



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 188 THE ISLAND SCHOOL  
**DBN (i.e. 01M001):** 01M188  
**Principal:** MARY PREE  
**Principal Email:** MPREE@SCHOOLS.NYC.GOV  
**Superintendent:** DANIELLA PHILLIPS  
**Network Leader:** DAN FEIGELSON

### School Leadership Team (SLT) Signature Page

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Mary Pree	*Principal or Designee	
Ruth Lopez	*UFT Chapter Leader or Designee	
George Bonilla	*PA/PTA President or Designated Co-President	
Mirta Rosales	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Christopher Morley	Member/ Teacher	
Janet Belardo-Colon	Member/ Teacher	
Cesia Ramirez	Member/ Teacher	
India Townes	Member/ Parent	
Maria Morales	Member/ Parent	
Ian Gold	Member/ Teacher	
Dalia Johnson	Member/ Teacher	
Rosa Almonte	Member/ Teacher	
Brian Farley	Member/ Teacher	
Johanny Ogando	Member/ Parent	
Monique Hill	Member/ Parent	
Yvonne Walker	Member/ Parent	
Monique Germany	Member/ Parent	
Esther Mata	Member/ Parent	

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

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

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

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

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

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, Grades 3-8 students will increase aggregated proficiency in English Language Arts by an average 10%, as measured by the percent moving from Level 2 to Level 3 on the Ed performance and or NYS English Language Arts Test.

### Comprehensive Needs Assessment

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

Grade 3-8 student achievement on the NYS English Language Arts test shows the majority of students who took the **Spring 2013 (38.7%)** scored at Level 2, representing the largest overall area of need within the school community. As a result, it has determined that a focused effort to increase student achievement with middle schools student who are approaching but not meeting ELA standards needs to be implemented.

### Instructional Strategies/Activities

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

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

- ❖ ELA Instructional and Organizational Coherence: We have implemented the Expeditionary Learning curriculum, which is fully aligned with the Common Core Standards. It provides for rigorous assessment of skills sets which, based on research, are necessary for reading and writing success. Expeditionary learning provides curriculum maps, lesson plans, and assessments aligned with Common Core standards and the goal to have all students' college and career ready. Units and lessons are equally rich in fiction and non-fiction with an emphasis on developing the ability to support opinions with evidence from the text. The units include: Essential questions, focus standards, suggested objectives, pre and post assessments, as well as final benchmark projects. Additionally, they provide sample activities and assessments, terminology and interdisciplinary connections.
- ❖ Targeted Student Assessment and Need Identification; Need specific, student specific assessment vehicles to provide data on-going student needs
- ❖ 100 Book Challenge used as a tool for assessment and tracking student reading stamina.
- ❖ NYC Social Studies and Science Benchmark Assessment.
- ❖ Ed Performance.
- ❖ Target Population: Students scoring Level 2 on NYS ELA exams in prior year and students identified at Tier 2 risk level by current assessment data.

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

- ❖ Responsible Staff Members: Teachers of ELA in Grades 3-8, Cluster Teachers, content area specialists, assistant principal, and data specialist.
- ❖ Resources: Reading Partners Initiative: A research-based program demonstrated to have increased reading proficiency in Oakland California public schools. With a full-time on-site coordinator, volunteers are working 1:1 with approximately 40 students twice weekly to improve their reading.
- ❖ Expanded Use Of Computer-Assisted Instruction: School-wide access to A-Z Reading on-line guided instruction, Connected Learning (NYCDOE pilot, Grade 6), Razkids on line school wide access, MyOn online reading and MyOn phonics, as well as school wide access to Brain Pop and ESL Brain Pop.

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

- Targeted Population: Students scoring Level 2 on NYS Common Core ELA exam in prior year and students identified at tier 2 risk levels by current assessment data
- ❖ Teachers meet weekly for common planning where student work is evaluated and suggestions for improved effectiveness are given.
  - ❖ Teachers and administrators regularly meet at grade level meetings and Instructional Council, to identify schedule changes needed to implement program, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation.
  - ❖ During the Reading Partners application process, teachers had an opportunity to review the curriculum and materials to be used and agreed that these were in alignment with the balanced literacy program. The grant provides a full-time site coordinator, who collaborates with our classroom teachers, and who is supported by a seasoned reading consultant.
  - ❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.
  - ❖ Teachers have access to need specific, student specific assessment vehicles.
  - ❖ PD to explain the new teacher evaluation system and train teachers how to be a highly effective teacher.

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

September 2013 through June 2014.

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

- ❖ Scholars Lab Afterschool homework help
- ❖ Saturday Academy small group instruction
- ❖ Extended Day Tutorials: Small group interdisciplinary instruction in English Language Arts.
- ❖ Responsible Staff Members: Day, extended day, afterschool/Saturday program teachers, Assistant Principal, Reading Partners' site coordinator, Scholars' Lab Supervisor

**Strategies to Increase Parental Involvement**

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

- ❖ Curriculum Meetings with parents in September/October (Expeditionary Learning highlighted)
- ❖ Monthly Bilingual School Newsletter
- ❖ Bilingual Classroom Newsletter highlighting curriculum and classroom activities
- ❖ Parent Coordinator Workshops (e.g., Reading with your Child, Real World Mathematics)
- ❖ Parent Coordinator and School Staff attendance at Parent Association meetings to share information and respond to questions and inquiries.
- ❖ Parent training on how to use ARIS link and computer assisted on-line instruction, A-Z reading, etc.
- ❖ Parent Room with Parent Resource Library, Computers and Internet Access
- ❖ 100 book challenge reading log asks for parent signatures nightly which allows parents to be more involved in tracking reading progress.
- ❖ Use of the Jupiter Grades grading system supports communication between parents and teachers via the website. Parents have access to student's daily grades and behavior. Parents can maintain communication with teachers via emails.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, Grades 3-8 students will increase aggregate proficiency in Mathematics by an average 10%, as measured by the percent moving from level 2 to 3 on the NYS Mathematics Test.

**Comprehensive Needs Assessment**

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

While the school made significant gains according to the Spring 2013 NYS Mathematics Test, 38.4% of those student tests were Level 2 (approaching standard) in math. While this was down from the previous year, this data reinforced the need to implement strategies to aid Level 2 students in progressing to Level 3 in order to meet mathematics grade level expectations.

**Instructional Strategies/Activities**

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

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

- ❖ Teachers and administrators regularly meet at grade level meetings to identify schedule changes needed to implement activities, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation.
- ❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.

- ❖ Teachers have access to need specific, student specific assessment vehicles, including IXL-Math (3-8), on-line content area assessments (3-5); Edperformance Scantron Series (3-8); and ARIS.
- ❖ Teachers of Mathematics will use various diagnostics and response to intervention (RTI) tools to identify areas where students are experiencing the most difficulty. Students will be identified and placed depending on their needs. Teachers will utilize various instructional strategies and approaches to implement curriculum with respect to Mathematics across the five grades.

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

- ❖ Teachers of mathematics in Grades 3-8 math content consultants and specialists, including consultants, the Title 1 Math Staff Developer, assistant principal, and data specialist.
- ❖ Math In Focus Chapter Pre-Test and Test Prep (post) results plus cumulative reviews and quarterly benchmark assessment
- ❖ Teacher generated RTI's (Response To Intervention) will provide individualized student mathematics interventions.
- ❖ Connected Mathematics 3 Assessments
- ❖ NYS Common Core Mid-Unit and End of Unit Assessments
- ❖ Ed-Performance periodic Assessments, Khan Academy, IXL-math on-line data (3-8)
- ❖ Mathematics Grade (3-8) Baseline Assessment

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

- Targeted Population: Students scoring Level 2 on NYS Common Core Math exam in prior year and students identified at tier 2 risk levels by current assessment data
- ❖ Teachers meet weekly for common planning where student work is evaluated and suggestions for improved effectiveness are given.
  - ❖ Teachers and administrators regularly meet at grade level meetings and Instructional Council, to identify schedule changes needed to implement program, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation.
  - ❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.
  - ❖ Teachers have access to need specific, student specific assessment vehicles which is used to drive instruction.
  - ❖ PD to explain the new teacher evaluation system and train teachers support teachers in becoming a highly effective teacher.

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

September 2013 through June 2014

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

- ❖ Exemplars: Weekly school-wide Exemplars initiative to increase critical thinking skills in mathematics across grade level and prepare students for the NYS Common Core Mathematics Test
- ❖ Resource coordination: Computer Assisted Learning: Khan Academy, IXL-math online guided instruction, Individualized accounts for each student; teachers access to student's data analysis, Extended Day Tutoring, Afterschool/Saturday Programs, TASC homework help (3-5), and Scholars Lab (6-8).
- ❖ Previous year's itemized analysis of state exams
- ❖ Beginning September 2013, teachers will introduce various assignments that will incorporate the Common Core Standards using rubric design so that students can begin to build on concept of developing rigorous work habits.
- ❖ Teachers will utilize 37.5 minutes tutoring and afterschool mathematics programs to assist students experiencing difficulty developing the skills needed to aid in student progression
- ❖ Grade level teachers will introduce and evaluate similar common core assignments utilizing a Rubric design to create anchors papers that can be utilized with respect to evaluating grade level student work.

**Strategies to Increase Parental Involvement**

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

- ❖ Curriculum Meetings with parents in September/October-January/March (Singapore Math Highlighted, Connected Mathematics 3)
- ❖ Monthly Bilingual School Newsletter
- ❖ Bilingual Classroom Newsletter highlighting curriculum and classroom activities
- ❖ Parent Coordinator Workshops (e.g. Food Face, Reading with your Child, Real World Mathematics)
- ❖ Parent training on how to use ARIS link, IXL-math, Khan Academy, Jupiter grades, etc.
- ❖ Parent Room with Parent Resource Library, Computers and Internet Access

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### **Goal and Action Plan #3**

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

#### **Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, Students with Disabilities in Grades 3-5 students will complete a school wide Common Core Standard project in English Language Arts.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
While the lowest third made significant gains in ELA and Math as measured by the NYS Spring 2013 standardized tests, Analysis of this data indicates that a coordination of mandated services and full utilization of non-mandated learning opportunities are a priority. In order to prepare for students to complete the Common Core Standard assignment, we assessed the following: - New York State English Language Arts Exam - New York City Periodic Assessment results - PS/MS 188 computerized diagnostic assessment results - Student classroom performance in ELA

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

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
❖ Professional Development: Mandated service and non-mandated learning opportunity providers will receive professional development in student learning opportunities, including computer assisted learning for IXL-Math, A-Z Reading. Mandated and non-mandated learning opportunity providers will also receive information regarding SWD participation in non-mandated learning opportunities, including Reading Partners, TASC after school activities, and Scholars Lab
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
❖ Grades 3-8 SWD mandated service providers, special education classroom and cluster teachers, non-mandated service providers as well as learning opportunity staff, e.g., Reading partners, afterschool/Saturday program staff.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
Targeted population: Students with Disabilities in Grades 3-8 In order to fully incorporate the Common Core Standards into a school wide assignment, Instructional Supervisors, Coaches and ELA Teachers met to discuss the components of a grade wide assignment that would reflect a rigorous level of achievement ❖ Teachers met and discussed various components and developed Rubrics to reflect rigor within those component. ❖ Teachers meet weekly for common planning where student work is evaluated and suggestions for improved effectiveness are given. ❖ Teachers and administrators regularly meet at grade level meetings and Instructional Council, to identify schedule changes needed to implement program, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation. ❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction. ❖ Teachers have access to need specific, student specific assessment vehicles which is used to drive instruction. ❖ PD to explain the new teacher evaluation system and train teachers support teachers in becoming a highly effective teacher.
<b>4. Timeline for implementation and completion including start and end dates</b>
❖ September 2013 through June 2014
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
Steps for Including teachers in decision-making process ❖ Teachers will meet periodically with SWD service providers and learning opportunity personnel to implement SWD data sharing, RTI and scheduling concerns. The

Instructional Council will meet to identify schedule changes needed to implement activities.

- ❖ SWD service providers and learning opportunity personnel will be encouraged to attend bi-monthly teacher planning meetings.

**Instructional Strategies/Activities**

- ❖ Beginning September 2014, teachers will introduce various assignments that will incorporate the Common Core Standards and be developed and implemented using a Rubric design so that students can begin to build on the concept of developing rigorous work habits
- ❖ Teachers will begin to introduce various levels of reading and writing materials that will lead to students developing the skills needed to complete the grade wide Common Core assignment
- ❖ Teachers will utilize 37.5 minute tutoring and afterschool ELA programs to assist students experiencing difficulty developing the skills needed to complete this project
- ❖ Instructional Supervisors will work with teachers with respect to aligning ELA curriculum maps to the New York State Common Core Standards to insure that students on all grades are completing assignments that reflect these new standards
- ❖ Grade level teachers will introduce and evaluate similar common core assignments utilizing a Rubric design to create anchor papers that can be utilized with respect to evaluating grade level student work
- ❖ In November 2014, teachers will evaluate the assignment created for each grade and to determine changes that need to be instituted prior to its implementation
- ❖ March 2014 and April 2014, teachers will assess and evaluate student assignments and discuss the results with comparison to developed anchor papers on each grade

**Strategies to Increase Parental Involvement**

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

- ❖ Curriculum Meetings with parents in September/October-January/March (Expeditionary Learning highlighted, Singapore Math Highlighted, Connected Mathematics 3)
- ❖ Monthly Bilingual School Newsletter
- ❖ Bilingual Classroom Newsletter highlighting curriculum and classroom activities
- ❖ Parent Coordinator Workshops (e.g. Reading with your Child, Real World Mathematics)
- ❖ Parent training on how to use ARIS link, IXL-math, Khan Academy, Jupiter grades, etc.
- ❖ Parent Room with Parent Resource Library, Computers and Internet Access

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	--	------------------	----------	------------------	--	------------------	----------	---------------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, At least 50% of students taking the NYSITELL will move up one level (for example from Beginner to Intermediate or Intermediate to advance).

**Comprehensive Needs Assessment**

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

While the lowest third made significant gains in ELA and Math as measured by the NYS Spring 2013 standardized tests, Level 2 & 3 achievement for ELLs were ---ELA and --- in Math for Grades 3 through 8. Analysis of this data indicates that a coordination of mandated services and full utilization of non-mandated learning opportunities are a priority.

**Instructional Strategies/Activities**

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

❖ **Strategies/activities that encompass the needs of identified subgroups**

❖ We have opened our computer lab for use afterschool and on Saturdays so that the students have opportunities to practice their English. Rosetta Stones is primarily

<ul style="list-style-type: none"> <li>❖ utilized to increase English language acquisition through the use of technology. We are targeting all students who are not yet proficient on the NYSITELL</li> <li>❖ Specific ESL strategies used include: Natural Language Approach, Language Experience Approach, Cooperative Learning, TPR (Total Physical Response) and QTEL Scaffolding Strategies.</li> <li>❖ Incorporation of Project Based learning activities</li> </ul>
<ul style="list-style-type: none"> <li>❖ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Grades 3-8 ESL mandated service providers, classroom and cluster teachers, and learning opportunity staff, e.g., Reading partners, afterschool/Saturday program staff.</li> </ol>
<ul style="list-style-type: none"> <li>❖ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
<p>Targeted population: English Proficient students in Grades 3-8</p> <ul style="list-style-type: none"> <li>❖ Teachers meet weekly for common planning where student work is evaluated and suggestions for improved effectiveness are given.</li> <li>❖ Teachers and administrators regularly meet at grade level meetings and Instructional Council, to identify schedule changes needed to implement program, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation.</li> <li>❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.</li> <li>❖ Teachers have access to need specific, student specific assessment vehicles which is used to drive instruction.</li> <li>❖ PD to explain the new teacher evaluation system and train teachers support teachers in becoming a highly effective teacher.</li> </ul>
<ul style="list-style-type: none"> <li>❖ <b>Timeline for implementation and completion including start and end dates</b></li> </ul>
<ol style="list-style-type: none"> <li>1. September 2013 through June 2014</li> </ol>
<ul style="list-style-type: none"> <li>❖ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
<ul style="list-style-type: none"> <li>❖ Freestanding ESL push-in/pull-out model</li> <li>❖ Beginner and Intermediate receive 360 minutes of instruction a week, Advanced students receive 180 minutes of ESL per week and 180 minutes of ELA</li> <li>❖ ELL Periodic Assessments as a tool to track student achievement from October 2013 to April 2014</li> <li>❖ Teacher generated RTI's (Response To Intervention) will provide individualized student interventions.</li> <li>❖ Data from student classwork, IRLA scores, Core Knowledge Language Arts Curriculum (CKLA) assessments, and assessments from Expeditionary Learning curriculum to guide instruction</li> <li>❖ Teachers meet weekly for common planning where student work is evaluated and suggestions for improved effectiveness are given.</li> <li>❖ Teachers and administrators regularly meet at grade level meetings and Instructional Council, to identify schedule changes needed to implement program, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation.</li> <li>❖ During the Reading Partners application process, teachers had an opportunity to review the curriculum and materials to be used and agreed that these were in alignment with the balanced literacy program. The grant provides a full-time site coordinator, who collaborates with our classroom teachers, and who is supported by a seasoned reading consultant.</li> <li>❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.</li> <li>❖ Teachers have access to need specific, student specific assessment vehicles.</li> <li>❖ PD to explain the new teacher evaluation system and train teachers how to be a highly effective teacher.</li> </ul>
<p><b>Strategies to Increase Parental Involvement</b></p>
<p>All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).</p>
<ul style="list-style-type: none"> <li>❖ Curriculum Meetings with parents in September/October (Expeditionary Learning highlighted)</li> <li>❖ Monthly Bilingual School Newsletter</li> <li>❖ Bilingual Classroom Newsletter highlighting curriculum and classroom activities</li> <li>❖ Parent Coordinator Workshops (e.g., Reading with your Child, Real World Mathematics)</li> <li>❖ Parent Coordinator and School Staff attendance at Parent Association meetings to share information and respond to questions and inquiries.</li> <li>❖ Parent training on how to use ARIS link and computer assisted on-line instruction, A-Z reading, etc.</li> <li>❖ Parent Room with Parent Resource Library, Computers and Internet Access</li> <li>❖ 100 book challenge reading log asks for parent signatures nightly which allows parents to be more involved in tracking reading progress.</li> <li>❖ Use of the Jupiter Grades grading system supports communication between parents and teachers via the website. Parents have access to student's daily grades and</li> </ul>

behavior. Parents can maintain communication with teachers via emails.

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #5**

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

***Annual Goal #5***

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

***Comprehensive Needs Assessment***

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

***Instructional Strategies/Activities***

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

❖ **Strategies/activities that encompass the needs of identified subgroups**

6.

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

1.

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

1.

❖ **Timeline for implementation and completion including start and end dates**

1.

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

1.

***Strategies to Increase Parental Involvement***

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

***Budget and Resource Alignment***

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Reading Partners 100 book Challenge (independent reading) 37.5 minutes AIS Instruction Afterschool Reading Program 21 <sup>st</sup> Century Afterschool (6-8) Scholars Lab (6-8) Sports and Arts Foundation (2-8)	One to one Individually Small group instruction Tutoring	During the school day Before the school day Afterschool Saturdays
<b>Mathematics</b>	IXL Math Computer Assisted Learning (k-8) Khan Academy (6-8) TASC Afterschool Homework help (K-5) 21 <sup>st</sup> Century Afterschool (6-8) Scholars Lab (6-8) Sports and Arts Foundation (2-8) Brain Pop	One to one Individually Small group instruction Tutoring	During the school day Before the school day Afterschool Saturdays
<b>Science</b>	TASC Afterschool Homework help (K-5) 21 <sup>st</sup> Century Afterschool (6-8) Scholars Lab (6-8)	One to one Individually Small group instruction Tutoring	During the school day Before the school day Afterschool
<b>Social Studies</b>	TASC Afterschool Homework help (K-5) 21 <sup>st</sup> Century Afterschool (6-8) Scholars Lab (6-8)	One to one Individually Small group instruction Tutoring	During the school day Before the school day Afterschool
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Group and individual counseling Middle School Advisory Parent Workshops to utilize ARIS and Jupiter Grades Case Studies at PPT meetings to support from Non-DOE Clinical Social Workers from Jewish Board, Crisis Intervention, Counseling In Schools, On-site Ryan-Nena Health Clinic, nurse practitioner services, comprehensive clinic off-site	One to one Individually Small group	During the school day Before the school day Afterschool

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School Administrators work with Network HR to identify and recruit highly qualified teachers School Administration takes pro-active measures to avail current non-HQT teachers with higher education opportunities School administration has set aside 5% of Title I for HQT School Administrators work with Network HR to ensure that non-HQT meet all required documentation and assessment deadlines

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The Island School will provide high quality professional development by: Utilizing the Assistant Principal for developing needed professional development sessions Math and Literacy workshops Professional Learning Communities Inquiry Teams will highlight areas of improvement in student achievement and craft appropriate workshops Attend Teacher Job Fair in the Spring 2014 Partner up with Colleges/Universities for student teachers Advertise in the New Teacher Finder

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds will be also be used to purchase resource materials to increase the effectiveness of teachers that are not highly qualified. Instructional supervisors will meet with teachers to ensure that they are offering students the highest quality instruction available with respect to respective subject areas.

**SWP Schools Only**

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Given the critical stages of learning in early childhood environment, PS188 strives to address the academic supports and needs of our children and families in the early stages of development. We strongly believe the school-family connection can help to ensure that the potential of each child is fulfilled as well as to bridge the achievement gap. To this end, this plan entails: <ul style="list-style-type: none"> <li>❖ Direct contact with families by phone and/or community activities in order to share grade-level expectations</li> <li>❖ Open houses or pre-enrollment classroom visits for parents and children in order for them to gain experience in what the school day is like.</li> <li>❖ Helpful pamphlets for families on what the school will expect of them and tips on things they can do at home to prepare their children for school.</li> <li>❖ Curriculum Meetings with parents in September/October</li> <li>❖ Monthly Bilingual School Newsletter</li> <li>❖ Bilingual Classroom Newsletter highlighting curriculum and classroom activities</li> <li>❖ Parent Coordinator Workshops (e.g., Reading with your Child, Real World Mathematics)</li> </ul>

- ❖ Parent Coordinator and School Staff attendance at Parent Association meetings to share information and respond to questions and inquiries.
- ❖ Parent training on how to use ARIS link and computer assisted on-line instruction, A-Z reading, etc.
- ❖ Parent Room with Parent Resource Library, Computers and Internet Access

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

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

- ❖ Teachers meet weekly for common planning where student work is evaluated and suggestions for improved effectiveness are given.
- ❖ Teachers and administrators regularly meet at grade level meetings and Instructional Council, to identify schedule changes needed to implement program, and to develop expectations for teachers (implementation, monitoring, maintaining and sharing of data), student expectations, and ways to increase parent participation.
- ❖ Teachers meet bi-monthly to develop and plan ongoing, grade specific instructional strategies and interventions, including differentiation of instruction through consistent and strategic use of small-group flexible instruction.
- ❖ Teachers have access to need specific, student specific assessment vehicles which is used to drive instruction.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

---

**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>01</b>	Borough <b>Manhattan</b>	School Number <b>188</b>
School Name <b>PS/IS 188 Island School</b>		

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

Principal <b>Ms. Mary Pree</b>	Assistant Principal <b>Ms. Suany Ramos</b>
Coach	Coach
ESL Teacher <b>Mr. Ian Gold/ESL</b>	Guidance Counselor <b>Ms. Leticia Feliciano</b>
Teacher/Subject Area <b>Mrs. Rosse Mary Savery/ESL</b>	Parent <b>Ms. Esther Mata</b>
Teacher/Subject Area <b>Ms. Elsayed/Bilingual/Pre-K</b>	Parent Coordinator <b>Ms. Mirta Rosales</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>2</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>2</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>484</b>	Total number of ELLs	<b>72</b>	ELLs as share of total student population (%)	<b>14.88%</b>
--	------------	----------------------	-----------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	1													1
<b>Freestanding ESL</b>														
Pull-out	8	8	8	8	8	8	8	8	8					72
SELECT ONE														0
<b>Total</b>	<b>9</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</b>							

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	72	Newcomers (ELLs receiving service 0-3 years)	50	ELL Students with Disabilities	16
SIFE	4	ELLs receiving service 4-6 years	18	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language	4									4
ESL	46	4	5	18		10	4		1	68
Total	50	4	5	18	0	10	4	0	1	72

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	3	17																	3	17
Bengali	1																		1	0
SELECT ONE																			0	0
<b>TOTAL</b>	4	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	17

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

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

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 2      Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 9      Asian:           Hispanic/Latino: 9  
 Native American:           White (Non-Hispanic/Latino): 8      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	2	3	2	3	7	13	12	10	9					61
Chinese	1						1	2						4
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
<b>TOTAL</b>	3	3	3	3	9	13	13	12	9	0	0	0	0	68

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1		3	5	4	7	3	5					31

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			1		1	2	2	5	3	0				14
Advanced (A)	4	2	2		3	7	4	4	1					27
Total	7	3	3	3	9	13	13	12	9	0	0	0	0	72

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	3			8
4	8	4			12
5	6				6
6	9	2			11
7	6	2			8
8	10	1			11
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	1	3		1				9
4	10		1		2				13
5	5	5							10
6	6	2	2		1		1		12
7	3	4		2					9
8	3	1	1	4	1	1			11
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  1. To assess the early literacy skills of our ELLs at PS 188 we use formal and informal assessments. The formal assessments we use are ECLAS-2 and IRLA (Independent Reading Level Assessment Framework) which is aligned with the Common Core standards. Teachers also use supplemental running records to evaluate students' reading levels. Classroom teachers in grades K-2 are now using assessments as part of the Core Knowledge Language Arts Curriculum (CKLA) to provide both baseline data and ongoing information about student progress. The data provided from the CKLA program is shared with ESL teachers who use additional CKLA assessment and remediation strategies as needed. The ESL teacher uses the WRAP assessment to informally determine reading and writing levels for ESL students and an oral interview with visual prompt to assess speaking and listening skills. The WRAP and oral interview are conducted at the beginning of the school year and at the end of the year to assess student progress and evaluate the effectiveness of the ESL program. Additional ongoing informal assessments are used throughout the school-year and include writing rubrics correlated to Common Core standards, running records, performance reports from computer assisted learning programs (Raz-Kids, Time to Know, Compass Learning), classroom observations, journal writing, student portfolios, and various teacher-generated assessments based on thematic units.

On early literacy assessments ELLs generally score below grade level due to their limited vocabulary in English and their limited schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The ESL teacher combines information provided by classroom teachers, the WRAP assessment, and the speaking and listening assessment to create an intake summary describing the various strengths and weaknesses of each student's English proficiency levels. This information is stored in an assessment binder and referred to while planning for instruction. Each student's assessment profile is updated as new information becomes available from classroom teachers, the ESL teacher, and standardized test scores.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. The LAB-R and NYSESLAT data reveal a pattern across proficiency and grade levels. When analyzing the 2013 NYSESLAT results we see that most students are in the advanced or proficient category with regard to listening and speaking. Of those students who are beginners and intermediate, all are newcomers to the United States and recent arrivals at PS 188 as well.

Interestingly, the reading and writing modality provides us with data that looks very different. Proficiency levels are more evenly distributed in reading and writing with very few students reaching at a proficient level. The students who are beginners tend to be recent newcomers, 2 years or less, and students with IEPs.

Based on this data we can clearly see that our students' strengths are in listening and speaking while their weakness is in reading and writing. We can also see that students who struggle the most to attain advanced and proficient NYSESLAT scores are newcomers and students with IEPs.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
  3. As a result of students' NYSESLAT scores, the ESL teacher will work with students to improve the modalities (reading/writing and listening/speaking) that the students are struggling with. Students often develop listening and speaking skills first; therefore those students who are at a Beginner level in all four modalities will focus more on their listening and speaking skills, in addition to learning how to read and write. Special attention will be given to newcomer ELLs to provide them with basic language skills and beginning academic language. Effort will be made to collaborate with teachers of students with IEP's to focus on attainable goals that will allow these students to grow in the reading/writing modality. Students who are at Intermediate and Advanced levels, especially long-term ELLs, will focus on improving reading strategies and writing skills.

The school creates an AMAO report yearly using the AMAO tool. This tool confirms what the teachers learn during the analysis of the NYSESLAT while providing additional information about students meeting AMAO's and student risk for becoming a long-term ELL. The data reveals that most long-term ELLs and students at-risk are students with disabilities. The school uses information about the AMAO's to individualize instruction to meet student needs. Our goal is to provide high quality instruction to students who are meeting AMAO's and targeting students who are not meeting the objectives with intervention strategies.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the

native language?

- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. Looking at the scores of ELL students in ELA, NYS Math, and NYS Science there seems to be a correlation between these scores and students' proficiency levels. Most students who scored Advanced on the NYSESLAT received a score of 2 or higher on the ELA. Students who were newcomers tended to score a 1 on the ELA.

b. Our school is just beginning to use the ELL Periodic Assessment as a tool. 2013-2014 will be the first year where we use the ELL Periodic Assessment to track student achievement from October to April. We will use the quick turnaround time of the Periodic Assessment data to target our struggling students by modality. When the spring results are published we will analyze the data to see which students are making progress and which ones are struggling. This information will be used to plan for the following school year.

c. Our school is eager to receive Periodic Assessment data for 2013-2014 so it can be analyzed.

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

Our school follows the Response to Intervention (RTI) framework to guide instruction. We follow the RTI recommended implementation of universal screening, strong core instruction, intensive tailored instruction, and progress monitoring. To guide instruction ESL and general education teachers analyze scores from the NYSESLAT, LAB-R, and ELA exams. Teachers also look closely at the ELL Periodic Assessment and special needs of students with disabilities as outlined in IEP's. While this data informs initial grouping and gives teachers an early understanding of student ability and need, ongoing assessments are given to monitor student progress. Throughout the year teachers rely on student classwork, IRLA scores, CKLA assessments, and assessments from the Expeditionary Learning curriculum to guide instruction. This instruction is aligned to the RTI model since it allows teachers to provide strong core instruction and intensive tailored instruction to students in tiers 2 and 3.

6. How do you make sure that a child's second language development is considered in instructional decisions?

PS/IS 188 is very aware that we are a school with a multi-cultural population with many English Language Learners. The school leadership team has an ESL representative who makes sure second language development is considered in instructional decisions. Professional development is provided to teachers to ensure they understand the specific needs of English Language Learners. Additionally, our school study groups are focused on providing support for English Language Learners. Teachers share ideas and discuss strategies for making sure second language development is taken into consideration during all lesson planning.

7. For dual language programs, answer the following:

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

7. a. The English-proficient students are assessed in the target language, Spanish, by using the Estrellita program assessments.

b. The dual language program is currently only in Pre-K and Kindergarten at PS/IS 188M. The EPs are beginner Spanish language learners as assessed by the dual language teacher.

c. 2013-2014 will be the first year our dual language program is implemented in Kindergarten. Therefore, we do not yet have data about the performance of EPs on State and City Assessments.

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

The success of PS 188's programs for ELLs is evaluated based on students' NYSESLAT scores (focusing on their improvement in each modality; Reading/Writing and Speaking/Listening), formal and informal assessments conducted by the ESL teacher and their classroom teacher, and communication with classroom teachers. The AMAO's are also analyzed to determine how successful the ESL program has been. Additionally, the ESL teacher administers the WRAP and oral interview in June and compares student scores with the scores from September. This information is analyzed for trends to determine in which areas the ESL program has been successful and which areas need to be strengthened for the following year. This year the ESL program will add the ELL Periodic Assessment to get a more accurate evaluation of the program's successfulness.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. A Home Language Identification Survey is completed by a trained pedagogue for newly enrolled students at time of registration. After the parent is interviewed, with the assistance of a translator, if necessary, the student is asked questions in English during an informal interview to determine their ability to listen and speak in English. After this intake process is complete, an immediate determination of student's home language and eligibility for LAB-R testing is made. The LAB-R is administered within 10 days of initial enrollment and only once in the student's school career. If students are identified as ELLs based on the hand scoring of the LAB-R and the student's home language is Spanish then the Spanish LAB is administered. Students who do not meet the LAB-R cut scores will be placed in an ESL program until the parents select their choice.

New students at PS188 are classified as English language learners (ELLs) after not meeting the cut score of the LAB-R and those students who did not receive Proficient in all four modalities of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) exam scores. The ESL teacher uses students NYSESLAT scores from the previous year to determine individual students' growth in English language development and to evaluate what steps are necessary to ensure students are on a path to gain English language proficiency. The ESL teacher also uses NYSESLAT scores when creating pull-out/push-in schedule for the school year. Groups are based on students' language proficiency levels and grade. ESL instruction is determined based on the needs of the students after evaluating individual students' scores on the NYSESLAT in Speaking, Listening, Reading, and Writing. For example, if students are proficient in Speaking and Listening, but are Intermediate in Reading and Writing then instruction is primarily focused on building students' reading and writing fluency. NYSESLAT scores are also used to evaluate the progress that students are making every year to gain proficiency and to determine necessary steps that classroom teachers and the ESL teacher will take to assist individual students in reaching proficiency.
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.
  2. In order to ensure that parents understand all three program choices we present a parent orientation at the PS 188 Parent Welcome Center within 10 days of the students' registration into the school system. Parents are informed of the orientation via a letter sent home with the student that includes the date and time of the orientation. A tear-off sheet is sent with this letter to be returned with the parent signature so the ESL teacher can monitor that parents have received the invitation to the orientation. A follow-up phone call is made if the tear-off sheet signed by the parent is not returned within two school days. If the parent is not reached within 1 week the ESL teacher along with the parent coordinator make another phone call to the child's parents to remind them to return the letter and attend orientation. If the parent is unable to attend the scheduled orientation, alternate times are offered to accommodate the parent's schedule.

Once at the orientation site, the certified ESL Teachers Ian Gold and Silvia Elsayed along with the Parent Coordinator Mirta Rosales welcome parents to view the Parent Orientation Program Selection DVD from the EPIC toolkit. Parents view and listen to the DVD in their native language. The Parent Choice Survey and Program Selection (PCS/PS) form is given out, explained via translation or given in their native language when necessary and returned on site with their choice. The forms are collected immediately after parents answer all the pertaining questions and decide on the program of instruction for their children. The original forms are filed in the respective cumulative records along with the HLIS, one copy is filed in the Main Office and an ELL File is maintained by the ESL teacher. The Student Intake Process and Parent Choice Process are supervised by Mary Pree, Principal of the Island School.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  3. All students who are entitled to receive ESL services are given entitlement letters to be sent home to their parents within the first week of school for continuing students and within the first ten days of registration for new students. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) they understand their child will receive ESL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as

mentioned above) are also given to the parents after the Parent Orientation. Since it is extremely important that the ESL teacher/coordinator receives the Program Selection Form and Survey the parents are asked to return the forms within a week of receiving the letter. The parent coordinator and the ESL teacher will establish communication with parents via phone calls and re-sending the Program Selection Form. If the parent coordinator and the ESL teacher/coordinator are unable to get in contact with the parent of a student within a week of the letter being sent home then the student will be placed in a Transitional Bilingual Education Program. In addition, parents of students who scored at or above proficiency on the LAB-R or tested out of ESL service by scoring proficient on the NYSESLAT are sent a Non-Entitlement Letter.

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.

4. If 15 or more parents of the same home language request a Transitional Bilingual Program or a Dual Language Program and these 15 students are in either 1 grade or 2 contiguous grades then PS 188 will open such a program. If parents choose a Transitional Bilingual Education or a Dual Language Program for their child without meeting the minimum 15 student requirement then they are informed that the students will be placed in a school that provides these programs. P.S. 188 will provide information and a list of all schools in the NYC school system that offers these programs. If parents choose to have their child attend a freestanding ESL program then the child is placed in the pull-out ESL program that is offered at P.S. 188. All parents of ELLs, including continuing entitled students and new students, are informed that their child will receive ESL instruction through entitlement or continued entitlement letters. Parents of new students will receive a formal placement letter indicating the program their child has been placed in. Placement letters are sent in the parent's home language when necessary and include a tear-off sheet with the parent's signature to ensure they received the form.

The ESL Teacher uses the RLAT report to view results of the annual NYSESLAT. He also uses the RNMR report to disaggregate scores by modality and plan for ongoing instruction. Parents are informed that students are placed in groups based on their English language level which is determined by the scores of the NYSESLAT and the LAB-R. The ESL teacher/coordinator and the parent coordinator consult with parent of the number of minutes per week (360 minutes for Beginner and Intermediate students, and 180 minutes for Advanced students) their child will receive ESL instruction and the purpose and benefits of the ESL program. All communication and information is provided to parents in their native language if the parent is unable to communicate in English.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5. To ensure that all section of the NYSESLAT are administered to ELLs, the ESL teachers print the RLAT report for all entitled students. Once the teachers receive the NYSESLAT they immediately create a testing schedule based on the RLAT and the testing window. In the case that any new students arrive during the testing window, they are quickly identified as ELL's or not ELL's so that if they are entitled to NYSESLAT testing then they would receive it. If a new student is a transfer from another school within the NYCDOE then that school is contacted to ensure the student is not tested twice. Once the testing schedule is created it is then sent to all teachers and administrators in the building. The testing schedule is followed with help from all ESL teachers and additional classroom teachers as needed.

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

6. At this time PS 188 only provides an ESL program based on the number of ELLs enrolled at each grade. The ESL teacher conducts a periodic review of the Parent Choice Letters and should there be enough Parent Choices for a TBE or DL Program – the school will open a program as per CR PART 154 in order to ensure that all ELLs receive services as part of CR PART 154 and parent choice. For the past few years the trend in program selection has been Freestanding ESL. About 98% of our parents choose this program for their child's education. Our program is aligned with the parent requests. During the 2012-2013 school year we opened a dual language pre-kindergarten classroom because there was significant interest from parents. In 2013-2014 we have expanded that program to kindergarten. We are making steps to continue this program into first grade to provide parents with more options and align our program offerings with parent choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1.
      - a. The organizational model used at PS/MS188 is the Freestanding ESL push-in/pull-out model. Students are placed in heterogeneous classes along with non-ESL students allowing for strong social interaction and development of L2 language skills. Specific ESL strategies used include: Natural Language Approach, Language Experience Approach, Cooperative Learning, TPR (Total Physical Response) and QTEL Scaffolding Strategies. Building on best practices in ESL pedagogy, project-based learning and the arts are infused within instruction to enhance engagement and understanding, and as an entry point to acquiring “academic” language. Our school believes that it is crucial for our English Language Learners to enter project-based learning activities through their strengths (e.g., visual arts, dance, music, interpersonal, linguistic, etc.) thus fostering engagement, confidence and self-esteem. Specific ESL instructional materials used include materials that are used in conjunction with grade appropriate curriculum (e.g., Getting Ready for the NYSESLAT and Beyond.) ELL students have full access to technology, with increasing attention to use of software to differentiate instruction, and multi-media software to facilitate product development. PS/MS 188’s ESL curricula are fully aligned with NYS, ESL as a Second Language Learning Standards. The school’s ESL Coordinator, in collaboration with school administration, facilitates program development and implementation (identification and placement of ESL/Bilingual certified teachers, scheduling, content, materials, etc.).
      - b. The program model at PS 188 is un-graded homogeneous and heterogeneous grouping. The Pull-out classroom is made up of bridge classes which combine multiple grades based on proficiency (example: 4/5 newcomer class or 6/7 beginning class). Beginner and intermediate students are grouped together and advanced students are usually separate. In some cases, to accommodate complicated schedules, advanced students are grouped with beginners and intermediates. Newcomers are generally grouped together to maintain a cohesive newcomer instructional plan.

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)?

2. a. The organization of our staff is designed in order to ensure the mandated number of instructional minutes are provided according to CR154, the ESL teacher creates groups of students combined by grade level and language proficiency. The Pull-out classroom is made up of these bridge classes (example: 4/5 newcomer class or 6/7 beginning class). ELA content is taught through ESL methodologies and techniques. When one general education classroom has a large number of ELL's, a push-in program is implemented whereby the ESL teacher provides in-class ESL support for these students. In order to ensure all students receive mandated services, students may receive both push-in and pull-out services. All beginning and intermediate students receive 360 minutes of instruction per week. Advanced learners receive 180 minutes of ESL per week and 180 minutes of ELA. Per CR 154 native language support is provided to these students through bilingual dictionaries, translations, and a native-language library of literature.

#### Dual Language Program

The dual language program includes 45 minutes of native language arts instruction each day. Additionally, the ESL students are pull-out as part of the ESL program. All beginning and intermediate students receive 360 minutes of instruction per week. Advanced learners receive 180 minutes of ESL per week and 180 minutes of ELA (in the dual language classroom).

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

3. PS 188 implements a common core aligned English Language Arts program throughout all grades. The Core Knowledge Language Arts program is used in grades K-2, the Expeditionary Learning program in grades 3-5, and Learning Cultures in grades 6-8. Additionally, the IRLA is used to determine student reading level and 100 Book Challenge program is used for independent reading. The ESL teacher collaborates with classroom teachers to create a curriculum that supplements and supports the Common Core aligned curriculum. For example, while in the classroom students may be learning about nursery rhymes and fables in the general classroom, students will be learning a similar topic with ESL modifications in the pull-out classroom. The ESL teacher uses reading level data provided by classroom teachers to create instruction tailored to individual student levels.

In Grades K-5, Math in Focus is utilized. Impact Math is used in Grades 6-8. Grades 6-8 ELL Curricula in Science and Social Studies are fully aligned with NYS learning standards. The K-5 Social Studies curricula infuse performing arts and visual arts through teaching artist residencies. A full music program (music foundations, violin, chorus, percussion) is implemented. ELL students participate fully in all of these programs. Supplemental programs, specifically designed for ELL students include a 14-week arts-infused curricula focusing on a cultural awareness social studies program infused with language development activities and project based learning. Part of this supplemental program will focus on small-group guided reading lessons using Raz-Kids software to provide additional support to develop academic reading skills. To support reading foundational skills, newcomer ESL students are using a software pilot program, OpenBook.

Modifications to help English lanuge learners within these programs include use of turn and talk, oral language development protocols, group work, graphic organizers, explicit vocabulary instruction, scaffolded close reading strategies, small group instruction, translations into native language, choral reading, echo reading, syntax awareness activities, multiple word meaning activities, and writing journals.

#### Dual Language Program

The dual language program follows the CKLA curriculum for Kindergarten for English language arts. For Spanish native language arts Estrellita is used.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. Our ELLs are appropriately evaluated in their native language so that classroom teachers and the ESL teacher are better able to meet the needs of our ELLs. Upon initial enrollment an informal interview is conducted in the child's native language to evaluate

basic conversational skills. After students complete the LAB-R a Spanish Lab is administered to Spanish speaking students who do not pass the LAB-R. This allows the classroom teacher and the ESL teacher to gauge what level the students are at academically in their native language.

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

5. ELLs are evaluated in all four modalities based on assessments that are aligned with the common core curriculum. For example, in the third grade Expeditionary Learning curriculum, students are assessed on their ability to participate in small group discussions. These students are evaluated by their ability to speak in complete sentences in English about the lesson content. They are assessed using a checklist in their general education classes and also assessed in a similar way during their ESL class. This is an assessment that is focused on the speaking modality. There are similarly focused assessments on each modality throughout one unit. Another example is a first grade assessment where students are listening to words and must circle the appropriate word match. Writing assessment happens frequently as students are often responding in writing journals to a prompt connected the unit topic. Reading is assessed in multiple ways. Foundational skills are assessed, fluency, and comprehension are all assessed. Some examples include the IRLA, students rehearsing and then recording their reading, and students responding to text based questions.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6.

a. Active planning is taking place to ensure appropriate strategy work and differentiation for the various subgroups of ELLs in our school community. The plan for SIFE and long term ELLs is to receive academic intervention services in reading, writing, and math. SIFE students who enter our community at a beginning English proficiency level are grouped with newcomers and receive the instruction and support provided below. SIFE students who have been at PS 188 for 2 or more years continue to receive intervention services as needed in addition to support with study skills, test-taking, and developing habits of a successful student. Since many of our SIFE students require reading foundational support, we have implemented the OpenBook computer program. This allows teachers to differentiate and provide SIFE with opportunities to strengthen crucial early literacy skills. SIFE are also supported before and after-school. During small group instruction before school SIFE can be taught early literacy skills at a slow and consistent pace to help them progress. SIFE are also supported socio-emotionally at PS/IS 188. All SIFE are invited to participate in before school and after school extra-curricular activity. Teachers are very aware of understanding the various interests of our SIFE and allowing them to express these interests both in the academic setting and after-school.

b. Newcomers to our community are taught using TPR strategies and given necessary time to interact with those who are more proficient English users. Newcomer curriculum utilizes BrainPop ESL, interactive whiteboard lessons, and is based on a communicative approach. Newcomers, especially those in grades 6-8 sometimes have strong L1 proficiency. The ESL teacher designs lessons that create opportunities for these students to transfer their native language knowledge into their L2. Because NCLB now requires that ELLs will be taking the ELA after one year, we will be providing them with explicit test taking strategies and continue to align instruction with the ELA curriculum.

c. Our program pays close attention to ELL's receiving services for 4-6 years. It is vital that appropriate supports are provided for these students to ensure they are making adequate yearly progress and, for those with disabilities, yearly IEP goals are being met. First, the ESL teacher uses a curriculum aligned to Common Core Standards and thematic units that are used in the student's home classrooms. This ensures students are receiving instruction that is based on academic concepts and language. Secondly, the ESL teacher, classroom teacher, and paraprofessionals work together to target individual student needs and address these in varying ways throughout the school day. These may include referring students to the Reading Partners one-on-one reading program, using Raz-Kids computer listening and reading stations with students, providing individual support during class time to explain concepts or guided practice, and referring students to the AIS program. Additionally, our students and their families are offered small group and/or individual intervention through counseling.

d. Long-term ELLs are another group that must receive appropriate differentiated instruction. The first step in targeting this group of ELLs is looking at assessment data closely to understand why they are still classified as ELLs. This means examining NYSESLAT scores, informal assessments, and having discussions with teachers and service providers to pinpoint student needs. Instruction is truly tailored to student's individual needs. While some students may need extensive vocabulary support and little else, other students may still be struggling with decoding skills and require reading intervention services. PS 188 has several programs in place to target whichever skill

such students may need. These programs include a partnership with Reading Partners, extended day tutoring, computer assisted learning programs such as Reading A-Z, IXL Math, Compass Learning and Time to Know. CTT classrooms, an AIS teacher, and counseling services are also a mainstay of instruction for long-term ELLs at PS 188. This is in addition to small group guided reading, vocabulary development, project-based learning, and writing workshop that the ESL teacher provides during the pull-out program. Long-term students also have access to the Title III supplementary program for ELLs which is designed specifically to differentiate for students struggling in reading and writing.

e. Transitional ELL's who have tested proficient are invited to Title III programs. These ELL's are closely monitored in their general education classroom to make sure they continue to make progress. The ESL teachers work closely with all general education teachers to make sure these ELLs receive additional support in the classroom and are provided with modifications, when appropriate. This may include the use of bilingual dictionaries, extra-time to study vocabulary, and extra time given during assessments. These students are given additional time on qualifying state assessments as outlined in CR Part 154.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

7. The ESL teachers and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regard to academic and language goals for individual students and mandated services that these students are obligated to receive. These outside services such as SETTS, Speech, and ESL, provide students with additional support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classrooms with SWDs are CTT classes where classroom teachers provide differentiated instruction in the classroom to target specific needs and IEP goals of SWDs. Other programs that target these students include Reading Partners, Compass Learning, IXL, Time to Know, Raz Kids, and OpenBook. The ESL teachers makes special effort to collaborate with the classroom teachers to modify tasks and plan appropriate scaffolds. To facilitate collaboration the ESL teacher will be using a new collaborative Google Doc where classroom teachers can input monthly instructional needs for students. Monthly informal "luncheons" will also be held to facilitate ongoing collaboration and communication about student needs. The ESL teachers also attends PPT meetings that involve ELLs to ensure the needs of these students are taken into consideration during the planning process.

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

8. To meet the diverse needs of ELL-SWDs, PS 188 offers service providers to meet at the beginning of the school year to plan out a schedule. Some of our ELL-SWDs receive more than one service, thus it is important that all service providers meet to discuss which students will be pulled-out on what days and what times. This allows all service providers to rearrange scheduling in order to ensure that one particular student is not pulled out of class too often in one day or at conflicting times. Classroom teachers are also consulted to ensure students are not missing too much of one content area. Additionally, since the ESL teacher attends PPT meetings which involve ELLs this ensures the special needs of ELLs are taken into consideration during the initial placement and planning process for ELL-SWDs.

**Courses Taught in Languages Other than English **

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

9. Our school offers a range of targeted intervention programs in English for ELLs in ELA, math, and science focusing on ELLs at risk for not attaining one year of value added growth. Targeted intervention services are given to our 4-6 year ELLs mainly targeting students in need of extension of services based on CR-154. These services include extended day, working with in-class volunteers through the America Reads Program at NYU, and one-on-one reading intervention through a partnership with Reading Partners for K-3 students. Additionally, these students are provided with computer assisted learning programs such as RazKids, IXL Math, and Open Book. These students also are invited to attend the Title III supplementary program which is designed to target reading and writing skills for struggling students. Additionally, all teachers log academic intervention services weekly in digital tracking sheets based on a schedule of three tiers. Tier one is grade level and above which requires guided reading at least once each week. Tier two is below grade level and requires guided reading at least twice each week. Tier three is more than a year below grade level and requires guided reading at least three times per week and one-on-one support. Our newcomer and SIFE subgroups are provided in-class intervention with help from the ESL teachers. The ESL teachers work closely with classroom teachers to develop modifications for in-class assignments and activities. For example, while the majority of students may be doing independent reading, a newcomer ELL might be at a listening station. SIFE and newcomer students use the OpenBook software program for reading foundational skills intervention. The long-term ELLs fall in grades 6-8 where the ESL teacher uses a push-in program model so they may receive modifications to class-work without missing crucial content area. The ESL teacher uses a variety of methods which include graphic organizer, vocabulary strategies, translations, individual bilingual word walls, writing journals, and sentence frames. Counseling, after-school programs, and weekend enrichment programs are also available to all at-risk students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The teachers and staff at PS/IS 188M are constantly taking steps to meet the individual needs of our ELLs and target the ELL subgroups. We believe the program to be effective and meeting the needs of ELLs. 2013-2014 marks the first year where two ESL teachers will be providing full-time instruction to students at PS/IS 188. This will allow our program to target student needs more effectively. This will also allow the LAP team to analyze data more closely in Spring of 2014. We hope to closely examine the ELL periodic assessment data to see what trends and patterns it reveals. This year we are also using baseline data that will be evaluated and analyzed to track the progress of our ELLs.

11. What new programs or improvements will be considered for the upcoming school year?

11. This upcoming school year marks the beginning of a new school-wide curriculum. This improvement allows ESL teachers to collaborate more closely with classroom teachers since the curriculum follows similar protocols in the K-2, 3-5, and 6-8 grade bands. For example, Expeditionary Learning teaches students to evaluate their progress by using learning "targets" before and after each lesson. This language is reinforced in ESL pull-out classes since it is a standard feature of the Expeditionary Learning curriculum. Various note-taking methods, graphic organizers, reading strategies, and discussion protocols are also reinforced by the ESL teacher so that students may strengthen these skills in a sheltered environment and then transfer them to their general education classroom. Also new this year is an ESL teacher who is focusing on 6-8 grade ELLs and using push-in scheduling and strategies to meet the needs of long-term ELLs.

Looking forward to the next school year we hope to continue thinking about how we can strengthen our curriculum to better meet the needs of ELLs and how we can supplement the curriculum to help our ELLs achieve more. PS 188 we are always looking for new programs and services to better meet the needs of our ELLs. As reflective practitioners the ESL team is constantly evaluating programs and taking steps to improve ESL offerings for future years.

12. What programs/services for ELLs will be discontinued and why?

12. No programs or service for ELLs will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

13. ELLs are afforded equal access to all school programs. All students, including ELLs at PS 188 participate in the following curricular program: K-2 classes follow the Core Knowledge Curriculum, 3-5 classes follow Expeditionary Learning, and 6-8

follows Learning Cultures. All ELLs have access to these curricular models and participate, with modifications, in these programs. PS 188 uses a cognitive based math program, Math in Focus and Impact Math, along with weekly math exemplars to provide hands-on real world experiences with academic math concepts. Our science teachers implement the FOSS/Delta program of science discovery and investigation taught in self-contained science labs. Social studies is incorporated into the literacy curriculum in all of our classes. PS 188 follows the New York State curriculum in this area. All students, including ELLs, receive instruction in computers, physical education, music, and art.

All students, including ELLs, are invited to participate in extended day and after-school programs. All partnerships at PS 188 are made available to ELLs. These include a weekend enrichment program with NYCARES, music classes through Third Street Music School, reading intervention through Reading Partners, reading support through Learning Leaders, an academic weekend enrichment program through JP Morgan, after-school programming through Education Alliance until six o'clock, and a middle school scholars lab Monday through Thursday until eight o'clock. Additionally PS/IS 188 offers ELLs access to various student support services. This year these include the school guidance counselor, the school social worker, the Jewish Board for Family and Children's Services counseling program, the Counseling in Schools (CIS) program, and the Child Mind Institute counseling program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

14. ELLs also receive support through instructional materials. In the ESL classroom ELLs are provided with a leveled library of literature in multiple genres. Books are arranged by levels, themes, and genres. Guided reading books from the Scholastic Program, Harcourt Trophies, and Reading A to Z are also available. Bilingual books, dictionaries, and kid-friendly newspapers are made available. ELLs have access and regularly use of a smart board, 20 I pads, 10 netbook computers, 10 desktop computers, RazKids software, Reading A to Z software, Open Book software, and Vocabulary Spelling City online. ELLs also have access to the instructional materials that are part of the core-curriculum of PS/IS 188 described above. This includes CKLA, Expeditionary Learning, Learning Cultures, Math in Focus, and Impact Math.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the ESL program ELLs receive native language support through bilingual books and dictionaries. During instruction translations are used and encouraged for those ELLs with literacy in their L1 to provide additional native language support. Bilingual word walls are used as well. In the dual language program native language support is delivered in the child's L1 during native language arts instruction and, as needed, according to sound pedagogical principles during ESL instruction.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

16. Although ELLs at all grade levels are at various language proficiency levels, the services, support, and resources provided are at their appropriate grade and language level. Curriculum maps are aligned to Common Core Standards based on student grade level to ensure ELLs are receiving grade appropriate support. Additionally, instruction is tailored to meet student needs, it is always done so in a grade appropriate way. For example, some older students in sixth grade struggle with phonics. For these students, phonics support designed for older students is used and phonics is taught using age-appropriate materials such as using products from stores that represent English word sound patterns. Phonics support for Kindergarten children looks very different than phonics support for middle school students. This kind of differentiation by grade is applied throughout the ESL program.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

17. Newly enrolled ELLs at PS 188 receive excellent support from our bilingual parent coordinator. All newly enrolled ELL students are invited to attend an informational session as well as a walking tour of the school by the parent coordinator. In addition, upon arrival into their classroom, new arrivals are paired up with a more proficient buddy to help them acculturate to their new environment. Parent workshops are held very early in the school year to let parents know about the curriculum for ELLs and the various support services offered to parents who are not English speakers.

18. What language electives are offered to ELLs?

18. At this time PS 188 does not offer foreign language electives.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

a. Our dual language program is currently in Kindergarten only. The Kindergarten class is using the 50/50 model where 50% of the instruction is in English and 50% is in Spanish.

b. EPs and ELLs are integrated for the entire instructional day.

c. Language is separated using the 50/50 model each day. This time is divided between morning and afternoon. For example, Monday may be Spanish in the morning and English in the afternoon. Tuesday would then be reversed with English in the morning and Spanish in the afternoon.

d. The self-contained 50/50 dual language model is used.

e. Emergent literacy is taught in both languages at the same time (simultaneous). The Estrellita program is used for teaching Spanish and the Core Knowledge program is used for teaching English.

## C. Professional Development and Support for School Staff

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

1. As a member of the Children's First Network PS 188 works with an ELL Network Specialist who leads monthly workshops to support the ESL teachers, general education teachers, special education teachers, assistant principal and guidance counselor. These teachers and school staff are also provided professional development through outside workshops at Teachers College and BETAC. In addition, they attend in-school workshops as outlined below in section 3. Our ESL teachers are also involved with the ongoing work at the Understanding Language Initiative at Stanford University, and the online resources provided on the EngageNY website.

2. Common Core professional development is provided to all teachers, including ESL teachers, by the curriculum specialists from Core Knowledge, Expeditionary Learning, Learning Cultures, Math In Focus, and Impact Math. Additionally, teachers participate in professional development offerings through the department of education, webinars provided by Engage NY, and various opportunities provided by outside organizations.

3. The school guidance counselor provides ELLs in the fifth grade with support as they transition from elementary to middle school. Since PS 188 is a K-8 school, this ensures ELLs have a smooth transition into middle school since the building and support staff remains the same for these students.

4. General education teachers who have ELLs in their classroom receive 7.5 hours of ELL training and Special Education teachers receive 10 hours of ELL training as per Jose P. To ensure these mandated hours have been met the school keeps a log of ELL professional development attended by each teacher. Trainings held at PS 188 have a sign-in sheet that is kept on file for verification. The training program consists of attending professional development programs that focus on ELLs by outside providers and workshops led by the ESL certified teachers at PS 188. In the previous school year teachers attended ESL training from workshops led by Teacher's College. In the 2012-2013 school year, the ESL teachers at PS 188 will lead monthly workshops focused on working with ELLs and strategies teachers can use in the classroom to engage ELLs. Additionally, the ESL teachers will lead a study group using the book "English Language Learners Day by Day K-6 A Complete Guide to Literacy, Content Area and Language Instruction" by Christina Celic. Teachers will be invited to meet once a week for 14 weeks during lunchtime to discuss this text. In addition, the ESL teachers are making an extensive library of professional books and resources available to teachers. This includes digital articles shared on Google Docs, rubrics useful for working with ELLs, lists of websites helpful for ELLs, and a physical library where books can be checked-out. The tentative schedule for eight monthly workshops is below and includes training time to show teachers how to use the online and physical resources provided for them:

November -- Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn

December -- Understanding and Using Language Proficiency Rubrics for ELLs, Google Doc Resources, and the PS188 Lending Library

January -- Technology Resources for ELL's (Interactive Whiteboards, Websites, Games etc.)

February -- What Research Does and Does not Say about English Language Learners (and what practical implications this has for your classroom)

March -- Vocabulary Myths and Solutions for ELLs

April -- Easy Ways to Adapt Curriculum for ELLs

May -- Thematic Units and Center Activities to Meet the Needs of ELLs

June -- How the NYSESLAT and other assessments help us plan for instruction

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. In order to recognize the importance of family and community involvement in the education of ELLs and strengthen communication with parents, all newly enrolled ELLs are provided with an orientation session that provides a general ESL program description. Parents are presented the orientation DVD in their native language to clarify information about services for ELLs. Curriculum Day is held in September for each grade level where parents are invited into the school to meet their child's teacher and learn about the curriculum for the year. Parents then have the opportunity to make classroom visits to meet with the various specialists that provide services to their children on a daily basis. The ESL teacher is available during this time to meet with parents and discuss the ESL program. PS 188 is fortunate to have a highly active bilingual parent coordinator, PTA, and a well maintained parent room. The parent coordinator along with school principal and PTA hold meetings throughout the year to bring parents into the building, engage them with the learning of their children, and involve them with various activities. All workshops given in English are translated into Spanish by the parent coordinator. The three ESL certified teachers are also part of the School Leadership Team where they interact with parent members about school-wide issues and improvement on a monthly basis. Finally, all classroom teachers send a weekly classroom newsletter home to keep parents informed of activities, curriculum, and upcoming events.
  2. Our parents participate in services provided through partnerships with Learning Leaders, New York Cares Computer Classes, and ESL instruction provided by BMCC. We have and will continue to sponsor numerous workshops throughout the school year with a focus on the parents of our ELLs.
  3. To evaluate the needs of our parents, PS 188 takes parent feedback very seriously. Parents are active participants in our School Leadership Team where they voice their concerns and ideas about school-wide issues. Parents are invited to attend PTA meetings where they are able to communicate with other parents and the parent coordinator. During the frequent parent workshops held at PS 188, the principal and parent coordinator are available to listen to parent requests and concerns. Finally, parents complete school surveys yearly and the results are analyzed to determine parent needs.
  4. Parents have expressed a strong interest in English classes, computer classes, and even a GED program. Through our partnership with NYCARES and BMCC we have been able to provide these first two services and hope to be adding a GED program this year. We have responded to parent requests for more communication by scheduling Curriculum Day in the morning when more parents are able to attend and by providing weekly newsletters. Curriculum this year was a success and drew a significantly higher number of parent attendees than in prior years.

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

The ESL program at PS 188 is evolving to best meet the needs of the diverse population of ELLs at our school. In 2012-2013 we have already taken steps to ensure the ESL program is strengthened by focusing on collaboration with classroom teachers, integrating smart boards and computer assisted learning for ELLs in classrooms, providing before and after-school support programs for ELLs, designing new assessment procedures for ELLs, and increasing professional development opportunities for school staff.

To guarantee the ESL program at PS 188 is growing and improving, the LAP team is already setting goals for the 2014-2015 school year. These goals include providing more time for ESL teachers to collaborate with classroom teachers, more ways to modify Common Core curriculum for ELLS, and investing in new technology and programs that are proven to help ELLs.

**School Name: PS/IS 188 The Island School**

**School DBN: 01M188**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Mary Pree	Principal		
Ms. Suany Ramos	Assistant Principal		
Ms. Mirta Rosales	Parent Coordinator		
Mr. Ian Gold	ESL Teacher		
Ms. Esther Mata	Parent		
Ms. Silvia Elsayed	Teacher/Subject Area		
Ms. Rosse Mary Savery	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Leticia Feliciano	Guidance Counselor		
	Network Leader		
	Other		

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

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

DBN: 01M188 School Name: PS/IS 188 The Island School

Cluster: 2 Network: CFN 203

**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.

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

When students register at PS 188 a trained pedagogue administers the Home Language Information Survey (HLIS) to determine the preferred language parents would like to receive communication from the school in. This information is filed on emergency cards kept in the main office and student HLIS forms.

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.

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

The findings from section 1 above have been shared with our school community through consultation with the School Leadership Team.

## Part B: Strategies and Activities

---

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

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

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

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

Common forms for parents are available in translation including the Bill of Parents Rights and Responsibilities. These are available in the main office.

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.

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

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>.

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS/IS 188	DBN: 01M188
Cluster Leader: Charles Amundsen	Network Leader: Dan Feigelson
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale:

PS/IS 188 M will conduct an afterschool instructional program to enrich second language acquisition for 24 ELLs in kindergarten, first, second, third and fourth grades. The activities will be geared to foment and enhance vocabulary development, reading comprehension, writing, and speaking skills through Social Studies. To address the needs of students at PS 188 the program is targeted to students with beginning language proficiency and newcomers. Advanced students are also included in the program to create heterogeneous grouping and to provide positive language models for beginning students. The program is designed to incorporate all four language modalities to prepare students for success in core academic areas.

Subgroups and grade levels of students to be served:

Kindergarten/First Grade students: 1 newcomer, 1 beginner, 1 intermediate, 1 advanced = 4 total

Second grade students: 1 newcomer, 1 beginner, 3 intermediate = 5 total

Third grade students: 3 beginners, 4 intermediate = 7 total

Fourth graders: 3 intermediate, 4 advanced = 7 total

Former ELLs: 1 third grader

Total Students: 24

Schedule and Duration:

The program will meet for 15 Saturdays for 4 hours each from 8:30 - 12:30 for a total of 60 hours.

Language of Instruction

The program will be conducted in English with native language support provided through translations, bilingual dictionaries, and native language books.

Number and Types of Certified Teachers

## Part B: Direct Instruction Supplemental Program Information

Two certified ESL teachers will oversee the program, one with bilingual certification.

### Types of Materials:

Two desktop computers, seven Kindle Fires, ten headphones and a printer will be used to provide students with rich visual access to internet resources, online research, digital publishing programs, and read-aloud books through the Raz-Kids online learning program. Since the New York State Common Core standards emphasize technological literacy and research skills, it is essential that students have access to the internet to complete online research of the communities we discuss during the program. A Smart Board, already in the classroom, will allow the teachers to model effective research practices. After modeling, students will simultaneously use the kindle fires and desktop computers during guided practice to develop academic research habits. Finally, students will use the technology to complete independent research with scaffolding, as needed, by the teachers. The printer will ensure students can print information from websites, and print informative texts from the online program Reading A-Z. The printer will also serve as a publishing tool for students to print their final research projects. The desktop computers will also be used by the teachers to develop curriculum, plan lessons, create rubrics, and model all activities using the Smart Board. Marble notebooks, folders, pencils, glue sticks, and markers will be provided for the students to take notes, organize handouts, and create projects. English dictionaries will be used to support vocabulary development and word study while bilingual dictionaries will be used to provide students with native language support.

### Type of Program/Activities:

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

A teaching artist will spend six sessions with both groups combined and the teachers involved to create small books for students to collect information about each community we discuss and visit. Students will also make a small suitcase where they will collect items that symbolize the different cultures we learn about. The visual arts component acknowledges students' diverse learning styles, self-identity, social cognition, and expression. During this residency second language acquisition skills are going to be emphasized through the use of descriptive language, specific vocabulary related to art, asking relevant

## Part B: Direct Instruction Supplemental Program Information

questions, critiquing work, sharing ideas and opinions.

As previously mentioned, the program will be serving a total of 24 students in grades K, 1, 2, 3, and 4 meeting on Saturdays from 8:30 am to 12:30 pm starting on February 1, 2011 through May 2012. We will utilize books such as *Stringbean's Trip to the Shining Sea* by Vera Williams, *What is A Community?* By Bobbie Kalman, *The Story of the Statue of Liberty* by Betsy & Giulio Maestro, *New York City* by Deborah Kent, *Flying over Brooklyn* by Myron Uhlberg, *Next Stop Grand Central* by Bobbie Kalman, *You Can't Take a Balloon Into The Metropolitan Museum* by Jacqueline Preiss Weitzman, among other possible titles that will be discussed throughout the term of the program. We will also purchase book making materials to create a photo essay for each child to take home. The photo essay books will contain the photographs that each student will take during our field trips to visit museums and communities around the city. The students will write captions for their photographs and assemble their books according to the attributes assigned to the genre, e.g., table of contents, index, glossary, etc.

### Timeline for Field Trips:

March: Museo del Barrio; China Town

April: American Museum of Natural History

May: Museum of Native Americans

### Art Residency Timeline:

March: First Planning Meeting

Three teaching sessions (Saturday)

April: Three teaching sessions (Saturday)

Final reflection meeting

## Part C: Professional Development

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

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

## Part C: Professional Development

- name of provider

Begin description here:

Rationale:

ESL Professional Development at PS/IS188M will be structured around a Study Group to be held weekly to discuss and reflect upon specific needs of the ELL population. The 2 participants will be looking at the strategies to better service students in the development of L2 through the reading and discussion of chapters "100 Strategies for Teaching ESL". The study group will meet for eight sessions for two hours each week.

The teaching artist will meet with participating teachers before and after the six session residency. These meetings will contribute to the understanding of how to effectively use the arts as a vehicle to support ELLs in the process of language acquisition.

Other opportunities for professional development include monthly lunch-and-learn sessions held for 50 minutes during lunchtime. The proposed schedule and topic list is below:

Professional Development Timeline:

The tentative schedule for eight monthly workshops is below and includes training time to show teachers how to use the online and physical resources provided for them:

November -- Myths and Misconceptions About Second Language Learning: What Every

Teacher Needs to Unlearn

December -- Understanding and Using Language Proficiency Rubrics for ELLs, Google Doc

Resources, and the PS188 Lending Library

January -- Technology Resources for ELL's (Interactive Whiteboards, Websites, etc.)

February -- What Research Does and Does not Say about English Language Learners

(and what practical implications this has for your classroom)

March -- Vocabulary Myths and Solutions for ELLs

April -- Easy Ways to Adapt Curriculum for ELLs

May -- Thematic Units and Center Activities to Meet the Needs of ELLs

June -- How the NYSESLAT and other assessments help us plan for instruction

**Part C: Professional Development**

These meetings include articulation and reflection meetings.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

Parents will be invited to accompany groups during field trips according to the schedule above. Parents will also be invited to the culminating presentation during the last session of the Saturday program. Parents will be sent notifications in their native language. Translators will be available to answer parent questions and explain the schedule of events.

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$6,702.72	Per session 2 teachers x 4hrs/week x 15 wks x \$50.06= \$6,007.20  Per session 1 teacher x 4hrs/week x 6 x \$28.98 = \$695.52
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$1,001.20	Professional Development/ Study Group/ Planning Sessions (6 sessions x 2 teachers x 2 hr per week x \$50.06) = \$1,001.20
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> </ul>	\$3,395.82	7 Kindle Fires 7 x \$199 = \$1,393  2 Desktop Computers Lenovo M75e with single monitor \$542.00 x 2 = \$1,084  1 Canon Printer Image Class D480

**Part E: Budget**

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> <li>Must be clearly listed.</li> </ul>		<p>Monochrome Laser Fax/Copier/Printer/Scanner 1 x \$180.00</p> <p>4 Canon 104 (0263B001AA) Toner Cartridge 5 x \$83.99 = \$419.95</p> <p>Oriole pencils #2 \$0.86 per 12 pack x 12 = \$10.32</p> <p>1 Staples x-acto Helix 1900 electric pencil sharpener 2 x \$24.99</p> <p>Staples composition notebooks wide ruled 2 pack \$5.49 x 12 = \$65.88</p> <p>Staples twin pocket portfolios \$3.99 10/pk x 5 = \$19.95</p> <p>Staples Multipurpose Paper case 10 reams/case 2 x \$48.99 = 97.98</p> <p>Longman Elementary Dictionary 5 x \$19.95 = \$99.75</p>
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	\$11,099.74	