enhance the curriculum. New teachers receive effective support in mentor relationships. High expectations of students are consistently maintained and are shared with parents. Positive procedures ensure and maintain high attendance levels.

### **School's Performance Trends**

The school's progress has improved from 2008-2009 but it continues to be an area of concern. Although our performance levels are stable, we only earned 43.4 out of a total of 60 points on our Progress Report in the area of progress (72.3%).

Looking at the students' performance on the ELA Predictive Assessments, Hispanic students performed below other ethnicities of children in comprehension skills. The median score for Hispanic children in grades 3-5 was 489 as compared to 568 for Asian children, 544 for African American children, and 539 for White children.

Looking at the students' performance on the Math Predictive Assessments, Hispanic students also performed below other students in the areas of problem solving and computation. The median score for Hispanic children in grades 3-5 was 477 as compared to 542 for Asian children, 534 for African American children, and 504 for White children.

Classroom teachers and specialists in the building identified areas of concern in ELA. Across the school, we have found that former ELL students continue to have difficulty with critical reading skills. Students in grades 3-5 continue to need vocabulary instruction. We are continuing our ELA focus based on last year's teacher teams findings. The First-Grade Teacher Team identified students who had the ability to comprehend text when the text was read aloud but they did not decode while reading the same grade-appropriate passage. This was an area of concern. The Second-Grade Teacher Team identified grammar in writing as an area of concern. The Third-Grade Teacher Team identified grammar issues with former ELL students as an area of concern. The Fourth-Grade Teacher Team identified students needing more attention on critical reading skills such as author's purpose as an area of concern. The Fifth-Grade Teacher Team identified critical reading skills (inferencing and drawing conclusions) as an area of concern. For 2010-2011, teachers are interested in studying the relationship between reading skills and students' performance on math word problems. Teachers would like to study the connection between the critical reading skills utilized when comprehending a text and the students' ability to use these skills to comprehend a word problem and draw a mathematical conclusion.

The fourth-grade science test mean rose from 93 to 95.67 in the 2009-2010 school year. Of the 86 fourth-grade children who tested in science in May/June 2010, 84 students (97.6%) received a score of level-four on the test and 2 students (2.3%) received a score of level-three. This is reflective of the rigorous science curriculum implemented by our science teacher and our classroom teachers.

### School's Accomplishments

One of P.S. 188Q's major accomplishments during the 2009-2010 school year was to be ranked as one of the best schools in New York City by the Daily News. We ranked number one in district 26 for grade-four ELA and number two for grade-five ELA. We ranked number one in district 26 for grade-four math and number two for grade-five math. In addition, we surpassed the performance of many of the Long Island districts in both ELA and Math including Garden City, Great Neck, Manhasset, Roslyn, and Syosset. While the school continues to work on improving our progress on standardized tests, our performance remains strong. 90.7% of our grade 3, 4, and 5 students earned a level 3 or 4 on the ELA. 38% of the children earned a level 4. 96.3% of our grade 3, 4, and 5 students earned a level 3 or 4 on the NYS Math Assessments. 73% of the children earned a level 4. 100% of our fifth grade students achieved a level 3 or 4 on the NYS Social Studies Assessment. 81.5% earned a level 4. 100% of our fourth grade students achieved a level 3 or 4 on the NYS Science Assessments. 97.6% earned a level 4.

### School's Most Significant Aids or Barriers

P.S. 188's most significant contribution to the school's continuous improvement is the extremely involved parents who support the school with their time and dedication and also with extra programs through PTA fundraising events. Because P.S. 188 is a small school with limited funding, we greatly appreciate the financial support from our PTA. We also have parents with special skills who gladly

share their resources. Parents coordinate three evening events for our families – Fall Family Night in October, Lunar New Year in February, and Spring Family Night in April. These events are usually sold out and are very popular with students, teachers, and parents. Our parents also read aloud to every class on Fridays in the month of January. It is a wonderful experience for our children to see their parents reading aloud to their classmates and helps us strengthen our home-school connection. Parents are also a significant part of our annual Field Day. Without the support from parents running the games, setting up the park, coordinating the events, we would not have been so successful for so many years.

Another significant aid to our school is the strong partnership we have with our OST afterschool program. There is a smooth flow of communication between the program’s counselors and the P.S. 188Q teachers which maximizes our students’ potentials. Counselors in the OST program work with the children during homework help time and focus their instruction with the guidance of the classroom teachers. This afterschool program is also supportive of our working families providing a safe and free program for their children on school days and during school vacations. OST has made an effort to infuse their program with arts education which is supportive of the P.S. 188’s goals.

A barriers to our success are the limited funding that we receive and the cutbacks that reduce of funds even more. We have had to eliminate our morning test preparation programs, our after school study programs, and the amount of academic intervention services that we can offer to students. Our limited funding has hampered our technology growth. Many of the computers in our school are old and they are not powerful enough to handle online work. We would like to purchase additional Smartboards and Elmo document projectors but we are not able to at this time. Because of the cutbacks, we have had to sever our professional development partnership with Teachers College and have not been able to seek out vendors who could support the staff with professional development but whose cost is beyond our reach. We have had to create large classes due to our financial situation. We have 32 in our first and second grade classes and we are not able to fund a paraprofessional to support the students. We also had to eliminate some of our school aide positions. This creates concerns during outdoor recess.

## **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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

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### Goals

#### **ELA**

**To raise the level of comprehension for K-5 students through differentiated classroom instruction.**

1. By June 2011, grade K-5 students will increase their level of reading comprehension as evidenced by making at least a two level gain on the TCTWP Benchmarks for Reading Levels.
2. By June 2011, grade K-5 students will demonstrate critical reading skills as measured by obtaining at least grade level proficiency on Acuity Assessments, CARS (Comprehensive Assessment of Reading Strategies) and/or teacher-created rubrics measuring progress on developing higher order thinking.
3. By June 2011, kindergarten to third-grade students will increase their ability to read sight words by 2 levels through the development of teacher expertise around the assessment of student learning, as well as through the alignment of CCSS and direct sight word instruction as measured by TCTWP Benchmarks for Reading Levels – Sight Words Assessment.

## **MATH**

**To raise the level of mathematics achievement for Pre-K-5 students through problem solving.**

4. By June 2011, 85% of Pre-K-5 students will improve their level of mathematics achievement by moving at least one level (novice to apprentice; apprentice to practitioner; or practitioner to expert) in at least one mathematics strand (Problem Solving, Reasoning/Proof, Representation, Communication, or Connections) in any of the mathematics categories - geometry & measurement; patterns, functions & algebra; numbers & operations; probability & statistics as per the Exemplar's Problem Solving Rubric.

## **SOCIAL AND CULTURAL DEVELOPMENT**

**To enhance the learning of all our students through activities that stimulate individual growth and help students realize their full potential.**

5. By June 2011, K-5 students will connect theater to personal experience, community and society through developing theater literacy with 75% accuracy as measured by the *New York City Blueprint for the Arts – Teaching and Learning in the Theater* benchmarks.

**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 2009-10 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 NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual ELA Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, K-5 students will increase their level of reading comprehension as evidenced by making at least a two level gain on the TCTWP Benchmarks for Reading Levels.</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> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• A school-wide comprehensive critical reading continuum will be implemented by teachers for grades K-5. On grade, as well as across grade opportunities to plan will ensure rigor and scaffolding of student learning. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: spring 2011</li> <li>• A school-wide study of the new Core Curriculum State Standards (CCSS) will be undertaken. On grade, as well as, across grade opportunities to plan will ensure rigor and scaffolding of student learning. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2010 – June 2011</li> <li>• Teachers will incorporate at least one book from the appropriate CCSS level bands into their classroom curriculum. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2010 – June 2011</li> <li>• Kindergarten and first-grade teachers will align their pacing calendars to the CCSS for the 2010-2011 school year. Target Population: K-1 students; Responsible Staff: Kg and first-grade teachers, principal, assistant principal; Timeline: September 2010 – June 2011</li> <li>• Cluster teachers will plan for student writing assignments to improve reading in each of the three CCSS writing genres – Informational Texts; Opinions/Literary Texts; Narratives/Biography. Target Population: K-5 students; Responsible Staff: cluster teachers, principal, assistant principal; Timeline: September 2010, December 2010, April 2011</li> </ul>

- Teachers will assess classroom library against the CCSS Appendix B – Text Exemplars. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2010 – June 2011
- School will supplement classroom libraries with appropriate CCSS band-level books and non-fiction texts. Target Population: K-5 students; Responsible Staff: principal, assistant principal; Timeline: September 2010 – June 2011
- Throughout the year, teachers will implement shared-reading as a core component for their reading program and as a teaching approach to critical reading instruction. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Teachers will assist students in identifying clear learning goals for increasing their critical reading skills. Students will set learning goals every week (Week #1 = Reading Goals; Week #2 = Writing Goals; Week #3 = Math Goals; Week #4 = Social Studies Goals). Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Full day professional development on Nov 2, 2010 and June 9, 2011 will be used to continue school-wide comprehension focus, study the Common Core State Standards, and to share school vision with staff. Target Population: all teachers; Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Common planning time will be scheduled so teachers can develop a critical reading continuum that is aligned with their units of study, supports content and concept building, and includes the development of high frequency and Tier 2 words. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Per Diem days will be budgeted for sub coverage so teachers can participate in professional development activities to increase their content, pedagogy knowledge on critical reading skills, and CCSS. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- The Network Literacy NSS will assist lead teachers in developing strategies and

activities for building comprehension, selecting complex, appropriate text and choosing the appropriate concepts and critical reading skills to study. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011

- Lead teachers for upper and lower grades will be identified and will attend monthly coaching sessions with network literacy specialist. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Teacher observations and teacher alternative assessments will be part of the professional development plan in meeting school-wide goals. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011
- The Network Literacy Specialist will assist teachers in using student work to develop assessment tools to measure student's progress in using critical reading skills. Target Population: K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011
- Grade specific inquiry teams will research and provide effective learning strategies in comprehension for students in sub-groups of the school population. Grade-level teacher teams will incorporate CCSS into study Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Study groups will be formed around differentiation and the teaching of critical reading skills and CCSS to offer teachers a venue to grow professionally and to share ideas and resources. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- A cadre of teachers will participate in an inquiry process through lesson study and study groups to gather, monitor, and analyze data for a targeted group of students around the teaching and learning of critical reading skills and the alignment of CCSS. The present practice will be evaluated for effectiveness and the teachers will study, research, plan, and implement a change strategy for instruction, monitor progress of targeted group and share the strategy with the school community. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall

	<p>2010- spring 2011</p> <ul style="list-style-type: none"> <li>Resources and professional books will be purchased for staff to use as a resource for assessment and teaching word study lessons and for using writing to support reading acquisition. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>Per session monies will be budgeted for professional development activities and purchase of resources and professional literature.</li> <li>C4E funds allocated to reduce the number of fifth grade students in each class. This will reduce the teacher to student ratio.</li> <li>Inquiry Teams will each meet regularly beginning in September 2010 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Interval of Periodic Review: Ongoing classroom charts that display inquiries around critical reading skills; teachers developing expertise in teaching critical reading skills reflected in lesson-plans and in whole class and small group instruction; daily teacher lesson plans showing evidence of critical reading skills instruction for whole class and small groups. Teacher conference notes and observations assess and monitor student learning; bi-monthly feedback from administrators on professional growth in the teaching of critical reading skills.</li> <li>Instruments of Measure: Running records four times a year for students reading on or above grade-level and once a month for students reading below grade-level. Acuity periodic assessments throughout the year.</li> <li>Projected Gains: Higher level of student conversation that delve into the concepts and big ideas in text and the use of good word choice and vocabulary to communicate thinking; students' ability to articulate how critical reading strategies help to raise their level of reading comprehension.</li> </ul>

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual ELA Goal #2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, grade K-5 students will demonstrate critical reading skills as measured by obtaining at least Grade level proficiency on Acuity Assessments, CARS (Comprehensive Assessment of Reading Strategies) and/or teacher-created rubrics measuring progress on developing higher order thinking.</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>	<ul style="list-style-type: none"> <li>• A school-wide comprehensive critical reading continuum will be implemented by teachers for grades K-5. On grade, as well as, across grade opportunities to plan will ensure rigor and scaffolding of student learning. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: spring 2011</li> <li>• Throughout the year, teachers will implement shared-reading as a core component for their reading program and as a teaching approach to critical reading instruction. Target Population: Pre-K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Teachers will assist students in identifying clear learning goals for increasing their critical reading skills. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Full day professional development on Nov 2, 2010 and June 9, 2011 will be used to continue school-wide comprehension focus and to share school vision with staff. Target Population: all teachers; Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Common planning time will be scheduled so teachers can develop a critical reading continuum that is aligned with their units of study, supports content and concept building, and includes the development of high frequency and Tier 2 words. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Per Diem days will be budgeted for sub coverage so teachers can participate in professional development activities to increase their content and pedagogy knowledge on critical reading skills. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> </ul>

- The Network Literacy NSS will assist lead teachers in developing strategies and activities for building comprehension, selecting complex, appropriate text and choosing the appropriate concepts and critical reading skills to study. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Lead teachers for upper and lower grades will be identified and will attend monthly coaching sessions with network literacy specialist. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Teacher observations and teacher alternative assessments will be part of the professional development plan in meeting school-wide goals. Target Population: K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011
- The Network Literacy Specialist will assist teachers in using student work to develop assessment tools to measure student's progress in using critical reading skills. Target Population: K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011
- Grade specific inquiry teams will research and provide effective learning strategies in comprehension for students in sub-groups of the school population. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Study groups will be formed around differentiation and the teaching of critical reading skills to offer teachers a venue to grow professionally and to share ideas and resources. Target Population: K-5 students; Responsible Staff: classroom teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- A cadre of teachers will participate in an inquiry process through lesson study and study groups to gather, monitor, and analyze data for a targeted group of students around the teaching and learning of critical reading skills. The present practice will be evaluated for effectiveness and the teachers will study, research, plan, and implement a change strategy for instruction, monitor progress of targeted group and share the strategy with the school community. Target Population: K-5 students; Responsible Staff: classroom

	<p>teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</p> <ul style="list-style-type: none"> <li>Resources and professional books will be purchased for staff to use as a resource for assessment and teaching word study lessons. Target Population: K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>Schedule common planning time at least once a week for each grade.</li> <li>Budget monies for per session days to provide sub coverage for teachers to attend professional development activities and planning sessions.</li> <li>Network literacy specialist will support lead teachers and teachers in the Talented and Gifted Program.</li> <li>Per Diem hours for Inquiry team members to participate in action research.</li> <li>OTPS monies budgeted for purchasing classroom resources and professional books for teachers.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Interval of Periodic Review: Ongoing classroom charts that display inquiries around critical reading skills; bi-monthly feedback from administrators on professional growth in the teaching of critical reading skills; classroom evidence of differentiation.</li> <li>Instruments of Measure: Running records four times a year for students reading on grade and once a month for students not reading on grade level; daily teacher lesson plans show evidence of critical reading skills instruction for whole class and small groups. Teacher conference notes and observations assess and monitor student learning. Acuity interim assessments throughout the year. Progress on CARS assessments throughout the year.</li> <li>Projected Gains: Students' ability to articulate how critical reading strategies help to raise their level of reading comprehension; teachers developing expertise in teaching critical reading skills reflected in lesson-plans and in whole class and small group instruction</li> </ul>

**Subject/Area (where relevant):** Literacy – Early Childhood

<p><b>Annual ELA Goal #3</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, kindergarten to third-grade students will increase their ability to read sight words by 2 levels through the development of teacher expertise around the assessment of student learning, as well as through the alignment of CCSS and direct sight word instruction as measured by TCTWP Benchmarks for Reading Levels – Sight Words Assessment.</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>	<ul style="list-style-type: none"> <li>• Professional Learning Standards will be used as a lens to assess teacher development and performance in supporting teachers in building-on their professional expertise in the area of data analysis and literacy instruction. Target Population: Pre-K-3 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Teachers will be assessed on one level of the Professional Learning Standards and offered an alternative assessment to observation in building on their growth in planning differentiated instruction and assessing learning and/or the alignment of CCSS. Target Population: Pre-K-3 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Teachers will communicate clear learning goals for K-3 students. Target Population: K-3 students; Responsible Staff: teachers; Timeline: fall 2010- spring 2011</li> <li>• Data Specialists will provide training to teachers on the use of ARIS, Acuity, Study Island, and other assessment tools to access and analyze student data. Target Population: Pre-K-3 students; Responsible Staff: assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Teachers will gather information about student’s performance from a variety of sources. Target Population: Pre-K-3 students; Responsible Staff: teachers; Timeline: fall 2010- spring 2011</li> <li>• Network Literacy and Math specialists, and/or lead teachers will provide professional development around assessment tools for gathering, analyzing, and monitoring qualitative and quantitative data, as well as unwrapping CCSS. Target Population: Pre-K-3 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> </ul>

	<ul style="list-style-type: none"> <li>• New teachers will be provided with a mentor teacher who will be supported by school administration. Target Population: Pre-K-3 students; Responsible Staff: assistant principal; Timeline: fall 2010- spring 2011</li> <li>• The principal and assistant principal will provide training and support to teachers around the Professional Learning Standards, the use of the Continuum of Teacher Development rubric, and the CCSS. Target Population: Pre-K-3 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Funding will be set aside for sub coverage and per session for teacher leadership opportunities and professional development. Target Population: Pre-K-3 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• Teachers will share information about student learning with their students' families in ways that improves understanding and encourages academic progress. Target Population: Pre-K-3 students; Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Schedule planning sessions for teachers on each grade to meet.</li> <li>• Budget per diem days to provide teachers with sub coverage to attend professional development activities.</li> <li>• Schedule funds to purchase literacy materials for early childhood.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Interval of Periodic Review: Throughout the year, teachers will use data to focus literacy instruction to students' needs as evidenced by teacher lessons plans and student progress sheets.</li> <li>• Instruments of Measure: Teachers' formal observation and observation alternatives reflect growth in the areas of planning differentiated instruction and assessing learning; teachers' lesson plans that reflect differentiation of instruction based on student assessments; Kindergarten and grade-one teacher lesson plans reflect alignment to CCSS; students' progress on running records and sight word assessments.</li> <li>• Projected Gains: Teachers' use of Professional Learning Standards to develop a common language and vision on the scope and complexity of teaching by which they</li> </ul>

	<p>can define and develop their practice; teachers' growth in the Planning Instruction and Assessing Learning components of the Professional Learning Standards. Teachers understanding of CCSS and the timeline for implementation of new standards.</p>
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**Subject/Area (where relevant):** Mathematics

<p><b>Annual Math Goal #4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 85% of Pre-K-5 students will improve their level of mathematics achievement by moving at least one level (novice to apprentice; apprentice to practitioner; or practitioner to expert) in at least one mathematics strand (Problem Solving, Reasoning/Proof, Representation, Communication, or Connections) in any of the mathematics categories - geometry &amp; measurement; patterns, functions &amp; algebra; numbers &amp; operations; probability &amp; statistics as per the Exemplar's Problem Solving Rubric.</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>	<ul style="list-style-type: none"> <li>• The Everyday Mathematics curriculum will be enhanced with a stronger focus on problem solving. Target Population: Pre-K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011</li> <li>• A school-wide study of the new Core Curriculum State Standards (CCSS) in mathematics will be undertaken. On grade, as well as, across grade opportunities to plan will ensure rigor and scaffolding of student learning. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2010 – June 2011</li> <li>• Teachers will incorporate at least one standard from the appropriate CCSS grade-level into their mathematics curriculum. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: September 2010 – June 2011</li> <li>• Kindergarten and first-grade teachers will align their pacing calendars to the CCSS for</li> </ul>

the 2010-2011 school year. Target Population: K-1 students; Responsible Staff: Kg and first-grade teachers, principal, assistant principal; Timeline: September 2010 – June 2011

- Network Math Specialist will provide ongoing support to teachers in applying the process standards to the Everyday Mathematics curriculum - with a particular focus on the problem solving - to assess and differentiate instruction for students. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011
- Network Math Specialist will provide training around the use of math games to pre-kindergarten teachers to assess, promote and enrich the learning of mathematical concepts. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011
- Network Math Specialist will provide support and training to teachers in gathering data, analyzing data and assisting teachers in finding correct tasks at student's appropriate levels for problem solving. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011
- Per Diem days will be budgeted to provide days for teachers to participate in professional development activities that build their expertise around effective practices around the teaching and learning of mathematics. Target Population: Pre-K-5 students; Responsible Staff: principal, assistant principal; Timeline: fall 2010- spring 2011
- Exemplars will be continued and expanded to provide rich problem solving activities and rubrics that assess and scaffolds the learning for students. Exemplars will be the core of students' math portfolios. Target Population: Pre-K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Teachers will attend monthly lead-teacher math workshops to increase their content knowledge in mathematics and to deepen understanding of how students learn and think around mathematics. Target Population: K-5 students; Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
- Teachers will be provided with planning sessions around open-ended Everyday Math responses to assess student understandings and to inform instruction for whole class, small group, and/or individual instruction. Target Population: Pre-K-5 students;

	Responsible Staff: teachers, principal, assistant principal; Timeline: fall 2010- spring 2011
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> <li>• Per Diem days will be budgeted to provide teachers with sub coverage to attend professional development activities.</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Interval of periodic review: Throughout the year, teachers will use data to focus math instruction to students' needs as evidenced by teacher lessons plans and student progress sheets.</li> <li>• Instruments of Measure: teacher observation showing differentiation, Exemplars Problem Solving Rubric, teacher lesson plans, and student progress sheets.</li> <li>• Projected Gains: Students working individually and in differentiated collaborative groups on problem solving activities; Teachers facilitating in-depth conversations around mathematical ideas and relationships; Teachers unwrapping CCSS; Student work and strategies for problem solving posted around classroom; Students articulating their solutions to problems both orally and in writing.</li> </ul>

**Theater Arts**

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Arts Goal #5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, Pre-K-5 students will connect theater to personal experience, community and society through developing theater literacy with 85% accuracy as measured by the <i>New York City Blueprint for the Arts – Teaching and Learning in the Theater</i> benchmarks.</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>	<ul style="list-style-type: none"> <li>• There will be at least two upper grade and one lower grade theater production at the school. Target Population: Pre-K-5 students; Responsible Staff: PTA, classroom teachers, principal, assistant principal; Timeline: spring 2011</li> <li>• Students will participate as an audience member in at least one live theater performance in the community. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011</li> <li>• Students will actively participate in at least one performance at the school before a live audience. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers and theater teacher; Timeline: fall 2010- spring 2011</li> <li>• Students will use a work of children’s literature to animate improvisation, role-playing, storytelling or group sharing. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2008 - spring 2009</li> <li>• Students will sequence a story or script by creating beginning, middle and end storyboard. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011</li> <li>• Students will write reflections about theater activities, including attending performances, participating in theater games, etc. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011</li> <li>• Students will identify and report on character types or roles in the neighborhood, such as lunchroom attendant, firefighter, store clerk, etc. Target Population: Pre-K – grade 2 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will explore the neighborhood setting in a work of dramatic literature, such as a script version of the <i>Chicken Little</i> or <i>The Pied Piper</i>. Students will compare this with the students' community. Target Population: Pre-K – grade 2 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011</li> <li>• Students will dramatize and explore similar stories from different cultures such as animal myths and hero stories. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers; Timeline: fall 2010- spring 2011</li> <li>• Students will use a simple computer program to create a cartoon storyboard with a plot sequence, captions, and dialogue. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers and computer teacher; Timeline: fall 2008 - spring 2009</li> <li>• Prior to a show, students will make predictions about the possible scenic and costume designs and colors. Target Population: Pre -K-5 students; Responsible Staff: classroom teachers and art teacher; Timeline: fall 2008 - spring 2009</li> <li>• Art club students will create theater scenery for at least 3 school performances. Target Population: grade 4 &amp; 5 students; Responsible Staff: art teacher; Timeline: fall 2010- spring 2011</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>• Arts teachers will provide training around the use of the Blueprint for the arts to promote and enrich the learning of arts concepts relating to theater arts including costumes, puppetry, storytelling props, and scenery.</li> <li>• Per Diem days will be budgeted to provide professional development days for teachers to build their expertise in theater arts integration.</li> <li>• Teachers will attend ICI or network sponsored workshops on theater arts development.</li> <li>• Outside resources will be secured to provide assembly programs and in-class residencies on theater arts.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- Interval of periodic review: bi-monthly review by teachers and administrators of student progress
- Instruments of Measure: Student progress on classroom tests and teacher observations on theater literacy benchmarks; Blueprint for Theater Arts
- Projected Gains:
  - Students will understand dramatic structure and theater traditions
    - Students will be able to differentiate between two or more characters and their character traits in a play or film.
    - Students will be able to demonstrate both in writing and in group sharings an understanding of sequence and plot, action and climax, differences between real and fantasy settings, the conflict or problem of the story or play.
    - Understand the playwright's purpose.
  - Students will extend their understanding of theater by connecting it to learning in other disciplines. Students explore how other art forms are incorporated into theater.
    - Students will be able to connect learning from other arts and disciplines such as math, science, language arts, social studies, technology, music, visual arts, and dance, to extend their understanding of theater.
    - Through attendance at and/or participation in theater performances, students will recognize how associated art forms enhance theater production.
  - Students will connect personal experience to an understanding of theater through an exploration of theme and context.
    - Students will be able to respond to theater through a variety of approaches and with multiple perspectives.
    - Students will be able to recognize that theater, regardless of place or culture, tells us about ourselves and our lives.
  - Students will expand and invigorate their theater learning through school partnerships with theater organizations.
    - Students will be able to experience the range and diversity of local and NYC Theater and theater arts organizations.

## **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			N/A	N/A	0	0	0	0
1	3	3	N/A	N/A	0	0	0	0
2	1	1	N/A	N/A	0	0	0	0
3	1	1	N/A	N/A	0	0	0	0
4			0	0	0	0	0	0
5	1		0	0		0	0	0
6								
7								
8								
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>	ELA AIS service provided during the school day. Grade 3 and 5 students are seen two times per week for the intervention program in a small-group setting. Assessment and remediation concentrates on vocabulary and non-fiction literature. AIS kindergarteners and second graders are instructed in small-group instruction using Foundations program two times per week. Additional third grade students receive push-in services two times per week for reading and writing workshop. AIS students participate in 37.5 minutes with classroom teachers with a focus on ELA strategies.
<b>Mathematics:</b>	AIS students participate in 37.5 minutes with classroom teachers with a focus on Math strategies.
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	
<b>At-risk Services Provided by the School Psychologist:</b>	

<b>At-risk Services Provided by the Social Worker:</b>	
<b>At-risk Health-related Services:</b>	

**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) Language Allocation Policy to this CEP.**

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**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>CFN 205/ Region 3</b>	District <b>26</b>	School Number <b>188</b>	School Name <b>The Kingsbury School</b>
Principal <b>Dr. Janet Caraisco</b>		Assistant Principal <b>Kathleen Levine</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Colleen Chan/ ESL &amp; Reading</b>		Guidance Counselor <b>E. Georgelis</b>	
Teacher/Subject Area <b>Susan Kazin/ ESL &amp; Reading</b>		Parent <b>Irene Bencivenga</b>	
Teacher/Subject Area <b>Jessica Mullaney/ Pre-K</b>		Parent Coordinator <b>Myrna Perez-Fung</b>	
Related Service Provider <b>Susan Sorscher/ Speech</b>		Other <b>N/A</b>	
Network Leader <b>Won/ Joyner-Wells</b>		Other <b>N/A</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	1.5	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	557	Total Number of ELLs	24	ELLs as Share of Total Student Population (%)	4.31%
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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.

**Responses:**

1. All students have a completed Home Language Identification Survey (HLIS) in their cumulative folders that the parent or guardian completed when the child was initially enrolled into the school. The school secretary, the parent coordinator, and office staff have all been trained to administer the HLIS when a parent comes to our school to enroll their child. Based on the responses on the HLIS, the ESL teacher determines which students are entitled to receive LAB-R testing (based on the responses collected on the HLIS) when they enter the school in kindergarten or as a student new to the NYC Public School system. The children who must take the LAB-R exam will either pass or fail. If the child fails the test, s/he is entitled to ESL services at our school and will be placed in either the advanced, intermediate or beginner category based on the test score. The children who pass the LAB-R are NOT entitled to ESL services and this information will be recorded onto the HLIS and updated on the ATS system. All this assessment takes place during the first few weeks in September.

In order to prepare students for the NYSESLAT, students work in small groups year round to study English and improve their language skills in reading, writing, speaking and in listening. The ESL teacher works with the ELL children to understand the format of the test and also creates many literacy rich activities to develop their English language skills. The ELL Periodic Assessment also helps prepare the students for the NYSESLAT by providing them with a practice test. The results of the periodic assessment also assist the ESL teacher in planning for future lessons.

2. & 3. Parents of new ESL students receive entitlement letters which they must sign and return to the school once the LAB-R testing is completed (usually by the end of September). The letter informs them that their child has been tested and indicates their child must receive state-mandated ESL services. The classroom teacher places the entitlement letter (from the ESL teacher) into the child's home folder. Parents are then invited to the ESL Parent Orientation in late September/early October where they view an informational video informing them of their choices. There are three programs available in NYC: the TBE (Transitional Bilingual Education) Program, the Dual Language Program and the Freestanding ESL Program. Parents are given information about each program and then complete a Parent Selection Survey at the end of the orientation. All videos, materials and forms are presented in both English and in the parents' home languages. All parents at PS 188 have chosen the freestanding ESL program and did not opt to switch schools in order for their child to participate in a TBE or Dual Language class. Parents are also informed about the NYSESLAT, a test their child will take in May to determine their continued eligibility for ESL services. The ESL teacher also presents strategies and activities parents can use at home to help support their child's English language acquisition.

4. To ensure that parents understand all three program choices, a video is shown at the parent orientation. The video is available and is shown in multiple languages based on need. Pamphlets in different languages, explaining the program choices are also distributed at the parent orientation. Parents understand that at PS 188, we only offer a freestanding ESL program. They are presented with all three options, but parents almost always request the freestanding ESL and opt to stay at PS 188Q.

5. & 6. Parents almost always request the Freestanding ESL program. Over the past several years all the parents have requested ESL. In 2008-2009, 15 parents requested that their child either continue in or start participating in a Freestanding ESL program. In 2009-2010, 27 parents requested that their child either continue or begin participation in a Freestanding ESL program. So far in 2010-2011, we have 24 parents who have requested that their child either continue or begin participation in a Freestanding ESL program. The program at P.S. 188Q is totally aligned with parental requests. Parents have consistently requested the Freestanding ESL program. We are completely in alignment with parent requests in regard to programming.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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> <small>(60%-40% → 50%-50% → 75%-25%)</small>														0
<b>Dual Language</b> <small>(50%-50%)</small>														0
<b>Freestanding ESL</b>														0
<b>Self-Contained Push-In</b>	7	9	3	1	3	1								24
<b>Total</b>	7	9	3	1	3	1	0	0	0	0	0	0	0	24

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

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21		4	3		3				24
<b>Total</b>	<b>21</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**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

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
Albanian														0
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		1			2									3
Chinese	5	4	1	1	1	1								13
Russian		2	1											3

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	2	1											4
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>7</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>24</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.

1a. At PS 188, we use both the push-in and the pull-out organizational models of instruction.  
 1b. All groups are heterogeneous (B, I, and A levels) but all ELLs are usually grouped in the same grade level. The kindergarten ELLs all meet in one group. Grade 1 ELLs all meet in a group. Grades 2 and 3 meet together. Grades 4 and 5 also meet together in one group.

2. The full time and part time ESL teachers work together to ensure that all ELL students are receiving all their mandated periods of ESL service. They have tailored both their schedules and the groupings of students to ensure that every child is receiving the ESL services they need.

3. The children are grouped by grade (or closest grade) and receive small group instruction in English only by a certified ESL teacher. A workshop model in reading and writing is followed in all classes. The ESL teacher supports this model in her class by using read alouds, shared reading, vocabulary word walls, word work and grammar lessons using Cunningham and Snowball's methodology, accountable talk and guided reading. She also coaches the children in writing through individual conferences and small group strategy lessons. The ESL teacher also supports classroom instruction and schoolwide curriculum by reviewing math, science and social studies lessons with ELL students to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding-modeling, bridging, contextualizing (use of realia) schema building; (2) graphic organizers; (3) tape recorder; (4) TPR; (5) nursery rhymes;

[6] cooperative food preparation; [7] puppetry, songs, and jazz chants; [8] bookmaking; [9] role play and readers' theatre. All of these strategies lead to stronger language acquisition and enriched language development.

In addition, the ESL library is leveled as are all classroom libraries. Books from and about native countries are included. The native customs and culture are given recognition and this helps our students to feel a sense of pride for their heritage and for their native countries, while they are learning to assimilate in a new country.

4. We differentiate instruction for all our ELL students based on their individual and group needs.

4a. We do not have any SIFE students. Should we have SIFE students we would:

- \* First assess to determine specific needs
- \* Offer parent workshops
- \* Mandate AIS and extended day programs
- \* Offer Saturday school
- \* Offer peer tutoring
- \* Offer Learning Leaders (parent volunteers) help

4b. Many of the ELL students we serve at PS 188 are "newcomers" and have been in US public schools for three years or less. These students learn best through stories, songs, and chants. The ESL teacher focuses instruction on letter recognition, consonant and vowel sounds, phonemes, blends, digraphs and utilizes picture index cards to help build a rich vocabulary. For newcomers we also:

- \* Provide the students with a tour of the school to meet staff and see classrooms/ gym/ lunchroom etc.
- \* Buddy up the student with someone who speaks their language
- \* Label objects around the classroom and in the halls
- \* Provide parent workshops to model for parents what is going on in classroom and advise them how they can support their child
- \* Publish monthly newsletters from classroom teacher to parents to keep parents apprised of curriculum
- \* Parent coordinator does outreach work and provides letters in different languages

Additionally, third, fourth and fifth grade ELLs who are required to take the NYS exams in May receive additional guidance and learn test sophistication strategies to help them through standardized tests. The ESL teacher helps these upper grade ELLs become familiar with the format of the exam and conducts mini practice tests with them throughout the year to help solidify a few core test taking skills.

4c. For our more advanced ELLs who are receiving 4-6 years of service, the ESL teacher focuses instruction on the classroom curriculum.

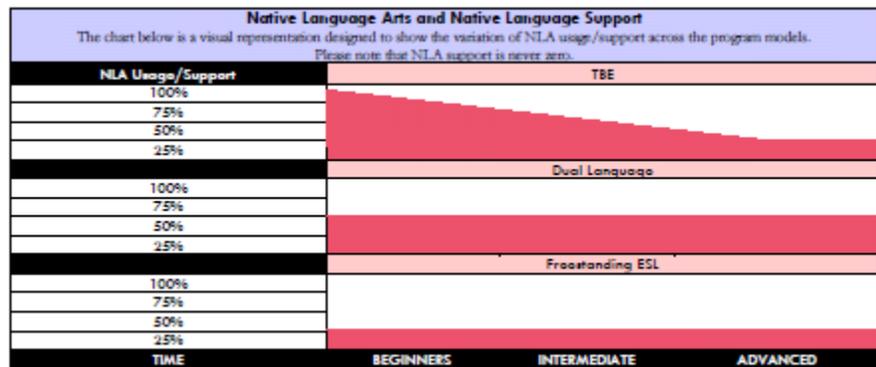
Students work on reading, writing, math, social studies, and science with both their classroom teacher and with the ESL teacher to ensure that they are holding onto core concepts from the curriculum. The ESL teacher uses word walls, graphs, charts, partnership discussion, conferences, and picture books as well as text books to review all grade level appropriate vocabulary and all content based vocabulary with these ELLs. The ESL teacher also reinforces all the test taking strategies that are being reviewed in the classroom in preparation for the NYS exams in May. We also offer these students AIS instruction, extended day and early morning test prep classes, high school students or other neighborhood volunteers who act as tutors after school and we also try to encourage students in the long term ESL program to join extracurricular activities, i.e. baseball, tennis, music.

4d. We do not have any long term ELLs who receive 6 years or more of service. Most of our ELL students usually "graduate" from ESL after 3-4 years of ESL service.

4e. ELL students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments and indications on the IEP, students were grouped by need and given appropriate individualized instruction by special-ed support teachers while simultaneously being enrolled in the ESL program. All of our ELLs who are identified as having special needs are also grouped together by grade. Our first grade special needs ELL students all receive push-in services daily so as not to disrupt the learning process in the classroom and to ensure less time and energy is spent on helping these students "catch up" on missed work if they were to be pulled out for ESL instruction. The ESL teacher works closely with the special ed first grade teacher and with all the paras in the classroom to design activities and programs to support the needs of the ELL population in that class. The upper grade special needs students are more independent and receive pull out ELL services. The ESL teacher focuses on literacy rich activities to help bolster vocabulary acquisition and language development. Much time is spent on reading in book clubs and writing literary responses. The ESL teacher also works closely with these students' teachers to support all content based work going on in the classroom.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
EIA instruction for all ELLs as required under CR Part 154			180 minutes per week
For TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
EIA instruction for all ELLs as required under CR Part 154			180 minutes per week
For TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information—Continued**

<p>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.</p> <p>6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.</p> <p>7. What new programs or improvements will be considered for the upcoming school year?</p> <p>8. What programs/services for ELLs will be discontinued and why?</p> <p>9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.</p> <p>10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?</p> <p>11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)</p> <p>12. Do required services support, and resources correspond to ELLs' ages and grade levels?</p> <p>13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.</p> <p>14. What language devices are offered to ELLs?</p>
<p>5. Our school offers early morning tutorial classes at 7:30 am as part of a targeted intervention program to help ELLs and other students requiring additional support in reading, writing, and math. These AIS classes focus specifically on test sophistication strategies and help students to become familiar and more comfortable with the format of the NYS exams and offer them another opportunity to practice their test taking skills in another small group setting. These programs are offered in English only. All ELL subgroups are invited to participate.</p> <p>6. We offer continuing transitional support to our ELLs reaching proficiency on the NYSESLAT by using word walls, read alouds, and literacy rich activities to help them build vocabulary, oral and written communication skills in English. The ESL teacher also provides support by offering instruction on American culture as well as providing intercultural knowledge that can be applied to NYSESLAT writing activities and to everyday writing workshop assignments in school.</p> <p>7. One new program that is being considered for the upcoming school year is a leadership and civics unit of study based on the lives of Dr. Martin Luther King Jr. and Mahatma Gandhi. Students will be given the opportunity to learn about these two great heroes in international history from their childhood to their families and to the people who influenced their life's work. Students will glean both historical knowledge and gain a sense of self improvement as they learn about developing a moral code to live by, how to treat others and how they can make a difference in the world with just a few small actions everyday.</p> <p>8. None of our programs will be discontinued this year.</p> <p>9. ELL students are afforded equal access to all school programs. We have many afterschool programs including OGT, Blueberry, and our own self sustaining afterschool program that are fun and educational for ELLs and other students to participate in. Children receive help with their homework from trained staff, counselors, and teachers. They also participate in different activities and sports or games that help enrich language development in a less academic, less formal setting. Other programs that ELLs particularly benefit from in our school are the wonderful art program, the dance program, the music program, and physical education. ELLs can express themselves in languages other than English in art and through movement during the school day. Another improvement in our building has been the addition of the ESL SWE program. Upper grade ESL students receive school wide enrichment with the ESL teacher and play word games and other literary games that enhance their language skills, team work skills and allow for opportunities to develop both social and academic language in a safe, small group environment.</p> <p>10. All students including ELLs take a computer class at least once a week to improve technology skills. There is also an afterschool computer club for students to participate in. In addition, the ESL teacher uses audio visual equipment to enhance instruction such as book on tape, Scientific Learning CDs, and many other materials. Please see the list here:</p> <ul style="list-style-type: none"> <li>* Addison Wesley ESL series</li> <li>* Scott Foresman ESL series</li> <li>* Macmillan/McGraw Hill "Treasures" Textbook Series for Grade 2</li> <li>* White boards and Expo markers</li> <li>* Letter People</li> <li>* Puppets</li> <li>* STARS series</li> <li>* NYSESLAT Test Prep by Antonia</li> <li>* Everyday Math</li> <li>* Oxford Picture Dictionary</li> <li>* Open Sesame Picture Dictionary</li> </ul>

<ul style="list-style-type: none"> <li>• Maps</li> <li>• Big Books</li> <li>• "Your Big Backyard" Children's Magazines</li> <li>• Social Studies and Science Textbooks from Grades 1-5</li> <li>• Jazz Chants and Songs</li> <li>• Related Educational Games and Puzzles</li> <li>• Word Walls and Vocabulary Charts</li> <li>• Photo Cards and Index Cards</li> <li>• TC Leveled Books for independent reading/ assessment</li> </ul> <p>11. ELL students' native languages are valued at our school. We have many books and materials about other countries in our library. We also have dual language dictionaries in Chinese, Spanish, Russian, and in Farsi for our students to use. Translation services and translated documents are also provided for the parents of our ELL students. The ESL teacher is also fluent in Spanish and in Cantonese and is helpful for those families who speak those particular native languages.</p> <p>12. All our EL resources and services provided are grade-level and age appropriate.</p> <p>13. We provide all our students with a summer reading list. All newly enrolled ELLs and their families are encouraged to visit the public library and begin reading from this list. The ESL teacher also tries to contact the student and his/her family once she has received information about the new student. The parent coordinator is also informed of the home language of newly enrolled ELLs and will prepare to provide the family with as many translated documents as deemed necessary.</p> <p>14. There are currently no language electives being offered to any of our students at PS 188Q.</p>
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<b>C. Schools with Dual Language Programs</b>
<ol style="list-style-type: none"> <li>1. How much time (%) is the target language used for ELLs in each grade?</li> <li>2. How much of the instructional day are ELLs integrated? What content areas are taught separately?</li> <li>3. How is language separated for instruction (time, subject, teacher, theme)?</li> <li>4. What Dual Language model is used (side-by-side, self-contained, other)?</li> <li>5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?</li> </ol>
<p>N/A</p>

#### 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.

1. All teachers have attended several ESL workshops presented by the ESL teacher throughout the year at faculty conferences. In addition, the ESL teacher will attend a Teacher's Colloq calendar day and other workshops (through the CPN 205) throughout the year that will focus on ESL/ Literacy instruction. The ESL teacher will turnkey workshop information with the entire staff at monthly faculty conferences.

2. As our ELLs transition from elementary to middle school, we provide all staff with a portfolio of the student's work so they may see how the student progressed in his/her language development over the years. The ESL teacher also provides her contact information so that the ESL teacher in the middle school may contact her with any questions or concerns about the student as s/he transitions.

3. The ELL teacher and the administration provide all the ELL training for the entire staff. Teachers also attend Teachers Colloq workshops and workshops provided by the CPN. Some examples of workshops the ELL teacher has provided for the staff include:

- A) Reading Workshop Conferences with ELLs
- B) Writing Workshop Conferences with ELLs
- C) TPR (Total Physical Response) Storytelling and Other Activities with ELLs
- D) Vocabulary Word Play
- E) Helping ELLs Look at Figurative Language
- F) How Virtual Field Trips Can Help ELLs
- G) Mapping Meaning to Text to Help Our ELLs

#### 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?

1. At PS 188, we are very fortunate to have a highly involved PTA. They help us raise additional funding for school supplies, books, and materials. They also volunteer their time to work with students (supervised by classroom teachers) both in the classroom, after school, and during recess. Parents at PS 188 volunteer to chaperone on trips and also help put together school wide events like the Fall Family Night that help to increase a sense of community throughout the school and neighborhood. Parents also work together to educate students on cultural matters such as through the Lunar New Year Show which is 100% coordinated by the parents of our school. Students learn about traditional Asian dances, folklores, and costumes. The practice and performs a show every year and bring Asian culture to the forefront during the Lunar New Year season. This is a great way to involve our ELL parents as well since such a large population of our ELLs are of Asian descent. The ELL and non ELL Asian students are encouraged and excited to share about their native culture during this event.

2. Parents of ELLs are informed about wonderful citywide events and workshops that are offered by the NYCDOE. Letters are sent home in both English and in the child's native home language so that all parents have access to these citywide or district wide events. Some of these events include free ESL classes for parents of ELLs who want to improve their own language skills.

3 & 4. Parents of ELLs are in constant communication with the ESL teacher by phone and by email. Sometimes dialogue also occurs through a handwritten note or letter. Parents, in general also communicate their need to the parent coordinator at our school and at PTA meetings. At parent teacher conferences, parents who do not speak English often bring a family member or family friend to translate. The school also uses the free language translation telephone services offered by the DOE on parent teacher conference days. Parents are also provided with a monthly newsletter that updates them on everything that is happening in the classroom. The newsletter provides information about each subject taught, about homework policy and more. Our school also has a website that provides parents with a great deal of information about the school and all available resources. The principal also has her own blog and uses it to communicate with parents about schoolwide news.

## Part V: Assessment Analysis

**A. Assessment Breakdown**

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

OVERALL NYSESLAT® PROFICIENCY RESULTS (%L2-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	0	1	0	0								5
Intermediate(I)	3	6	0	0	1	1								11
Advanced (A)	3	0	3	0	2	0								8
Total	7	9	3	1	3	1	0	0	0	0	0	0	0	24

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4						1			1
8									0
NYSAA Bilingual Spa Ed									0

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

New York State Regents Exam				
	Number of ELs Taking Test		Number of ELs 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 ELs scoring at each quartile: (based on percentiles)				# of EPs (dual lang only) scoring at each quartile: (based on percentiles)			
	Q1 1-33 percentile	Q2 33-67 percentile	Q3 67-90 percentile	Q4 90-100 percentile	Q1 1-33 percentile	Q2 33-67 percentile	Q3 67-90 percentile	Q4 90-100 percentile
ELE (Spanish Reading)								

Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses ECLAS and benchmarking to assess the early literacy skills of our students. We also use the TCRWP to level our students and find out what reading level they are on. We use the information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, how well the ELL can comprehend a story and retell it, and we also can see if a child can follow directions. All these assessments provide valuable insights for the teachers as they plan lessons.

2. Based on the LAB-R results for our kindergarten students, we have come to the realization that we have many more ELL students with greater needs. Most ELLs require the mandated eight periods a week and test at either the beginner or intermediate levels. In past years, most of our students tested into the intermediate and advanced levels. The NYSESLAT grades reveal that many students perform better on the speaking and listening portions of the exam. ELLs tend to require more time for academic language development in Reading and Writing modalities across grades. By fourth and fifth grade, most ELLs seem to score at 75% and above in Reading and Writing.

3. This knowledge certainly affects our instructional decision-making. The ESL teachers know to carve out more time in the ESL program to practice reading and writing in academic English. Rather than spending 50% of the time practicing speaking and listening skills, the ESL teachers will now adjust the curriculum so that more time may be devoted to helping ELL students develop their reading and writing skills. Shared reading, guided reading, and shared writing activities will be increased across grades to ensure that we reach this goal.

4a. ELLs are performing at much higher levels when taking NYS exams in their native language. This is particularly true for our fourth grade students who must take ELA, Math, and Science. The ELLs who have been in this country fewer than two years score significantly higher on standardized tests when taken in their native language.

4b. and 4c. Periodic Assessments provide our school with up-to-date information about what each student knows and can do so that our teachers can target instruction to the learning needs of every child. The Periodic Assessments predict students' performance on New York State Tests so we as teachers can help every student meet or exceed State Learning Standards. The Periodic Assessments also measure student learning within a grade and from grade-to-grade to help schools keep students on track for success. This year's first periodic assessment has indicated that most of our third and fourth grade students are performing in the 75<sup>th</sup> percentile range in the writing and listening modalities and scoring in the 63<sup>rd</sup> percentile range in reading. 25% of our third and fourth graders are performing at the 25<sup>th</sup> percentile range or lower. This is because we have students that have recently immigrated from China. Our fifth graders are doing well and are performing at the 80<sup>th</sup> percentile range in reading, writing and listening modalities. We only have a freestanding ESL program at our school, thus the native languages are not used in school during instruction.

5. N/A

6. We evaluate the success of our ESL program based on many factors. We look at the students' progress on the NYSESLAT, on the ELA, the NYS Math and Science exams. We also look at their test results from periodic assessments across the year. Additionally, classroom tests and reading assessments are used to evaluate student progress. The goal is for all of our ELLs to learn and improve their English language skills.

in all four modalities: reading, writing, listening, and speaking throughout the school year. We also look at parent involvement and at how often the ESL teacher collaborates with classroom teachers to ensure that all ELLs have equal access to all instruction and programs at our school. Our ESL teachers collaborate with classroom teachers on a daily and weekly basis to plan instruction and prepare appropriate scaffolds for all the ELL students in every grade.

**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.

Please see attached charts regarding our most recent ELL Periodic Assessment.

**Part VI: LAP Assurances**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Janet Caraisco	Principal	<i>Janet Caraisco</i>	10/25/10
Kathleen Levine	Assistant Principal	<i>Kathleen Levine</i>	10/21/10
Myrna Perez-Fung	Parent Coordinator	<i>Myrna Perez-Fung</i>	10/21/10
Colleen Chan	ESL Teacher	<i>C. Chan</i>	10/21/10
Irene Bencivenga	Parent	<i>Irene Bencivenga</i>	10/21/10
Jessica Mullaney <sup>Pre-K</sup>	Teacher/Subject Area	<i>Jessica Mullaney</i>	10/21/10
Susan Sorscher / Speech	Teacher/Subject Area	<i>Susan Sorscher</i>	10/25/10
Susan Kazin / <sup>ESL/</sup> Reading	<del>Coach</del> Teacher	<i>Susan Kazin</i>	10/25/10
	Coach		

E. Georgelis	Guidance Counselor	<i>Jeffrey J. J. J. J.</i>	10/25/2010
	Network Leader		
	Other _____		



Primary Dashboard

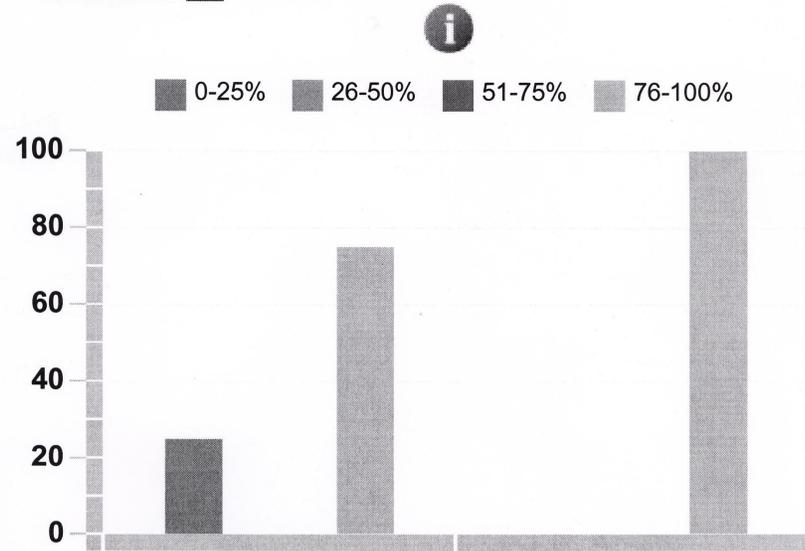
26Q188:P.S. 188 King

Student performance summary



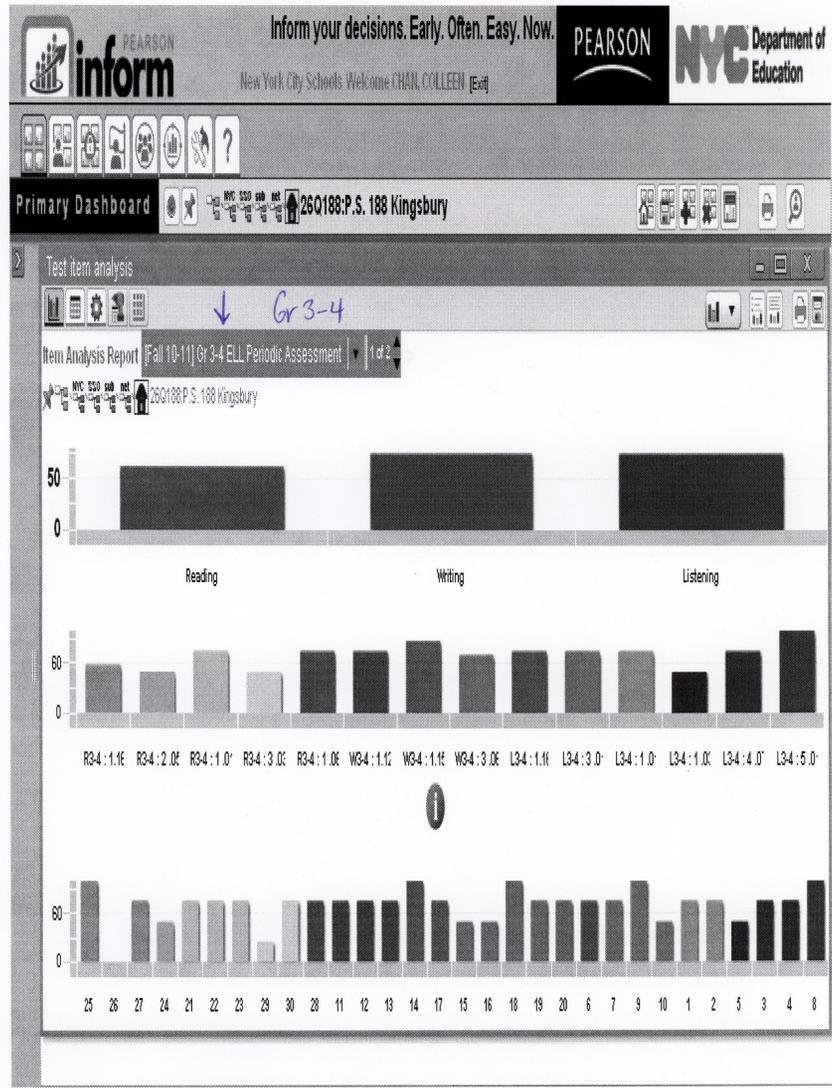
### Student Performance Distribution Report

26Q188:P.S. 188 Kingsbury

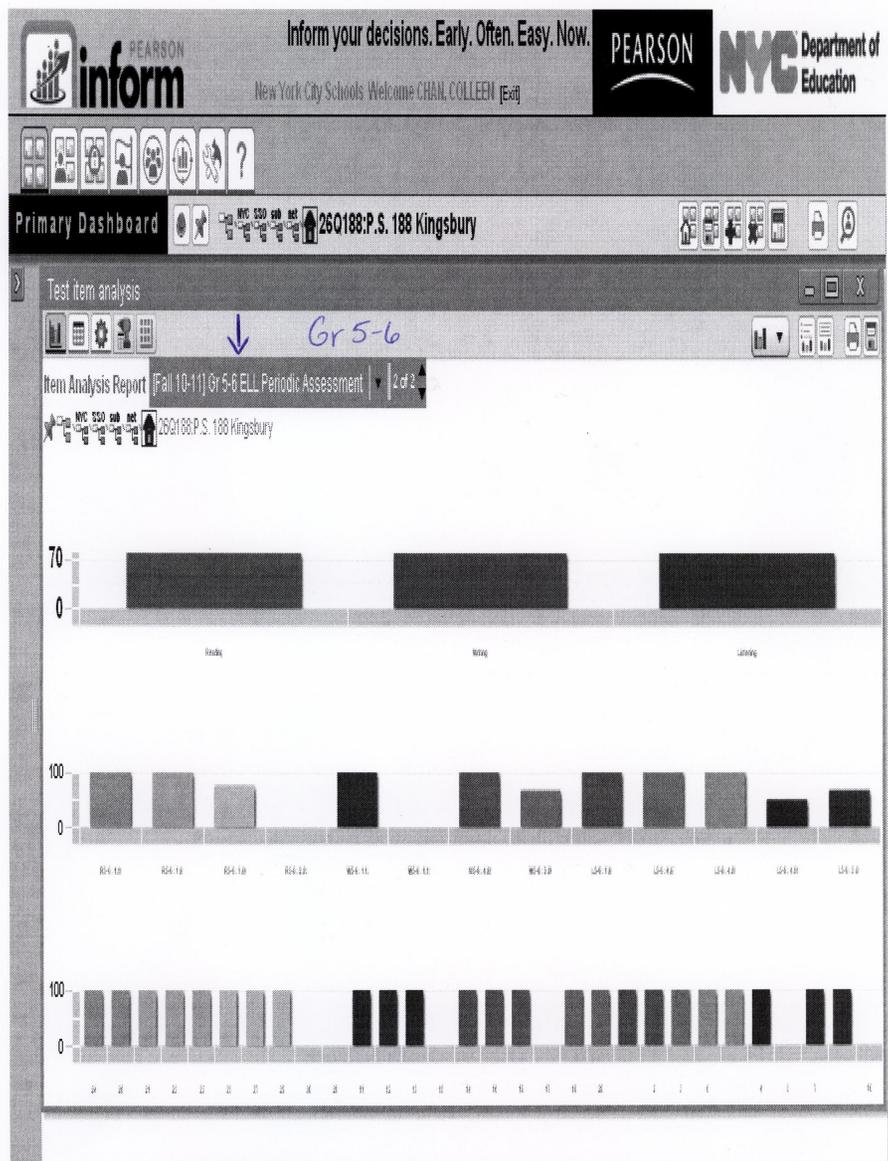


[Fall 10-11] Gr 3-4 ELL Periodic Assessment

[Fall 10-11] Gr 5-6 ELL Periodic Assessment



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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

**Section I. Student and School Information**

**Grade Level(s)** Pre-K - 5    **Number of Students to be Served:**    24    **LEP**    0    **Non-LEP**

**Number of Teachers**    1.4            **Other Staff (Specify)**    n/a

**School Building Instructional Program/Professional Development Overview****Section II. Title III, Part A LEP Program Narrative**

**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.

- P.S. 188Q does not receive Title III funding.

**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.

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- P.S. 188Q does not receive Title III funding.

**Section III. Title III Budget**

**School:** \_\_\_\_\_ **BEDS Code:** \_\_\_\_\_

<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	\$0.00	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$0.00	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$0.00	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
<b>Educational Software (Object Code 199)</b>	\$0.00	(Example: 2 Rosetta Stone language development software packages for after-school program)
<b>Travel</b>	\$0.00	
<b>Other</b>	\$0.00	
<b>TOTAL</b>	\$0.00	

### **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**

---

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

PS 188Q conducted a needs assessment for both oral and written translation services. We assessed our written and oral translation needs by having our parent coordinator interview the parents. We also reviewed the previous year's written and oral translation needs. The school consulted the ESL teacher to see what other written or oral translation services might be needed throughout the building.

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

We have the following home languages in our school: Bengali, Cantonese, English, French, Hebrew, Hindi, Japanese, Korean, Mandarin, Marathi, Russian, Sinhalese, Spanish, and Tamil. We found that there is a need for written translation services in Chinese to help parents better understand their child's academic performance and approaches to increasing achievement. There is also a need for oral interpretation services in Chinese and Korean to help parents better understand their child's academic performance and approaches to increasing achievement. These findings were shared with the LAP Team and the SLT.

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

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

PS 188Q plans to provide written translation services through bilingual school aide and paraprofessional hours. A Cantonese speaking school aide will be made available to translate documents for Cantonese speaking parents about their child's specific learning needs. These findings were shared with the LAP Team and the SLT. A Mandarin speaking paraprofessional will be made available to translate documents for Mandarin speaking parents about their child's specific learning needs. These findings were shared with the LAP Team and the SLT.

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

PS 188Q plans to provide oral interpretation services through bilingual school aide and paraprofessional hours. A Cantonese and Mandarin speaking school aide and paraprofessional will be made available for oral interpretation for Cantonese and Mandarin speaking parents about their child's specific learning needs. P.S. 188Q also makes use of the translation services provided by the Translation and Interpretation Unit from the New York City Department of Education. These findings were shared with the LAP Team and the SLT.

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

PS 188Q has posted signage in multiple languages in the office and at the entrance by the security officer's desk to notify parents of translation and interpretation services. The school's parent coordinator and the ESL teacher are also working together to ensure that parents are informed about translation services both at the school and online through the New York City's Department of Education Website where several documents have already been made available in multiple languages.

**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:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_\_\_

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.

## **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.
  
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.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

## 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, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program <i>(☑)</i>			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check <i>(☑)</i> in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of 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 <i>(☑)</i>	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						

**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:

- **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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Tax Levy	Local						
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#### 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;
  - 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)

**UPDATED – JANUARY 4, 2010**

**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.)
2. Please describe the services you are planning to provide to the STH population.

### **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). **None**
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds. **Based on need, students living in temporary housing will receive guidance services from the guidance counselor. In addition, these children would be assessed immediately in the content areas. Based on need, students would participate in at-risk services including at-risk ESL, at-risk reading, at-risk math, at-risk speech, at-risk SETSS, and 37.5 minutes tutoring. The school social worker would reach out to parents to ensure that students' needs are being met. The PTA would fund books and materials for STH families who could not afford to pay for such items.**
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 the borough Integrated Service Center (ISC) or Children First Network. **We did not receive funds. We do not have any students in temporary as of October 2010.**

**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 Kingsbury					
<b>District:</b>	26	<b>DBN:</b>	26Q188	<b>School</b>		342600010188

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11		
	K	v	4	v	8	12		
	1	v	5	v	9	Ungraded		
	2	v	6		10			

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	36	36		97.2	97.0	97.3
Kindergarten	57	93	78				
Grade 1	80	85	98	<b>Student Stability - % of Enrollment:</b>			
Grade 2	78	80	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	85	92	77		97.7	98.4	98.2
Grade 4	65	86	100				
Grade 5	76	71	83	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		8.6	20.9	24.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	2	0
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	441	543	551	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	10	15	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	8	8	Superintendent Suspensions	0	0	0
Number all others	32	34	27				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	26	26	33
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	3	4	4
# receiving ESL services only	15	24	TBD				
# ELLs with IEPs	0	8	TBD	Number of Educational Paraprofessionals	3	1	9

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.7	69.2	72.7
				% more than 5 years teaching anywhere	61.5	61.5	72.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	100.0	97.0
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.6	3.5	3.6				
Hispanic or Latino	9.5	8.8	8.9				
Asian or Native Hawaiian/Other Pacific	53.5	53.2	53.2				
White	32.7	32.2	33.9				
<b>Male</b>	55.1	54.9	54.1				
<b>Female</b>	44.9	45.1	45.9				

#### 2009-10 TITLE I STATUS

	Title I						
	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

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

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient							
Economically Disadvantaged	v	v	-				
<b>Student groups making</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	73.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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>CFN 2.05/ Region 3</b>	District <b>26</b>	School Number <b>188</b>	School Name <b>The Kingsbury School</b>
Principal <b>Dr. Janet Caraisco</b>		Assistant Principal <b>Kathleen Levine</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Colleen Chan/ ESL &amp; Reading</b>		Guidance Counselor <b>E. Georgelis</b>	
Teacher/Subject Area <b>Susan Kazin/ ESL &amp; Reading</b>		Parent <b>Irene Bencivenga</b>	
Teacher/Subject Area <b>Jessica Mullaney/ Pre-K</b>		Parent Coordinator <b>Myrna Perez-Fung</b>	
Related Service Provider <b>Susan Sorscher/ Speech</b>		Other <b>N/A</b>	
Network Leader <b>Straus/ Joyner-Wells</b>		Other <b>N/A</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>1.5</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>557</b>	Total Number of ELLs	<b>24</b>	ELLs as Share of Total Student Population (%)	<b>4.31%</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.

Responses:

1. All students have a completed Home Language Identification Survey (HLIS) in their cumulative folders that the parent or guardian completed when the child was initially enrolled into the school. The school secretary, the parent coordinator, and office staff have all been trained to administer the HLIS when a parent comes to our school to enroll their child. Based on the responses on the HLIS, the ESL teacher determines which students are entitled to receive LAB-R testing (based on the responses collected on the HLIS) when they enter the school in kindergarten or as a student new to the NYC Public School system. The children who must take the LAB-R exam will either pass or fail. If the child fails the test, s/he is entitled to ESL services at our school and will be placed in either the advanced, intermediate or beginner category based on the test score. The children who pass the LAB-R are NOT entitled to ESL services and this information will be recorded onto the HLIS and updated on the ATS system. All this assessment takes place during the first few weeks in September.

In order to prepare students for the NYSESLAT, students work in small groups year round to study English and improve their language skills in reading, writing, speaking and in listening. The ESL teacher works with the ELL children to understand the format of the test and also creates many literacy rich activities to develop their English language skills. The ELL Periodic Assessment also helps prepare the students for the NYSESLAT by providing them with a practice test. The results of the periodic assessment also assist the ESL teacher in planning for future lessons.

2. & 3. Parents of new ESL students receive entitlement letters which they must sign and return to the school once the LAB-R testing is completed (usually by the end of September). The letter informs them that their child has been tested and indicates their child must receive state-mandated ESL services. The classroom teacher places the entitlement letter (from the ESL teacher) into the child's home folder. Parents are then invited to the ESL Parent Orientation in late September/ early October where they view an informational video informing them of their choices. There are three programs available in NYC: the TBE (Transitional Bilingual Education) Program, the Dual Language Program and the Freestanding ESL Program. Parents are given information about each program and then complete a Parent Selection Survey at the end of the orientation. All videos, materials and forms are presented in both English and in the parents' home languages. All parents at PS 188 have chosen the freestanding ESL program and did not opt to switch schools in order for their child to participate in a TBE or Dual Language class. Parents are also informed about the NYSESLAT, a test their child will take in May to determine their continued eligibility for ESL services. The ESL teacher also presents strategies and activities parents can use at home to help support their child's English language acquisition.

4. To ensure that parents understand all three program choices, a video is shown at the parent orientation. The video is available and is shown in multiple languages based on need. Pamphlets in different languages, explaining the program choices are also distributed at the parent orientation. Parents understand that at PS 188, we only offer a freestanding ESL program. They are presented with all three options, but parents almost always request the freestanding ESL and opt to stay at PS 188Q.

5. & 6. Parents almost always request the Freestanding ESL program. Over the past several years all the parents have requested ESL. In 2008-2009, 15 parents requested that their child either continue in or start participating in a Freestanding ESL program. In 2009-2010, 27 parents requested that their child either continue or begin participation in a Freestanding ESL program. So far in 2010-2011, we have 24 parents who have requested that their child either continue or begin participation in a Freestanding ESL program. The program at P.S. 188Q is totally aligned with parental requests. Parents have consistently requested the Freestanding ESL program. We are completely in alignment with parent requests in regard to programming.

# 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	7	9	3	1	3	1								24
<b>Total</b>	7	9	3	1	3	1	0	0	0	0	0	0	0	24

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0
ESL	<input type="checkbox"/> 21	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24
<b>Total</b>	<input type="checkbox"/> 21	<input type="checkbox"/> 0	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 3	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/>	24

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1			2									3
Chinese	5	4	1	1	1	1								13
Russian		2	1											3
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1	2	1											4
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	7	9	3	1	3	1	0	0	0	0	0	0	0	24

## 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.

1a. At PS 188, we use both the push-in and the pull-out organizational models of instruction.

1b. All groups are heterogeneous (B,I, and A levels) but all ELLs are usually grouped in the same grade level. The kindergarten ELLS all meet in one group. Grade 1 ELLs all meet in a group. Grades 2 and 3 meet together. Grades 4 and 5 also meet together in one group.

2. The full time and part time ESL teachers work together to ensure that all ELL students are receiving all their mandated periods of ESL service. They have tailored both their schedules and the groupings of students to ensure that every child is receiving the ESL services they need.

3. The children are grouped by grade (or closest grade) and receive small group instruction in English only by a certified ESL teacher. A workshop model in reading and writing is followed in all classes. The ESL teacher supports this model in her class by using read alouds, shared reading, vocabulary word walls, word work and grammar lessons using Cunningham and Snowball's methodology, accountable talk and guided reading. She also coaches the children in writing through individual conferences and small group strategy lessons. The ESL teacher also supports classroom instruction and schoolwide curriculum by reviewing math, science and social studies lessons with ELL students to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing (use of realia) schema building; (2) graphic organizers; (3) tape recorder; (4) TPR; (5) nursery rhymes; (6) cooperative food preparation; (7) puppetry, songs, and jazz chants; (8) bookmaking; (9) role play and readers' theatre. All of these strategies lead to stronger language acquisition and enriched language development.

In addition, the ESL library is leveled as are all classroom libraries. Books from and about native countries are included. The native customs and culture are given recognition and this helps our students to feel a sense of pride for their heritage and for their native countries, while they are learning to assimilate in a new country.

4. We differentiate instruction for all our ELL students based on their individual and group needs.

4a. We do not have any SIFE students. Should we have SIFE students we would:

- First assess to determine specific needs
- Offer parent workshops
- Mandate AIS and extended day programs
- Offer Saturday school
- Offer peer tutoring
- Offer Learning Leaders (parent volunteers) help

4b. Many of the ELL students we serve at PS 188 are "newcomers" and have been in US public schools for three years or less. These students learn best through stories, songs, and chants. The ESL teacher focuses instruction on letter recognition, consonant and vowel sounds, phonemes, blends, digraphs and utilizes picture index cards to help build a rich vocabulary. For newcomers we also:

- Provide the students with a tour of the school to meet staff and see classrooms/ gym/ lunchroom etc.
- Buddy up the student with someone who speaks their language
- Label objects around the classroom and in the halls
- Provide parent workshops to model for parents what is going on in classroom and advise them how they can support their child
- Publish monthly newsletters from classroom teacher to parents to keep parents apprised of curriculum
- Parent coordinator does outreach work and provides letters in different languages

Additionally, third, fourth and fifth grade ELLs who are required to take the NYS exams in May receive additional guidance and learn test sophistication strategies to help them through standardized tests. The ESL teacher helps these upper grade ELLs become familiar with the format of the exam and conducts mini practice tests with them throughout the year to help solidify a few core test taking skills.

4c. For our more advanced ELLs who are receiving 4-6 years of service, the ESL teacher focuses instruction on the classroom curriculum. Students work on reading, writing, math, social studies, and science with both their classroom teacher and with the ESL teacher to ensure that they are holding onto core concepts from the curriculum. The ESL teacher uses word walls, graphs, charts, partnership discussion, conferences, and picture books as well as text books to review all grade level appropriate vocabulary and all content based vocabulary with these ELLs. The ESL teacher also reinforces all the test taking strategies that are being reviewed in the classroom in preparation for the NYS exams in May. We also offer these students AIS instruction, extended day and early morning test prep classes, high school students or other neighborhood volunteers who act as tutors after school and we also try to encourage students in the long term ESL program to join extracurricular activities, i.e. baseball, tennis, music.

4d. We do not have any long term ELLs who receive 6 years or more of service. Most of our ELL students usually "graduate" from ESL after 3-4 years of ESL service.

4e. ELL students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments and indications on the IEP, students were grouped by need and given appropriate individualized instruction by special-ed support teachers while simultaneously being enrolled in the ESL program. All of our ELLs who are identified as having special needs are also grouped together by grade. Our first grade special needs ELL students all receive push-in services daily so as not to disrupt the learning process in the classroom and to ensure less time and energy is spent on helping these students "catch up" on missed work if they were to be pulled out for ESL instruction. The ESL teacher works closely with the special ed first grade teacher and with all the paras in the classroom to design activities and programs to support the needs of the ELL population in that class. The upper grade special needs students are more independent and receive pull out ELL services. The ESL teacher focuses on literacy rich activities to help bolster vocabulary acquisition and language development. Much time is spent on reading in book clubs and writing literary responses. The ESL teacher also works closely with these students' teachers to support all content based work going on in the classroom.

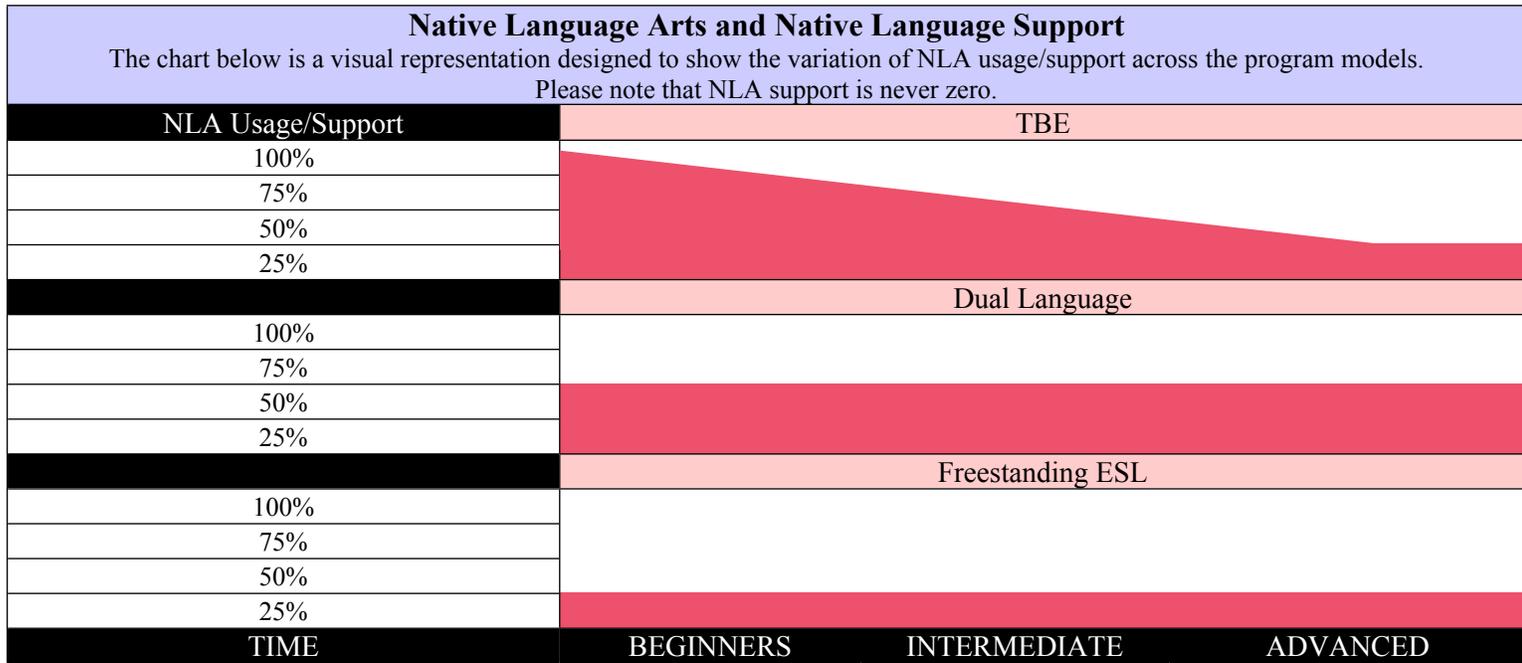
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

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?

5. Our school offers early morning tutorial classes at 7:30 am as part of a targeted intervention program to help ELLs and other students requiring additional support in reading, writing, and math. These AIS classes focus specifically on test sophistication strategies and help students to become familiar and more comfortable with the format of the NYS exams and offer them another opportunity to practice their test taking skills in another small group setting. These programs are offered in English only. All ELL subgroups are invited to participate.

6. We offer continuing transitional support to our ELLs reaching proficiency on the NYSESLAT by using word walls, read alouds, and literacy rich activities to help them build vocabulary, oral and written communication skills in English. The ESL teacher also provides support by offering instruction on American culture as well as providing intercultural knowledge that can be applied to NYSESLAT writing activities and to everyday writing workshop assignments in school.

7. One new program that is being considered for the upcoming school year is a leadership and civics unit of study based on the lives of Dr. Martin Luther King Jr. and Mahatma Gandhi. Students will be given the opportunity to learn about these two great heroes in international history from their childhood to their families and to the people who influenced their life's work. Students will glean both historical knowledge and gain a sense of self improvement as they learn about developing a moral code to live by, how to treat others and how they can make a difference in the world with just a few small actions everyday.

8. None of our programs will be discontinued this year.

9. ELL students are afforded equal access to all school programs. We have many afterschool programs including OST, Blueberry, and our own self sustaining afterschool program that are fun and educational for ELLs and other students to participate in. Children receive help with their homework from trained staff, counselors, and teachers. They also participate in different activities and sports or games that help enrich language development in a less academic, less formal setting. Other programs that ELLs particularly benefit from in our school are the wonderful art program, the dance program, the music program, and physical education. ELLs can express themselves in languages other than English in art and through movement during the school day. Another improvement in our building has been the addition of the ESL SWE program. Upper grade ESL students receive school wide enrichment with the ESL teacher and play word games and other literary games that enhance their language skills, team work skills and allow for opportunities to develop both social and academic language in a safe, small group environment.

10. All students including ELLs take a computer class at least once a week to improve technology skills. There is also an afterschool computer club for students to participate in. In addition, the ESL teacher uses audio visual equipment to enhance instruction such as book on tape, Scientific Learning CDs, and many other materials. Please see the list here:

- Addison Wesley ESL series
- Scott Foresman ESL series
- Macmillan/McGraw Hill "Treasures" Textbook Series for Grade 2
- White boards and Expo markers
- Letter People
- Puppets
- STARS series

- NYSESLAT Test Prep by Antanasio
- Everyday Math
- Oxford Picture Dictionary
- Open Sesame Picture Dictionary
- Maps
- Big Books
- “Your Big Backyard” Children’s Magazine
- Social Studies and Science Textbooks from Grades 1-5
- Jazz Chants and Songs
- Related Educational Games and Puzzles
- Word Walls and Vocabulary Charts
- Photo Cards and Index Cards
- TC Leveled Books for independent reading/ assessment

11. ELL students' native languages are valued at our school. We have many books and materials about other countries in our library. We also have dual language dictionaries in Chinese, Spanish, Russian, and in Farsi for our students to use. Translation services and translated documents are also provided for the parents of our ELL students. The ESL teacher is also fluent in Spanish and in Cantonese and is helpful for those families who speak these particular native languages.

12. All our ELL resources and services provided are grade-level and age appropriate.

13. We provide all our students with a summer reading list. All newly enrolled ELLs and their families are encouraged to visit the public library and begin reading from this list. The ESL teacher also tries to contact the student and his/her family once she has received information about the new student. The parent coordinator is also informed of the home language of newly enrolled ELLs and will prepare to provide the family with as many translated documents as deemed necessary.

14. There are currently no language electives being offered to any of our students at PS 188Q.

### 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)?

N/A

### 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.

1. All teachers have attended several ESL workshops presented by the ESL teacher throughout the year at faculty conferences. In addition, the ESL teacher will attend a Teacher's College calendar day and other workshops (through the CFN 205) throughout the year that will focus on ESL/ Literacy instruction. The ESL teacher will turnkey workshop information with the entire staff at monthly faculty conferences.

2. As our ELLs transition from elementary to middle school, we provide all staff with a portfolio of the student's work so they may see how the student progressed in his/her language development over the years. The ESL teacher also provides her contact information so that

the ESL teacher in the middle school may contact her with any questions or concerns about the student as s/he transitions.

3. The ELL teacher and the administration provide all the ELL training for the entire staff. Teachers also attend Teachers College workshops and workshops provided by the CFN. Some examples of workshops the ELL teacher has provided for the staff include:

- A) Reading Workshop Conferences with ELLs
- B) Writing Workshop Conferences with ELLs
- C) TPR (Total Physical Response) Storytelling and Other Activities with ELLs
- D) Vocabulary Word Play
- E) Helping ELLs Look at Figurative Language
- F) How Virtual Field Trips Can Help ELLs
- G) Mapping Meaning to Text to Help Our ELLs

## 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?

1. At PS 188, we are very fortunate to have a highly involved PTA. They help us raise additional funding for school supplies, books, and materials. They also volunteer their time to work with students (supervised by classroom teachers) both in the classroom, after school, and during recess. Parents at PS 188 volunteer to chaperone on trips and also help put together school wide events like the Fall Family Night that help to increase a sense of community throughout the school and neighborhood. Parents also work together to educate students on cultural matters such as through the Lunar New Year Show which is 100% coordinated by the parents of our school. Students learn about traditional Asian dances, folklore, and costuming. The practice and perform a show every year and bring Asian culture to the forefront during the Lunar New Year season. This is a great way to involve our ELL parents as well since such a large population of our ELLs are of Asian descent. The ELL and non ELL Asian students are encouraged and excited to share about their native culture during this event.

2. Parents of ELLs are informed about wonderful citywide events and workshops that are offered by the NYCDOE. Letters are sent home in both English and in the child's native home language so that all parents have access to these citywide or district wide events. Some of these events include free ESL classes for parents of ELLs who want to improve their own language skills.

3 & 4. Parents of ELLs are in constant communication with the ESL teacher by phone and by email. Sometimes dialogue also occurs through a handwritten note or letter. Parents, in general also communicate their need to the parent coordinator at our school and at PTA meetings. At parent teacher conferences, parents who do not speak English often bring a family member or family friend to translate. The school also uses the free language translation telephone services offered by the DOE on parent teacher conference days. Parents are also provided with a monthly newsletter that updates them on everything that is happening in the classroom. The newsletter provides information about each subject taught, about homework policy and more. Our school also has a website that provides parents with a great deal of information about the school and all available resources. The principal also has her own blog and uses it to communicate with parents about schoolwide news.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
													L

Beginner(B)	1	3	0	1	0	0								5
Intermediate(I)	3	6	0	0	1	1								11
Advanced (A)	3	0	3	0	2	0								8
Total	7	9	3	1	3	1	0	0	0	0	0	0	0	24

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

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

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

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4						1			1
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									0
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.

1. Our school uses ECLAS and benchmarking to assess the early literacy skills of our students. We also use the TCRWP to level our students and find out what reading level they are on. We use the information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, how well the ELL can comprehend a story and retell it, and we also can see if a child can follow directions. All these assessments provide valuable insights for the teachers as they plan lessons.

2. Based on the LAB-R results for our kindergarten students, we have come to the realization that we have many more ELL students with greater needs. Most ELLs require the mandated eight periods a week and test at either the beginner or intermediate levels. In past years, most of our students tested into the intermediate and advanced levels. The NYSESLAT grades reveal that many students perform better on the speaking and listening portions of the exam. ELLs tend to require more time for academic language development in Reading and Writing modalities across grades. By fourth and fifth grade, most ELLs seem to score at 75% and above in Reading and Writing.

3. This knowledge certainly affects our instructional decision-making. The ESL teachers know to carve out more time in the ESL program to practice reading and writing in academic English. Rather than spending 50% of the time practicing speaking and listening skills, the ESL teachers will now adjust the curriculum so that more time may be devoted to helping ELL students develop their reading and writing skills. Shared reading, guided reading, and shared writing activities will be increased across grades to ensure that we reach this goal.

4a. ELLs are performing at much higher levels when taking NYS exams in their native language. This is particularly true for our fourth grade students who must take ELA, Math, and Science. The ELLs who have been in this country fewer than two years score significantly higher on standardized tests when taken in their native language.

4b. and 4c. Periodic Assessments provide our school with up-to-date information about what each student knows and can do so that our teachers can target instruction to the learning needs of every child. The Periodic Assessments predict students' performance on New York State Tests so we as teachers can help every student meet or exceed State Learning Standards. The Periodic Assessments also measure student learning within a grade and from grade-to-grade to help schools keep students on track for success. This year's first periodic assessment has indicated that most of our third and fourth grade students are performing in the 75<sup>th</sup> percentile range in the writing and listening modalities and scoring in the 63<sup>rd</sup> percentile range in reading. 25% of our third and fourth graders are performing at the 25<sup>th</sup> percentile range or lower. This is because we have students that have recently immigrated from China. Our fifth graders are doing well and are performing at the 80<sup>th</sup> percentile range in reading, writing and listening modalities. We only have a freestanding ESL program at our school, thus the native languages are not used in school during instruction.

the NYS Math and Science exams. We also look at their test results from periodic assessments across the year. Additionally, classroom tests and reading assessments are used to evaluate student progress. The goal is for all of our ELLs to learn and improve their English language skills in all four modalities: reading, writing, listening, and speaking throughout the school year. We also look at parent involvement and at how often the ESL teacher collaborates with classroom teachers to ensure that all ELLs have equal access to all instruction and programs at our school. Our ESL teachers collaborate with classroom teachers on a daily and weekly basis to plan instruction and prepare appropriate scaffolds for all the ELL students in every grade.

### 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.

Please see attached charts regarding our most recent ELL Periodic Assessment.

## 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		10/25/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		

	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 188 Kingsbury						
<b>District:</b>	26	<b>DBN:</b>	26Q18	<b>School</b>		342600010188	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9		Ungrade
	2	v	6		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	0	36	36		97.2	97.0	97.3
Kindergarten	57	93	78	<b>Student Stability - % of Enrollment:</b>			
Grade 1	80	85	98	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	78	80	79		97.7	98.4	98.2
Grade 3	85	92	77	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	65	86	100	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	76	71	83		8.6	20.9	24.7
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		1	2	0
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		1	0	0
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Total	441	543	551		8.6	20.9	24.7
				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
				<i>(As of June 30)</i>	2007-	2008-	2009-
				Principal Suspensions	0	0	0
				Superintendent Suspensions	0	0	0
				<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-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		26	26	33
# receiving ESL services only	15	24	TBD	Number of Teachers			
# ELLs with IEPs	0	8	TBD	Number of Administrators and Other Professionals	3	4	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	1	9

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.7	69.2	72.7
				% more than 5 years teaching anywhere	61.5	61.5	72.7
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		92.0	100.0	97.0
American Indian or Alaska Native	0.0	0.2	0.2	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.6	3.5	3.6				
Hispanic or Latino	9.5	8.8	8.9				
Asian or Native Hawaiian/Other Pacific	53.5	53.2	53.2				
White	32.7	32.2	33.9				
<b>Male</b>	55.1	54.9	54.1				
<b>Female</b>	44.9	45.1	45.9				

**2009-10 TITLE I STATUS**

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

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

SURR School	If yes,						

**Overall NCLB/Diferentiated 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**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific	v	v					
White	v	v	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient							
Economically Disadvantaged	v	v	-				
<b>Student groups</b>	<b>4</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	73.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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)