

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

**DBN: (i.e. 01M001):**

**01M188**

**School Name:**

**THE ISLAND SCHOOL PS/MS 188**

**Principal:**

**SUANY RAMOS**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level:     K-8     School Number (DBN):     01M188      
School Type:     Public     Grades Served:     PreK –Grade 8      
School Address:     442 East Houston Street      
Phone Number:     212 677-5710     Fax:     212 228-3007      
School Contact Person:     Suany Ramos     Email Address:     Sramos4@schools.nyc.gov      
Principal:     Suany Ramos      
UFT Chapter Leader:     Ruth Lopez      
Parents' Association President:     Yvonne Walker      
SLT Chairperson:     Rosa Almonte      
Student Representative(s):     N/A    

**District Information**

District:     01     Superintendent:     Daniella Phillips      
Superintendent's Office Address:     166 Essex Street, NY, NY 10002      
Superintendent's Email Address:     Dphilli@schools.nyc.gov      
Phone Number:     212 353 2948     Fax:     718 796 8657    

**Cluster and Network Information**

Cluster Number:     2     Cluster Leader:     Zaharakis      
Network Number:     CFN 203     Network Leader:     Gabriel Feldberg

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Suany Ramos	*Principal or Designee	
Ruth Lopez	*UFT Chapter Leader or Designee	
Yvonne Walker	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kendra Newburgh	CBO Representative, if applicable	
Christopher Morley	Teacher Member	
Rosa Almonte	Teacher Member	
Janet Belardo	Teacher Member/ Special Ed	
Brian Farley	Teacher Member	
Ian Gold	Teacher Member/ ESL	
Cesia Ramirez	Teacher Member	
India Towns	Parent Member/	
Isabel Samboy	Parent Member/	
Elvia Mazorra	Parent Member/	
Marcelle Mohamed	Parent Member/	
Nena Horton	Parent Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

## **The Quality Review and the Capacity Framework**

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

### **NYCDOE's Quality Review (QR)**

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

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

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### SCHOOL COMMUNITY & MISSION STATEMENT

Background: PS/MS 188, a Pre-K-Grade 8 school located in the Loisaída section of Manhattan's Lower East Side, serves approximately 485 students. Our enrollment has disproportionately high representation of sub-groups *most-at-risk* of academic failure: 96% Title 1 eligible; 61% Latino; 32% Black; 30% Students with Disabilities; 24% English Language Learners ; and 36% Students in Temporary Housing.

Across three administrations (over 15 years), PS/MS 188 has continued to deepen its commitment to implementation of a multiple intelligences/talent development approach and to securing/integrating wrap-around services – the latter resulting in PS/MS 188's recent designation by the NYC DOE as a showcase school.

The school's Mission Statement, below, is currently in process of being reviewed.

**Mission Statement:** PS/MS 188 is a Full Service Community School dedicated to supporting Lower East Side families. Our school strives to be both a center for educational excellence and a 24/6 hub of support services for children and families. Our goal for students is not only for each student to be academically successful, but to identify and nurture each students' talents to create meaningful pathways to high school and beyond. We believe that talent development supports school success, employment success, and lifelong development. We also believe that supporting our parents and families through comprehensive wraparound services will enhance our students' well-being and learning.

### STRATEGIC COLLABORATIONS & INITIATIVES

#### Special Initiatives

1. Expansion and refinement of Full Service Community School (in connection with newly awarded NYS- and NYC- Community School grants.
2. Adaptation and implementation of Renzulli's Schoolwide Enrichment Model (UConn/National Research Center for Gifted & Talented
3. Dual Language Early Childhood curricula
4. OST programs offering balanced mix of educational support/tutoring/enrichment, talent development and youth development

#### Strategic Collaborations

4. **OST Programs:** With the goal of expanding the range and quality of services, we have married the expertise/services of three of New York City's out-of-school time leaders:
  - **The After School Corporation (TASC)**
  - **Sports & Arts in Schools Foundation**
  - **The Educational Alliance**

In partnership with this strategic consortium, PS/MS 188 provides Extended Day, Saturday, Evening, Vacation and Summer programming (academic, talent and youth development).

To further support these programs, we have developed a longstanding partnership with **New York Cares** (approximately 30 volunteers on Saturdays) and support of **NYC DOE Office of Safety & Youth Development** (Bo Diaz, Content Expert, Students in Temporary Housing).

5. **Full Service Community School (“FSCS”)** The OST programs above are central to our Full Service Community School initiative. As a FSCS, PS/MS 188 provides the following wrap-around services (some of which are provided during OST time, as well as during the regular school day).

#### **Physical & Mental Health**

- **Ryan-NENA Community Health Center** – on-site medical/health/well-being and off-site referrals
- **Counseling in School** – mental health, student attendance support, stress reduction for caregivers (including teachers)
- **Child Mind Institute** – mental health for at-risk Upper Elementary groups
- **Jewish Family Board** – mental health

#### **Educational Institutions**

- **Bard High School Early College** – high school prep for Levels 3s & 4s
- **Metropolitan College** – student teachers and field placement students
- **SUNY @ Oswego** – field placement students
- **Borough of Manhattan Community College** (on-site ELS and off-site GED, college)

#### **Corporations**

- **JP Morgan** (tutoring, school beautification, etc.)

#### **Arts CBOs – skills-based and/or infused arts instruction)**

- LEAP
- Third Street Music School Settlement
- About the Swing

### **SCHOOL’S STRENGTHS & ACCOMPLISHMENTS**

12. Student Progress (All Students, ELLs and SWDs), as per School Snap Shot
13. Progress in closing the achievement gap
14. Continuous improvement as per Quality Review – from rating of Development to Proficient
15. NYC School Survey
16. Technology & Robotics programs
17. Increased alignment between Elementary and Middle school (pedagogy, disciplinary procedures, staff collaboration)
18. Improved understanding and implementation of Danielson Framework
19. Continuous progress in implementation/refinement of Full Service Community School model
20. Securing funding (Advantage OST grant, NYS Community School grant, NYC Community School/AIDP grant, AIDP grant, Literacy Zone grant (BMCC/Adult Education))

### **AREAS OF MOST GROWTH**

4. Students’ academic progress
5. NYC School Survey

### **CHALLENGES**

1. Increasing academic achievement school wide
2. Increasing progress of Special Education students school wide – from Good to Excellent
3. Meeting the needs of Students/Families in Temporary Housing (typically struggling with issues related to domestic violence and trauma)
4. Chronic absenteeism
5. Reduce amount of instructional time lost due to disruptive student behavior (particularly in Grades K-5)

**AREAS OF FOCUS 2014-15**

1. Improve attendance
2. Continue to improve school climate
3. Pedagogy/academics
  - improvement on Danielson sub-category 3d (using assessment in instruction)
  - improvement on Danielson sub-category 3b (using questioning & discussion techniques)
  - writing initiative across Grades 3-8
  - increased emphasis on depth of knowledge
  - differentiation for all students (e.g., through flexible groupings, “station” model,” etc.
  - increased progress of SWDs – from rating of Good to Excellent
  - sustain ELL and SWD progress rating of Excellent
4. To expand and refine our FSCS model with emphasis on differentiation of services and infrastructure

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

### **NEEDS ASSESSMENT**

#### Performance Trends

**Student Progress:** As evidenced by comparison to city-wide averages on the NYS standardized tests, student growth percentiles at 188 exceeded the NYC average on English Language Arts and Mathematics for both 2012-13 and 2013-14. As per the 2013-2014 School Snap Shot, the school received a rating of Excellent on both tests with respect to “All Students” and “Lowest Performing Students.”

With respect to **closing the achievement gap**, as measured by progress on the 2013-14 NYS tests, the school received a rating of: (1) Excellent with respect to progress of English Language Learners, Students with Disabilities and Lowest Performing students on the NYS ELA; (2) Excellent with respect to progress of All Students and English Language Learners on NYS Math; (3) Good with respect to progress of Students with Disabilities.

**Student Achievement:** While achievement on the 2013-14 ELA and Math scores increased from the previous year, the percentages of students meeting the State standards on the NYS ELA and Math standardized tests (8% and 13% of students respectively) placed the school as “approaching” its target for academic achievement.

The following provides a breakdown of student achievement on the NYS ELA and Math tests by Level attained.

#### NYS 2013-14 ELA TEST

#### NYS 2013-14 Math Test

##### Level 1

- 36.6% - SWDs
- 9% - ELLs
- 9.9% - SWDs/ELLs
- 51.9% - Gen Ed

##### Level 1

- 30% - SWDs
- 8.7% - ELLs
- 7.8% - SWDs/ELLs
- 53.9% - Gen Ed

##### Level 2

- 8.5% - SWDs
- 7.4% - ELLs
- 1% - SWDs/ELLs
- 83% - Gen Ed

##### Level 2

- 14.3% - SWDs
- 5.5% - ELLs
- 3.3% - SWDs/ELLs
- 77.9% - Gen Ed

##### Level 3

- 5.6% - SWDs
- 94.4% - Gen Ed

##### Level 3

- 11.8% - SWDs
- 2.9% - ELLs
- 2.9% - SWDs/ELLs
- 82.4% - Gen Ed

##### Level 4

- 100% - Gen Ed

##### Level 4

- 1.1% - ELLs; 88.9% - Gen Ed

Additional data used to inform instructional priorities for school year 2014-2015 include analyses of Ed Performance (Spring & Early Fall 2014), and Mock Testing (Spring 2014) item analysis.

In **Mathematics**, the above-referenced assessments indicate a school wide weakness in *applying* conceptual understandings and calculation skills to solving of word problems, particularly multi-step word problems. Despite students' capacity to accurately solve calculations, they have great difficulty extracting salient information. Identifying the sequence for related calculations and, as well, implementing multiple procedures. The Mock Mathematics test helped us to also identify areas of weakness at particular grade levels. For example, in the area of computation: Grades 2, 3, 4 – accuracy when calculating (all four operations); Grades 5-6: order of operations and capacity to examine pertinent properties of variables and integers; Grades 7-8: conceptual understandings in algebra and solving of related formulaic computations.

In **English Language Arts**, written expression and critical thinking skills were identified via Mock Testing as a pervasive weakness (Grades 3-8). These findings are echoed by teachers during grade-level meetings, study groups and content area meetings: students lack academic vocabulary and struggle with depth of knowledge. Feedback about Expeditionary Learning by teachers and Staff Developer reveals the need to augment the Common Core-aligned curricula with ongoing instruction in the writing process.

Based on the above, and a review of our School Quality Report 2013-14 which cited weaknesses in Danielson 3d (need to develop, increase and align used of assessment rubrics to inform day-to-day instruction) and 3b (move from teacher-centered “ping-pong” questioning to increased student-to-student dialogue), the following priorities were identified:

1. continue to increase academic achievement of ELLs
2. move at least 50% of ELL students taking NYSELAT at least one level up on NYSELAT (e.g., Beginner to Intermediate; Intermediate to Advanced)
3. increase academic achievement for SWDs
4. increase use of flexible groupings to support differentiation for all students (e.g., “stations” model)
5. increase focus on writing process in ELA
6. transfer writing strategies to content areas (e.g., math, science) as applicable
7. provide sustained, ongoing focus on professional development of rubrics and implementation school wide
8. plan and implement sustained ongoing professional development with respect to questioning/group discussion techniques (Danielson 3b)
9. support ELLs and at-risk students with increased staffing ratio (e.g., add in Ed Alliance community educators during Extended Day “9<sup>th</sup> period”)

## **Part 2 – Annual Goal**

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

By June 2015, students will increase academic achievement as follows: (1) aggregated proficiency of Grades 3-8 students in ELA and Mathematics will increase by an average of 10%, as measured by the percent moving from Level 1 to 2 and/or Level 2 to 3 on the Ed Performance and NYS standardized tests.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Reduce class size (all classes Grades K-8) and reduce ESL group size	All students	Sept-June	Principal
Develop/initiate differentiated professional development model to meet identified needs (e.g., new teachers, teachers rate as “developing,” science, etc.)	All faculty	Sept-June	Principal Staff Developer 188 PD Team
Refine implementation of Core Knowledge (K-2) and Expeditionary Learning (Grades 3-8) with increased focus on writing skills impacted by depth of knowledge	All students	Sept-June	Principal Staff Developer CS/AIDP grant (Literacy Coach)
Develop/initiate/monitor writing component in Grades 3-8 linked to ELA Expeditionary Learning and transfer strategies to Math & Science	ELLs and SWDs	Sept-June	Staff Developer
Leverage grant funding and volunteer resources to provide additional academic support/tutoring to students school wide during school day, and during OST time school wide	at-risk, ELLs, SWDs	Sept-June	Reading Partners, America Reads, America Counts, 188 teachers, Ed Alliance Community Educators (overseen by Principal, Staff Developer, and OST Directors)
Technology equipment & online computer-assisted instructional programs to support/provide targeted support for ELLs, SWDs	All parents	Sept-June	Principal, Staff Developer, IT Specialist
Parent ELA & Math Curricula Workshops (led by 188 teachers/Staff Developer)	All parents	Sept-June	Staff Developer in collaboration with identified teachers

### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Reduced class size school wide Additional ESL Teacher (1.0 FTE)

Full-time Staff Developer position  
 Technology equipment  
 Modify schedule to align Elementary/Middle School schedules (to integrate PD for Elementary/Middle School faculty)

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

End of January 2015

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

#### NEEDS ASSESSMENT

Data from the 2013-14 NYC School Report and from the 2013-14 School Quality Review indicate that students, staff and parents feel supported at the school: 94% of parents reported being satisfied with the education that their child has received; 100% of teachers would recommend the school to parents; and 99% of students feel safe in the hallways, bathrooms, locker rooms and cafeteria. The 2013-14 Quality review states that: *“Students describe the school consistently using phrases like ‘they are my family,’ ‘our home,’ and ‘where I belong and matter.’ This sense of inclusion is especially significant considering that nearly half the students in the school receive services as students in temporary housing.”*

Many of our families living in temporary housing have struggled with issues of domestic violence, in addition to the challenges of living in temporary housing. As a consequence, many of our students are in turmoil. Additionally, many of our SWDs struggle with issues of self-regulation and behavioral challenges. Observations of the Elementary classes by Principal and Assistant Principal during 2013-14, as well as ongoing K-5 teacher feedback, indicate that despite best practices in classroom management, disruptive behaviors were interfering with instructional practice and student time on task in the elementary classrooms. These findings are echoed in the 2013-2014 School Survey. For example, despite 99% of surveyed students having shared that they “feel safe in the hallways, bathrooms, locker rooms, and cafeteria,” a notable lesser percentage (91%) said that “most students at the school treat each other with respect.”

#### PRIORITY NEEDS

Given the above, and despite on-site CBO social work counseling services, the level of social-emotional support provided throughout the school day was not adequate.

### Part 2 – Annual Goal

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

Given implementation (mid October-June) of 188’s Integrated Social-Emotional Support System developed by Pupil Personnel Team for use in Elementary grades K-5, the average loss of instructional time in Grades K-5 due to disruptive student behavior will decrease by a minimum of 25%, as evidenced by teacher observation/recording.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

3. Research-based instructional programs, professional

**Target Group(s)**  
Who will be targeted?

**Timeline**  
What is the start and end date?

**Key Personnel**  
Who is responsible for implementing and overseeing the

<p>development, and/or systems and structures needed to impact change</p> <p>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>5. Strategies to increase parent involvement and engagement</p> <p>6. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>Hire second full-time guidance counselor to:</p> <p>(a) Fill the shortfall in serving SWDs with mandated counseling services (.75 FTE)</p> <p>(b) Provide additional support for targeted at-risk students in- and out-of-classroom during instructional time;</p> <p>(c) Provide support to students during out-of-classroom time (i.e., early morning, lunch/recess, dismissal) to avert crises which oftentimes carry over into the classroom</p>	SWDs mandated for counseling; at-risk students who are not SWDs	Sept-June	Principal
Expand hours of CBO extended day Community Educators to: (a) support targeted at-risk students in- and out-of-classroom during regular school day instructional time; (b) to provide support during lunch and recess	All at-risk students	Sept-June	Principal, 188 Dean of Students, 188 Extended Day Director
Develop, implement, refine and assess Integrated System of Social-Emotional Support to be initiated in Grades K-5 by mid October	Same as above	Sept-June	Pupil Personnel Team
Parent workshops in collaboration with on-site CBO social workers and 188 staff	Open to all parents	Sept-June	Principal, CIS Director, Parent Coordinator
Expand implementation of 188 parent volunteer group	Open to all parents	Sept-June	Principal, Parent Coordinator
Care for the Caregiver sessions by CIS Social Worker to provide support for teachers	All teachers	Sept-June	Principal, CIS Director

**Part 4 – Resources Needed**

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

Guidance Counselor (1.0 FTE)  
 Parent Coordinator  
 Additional hours for identified CBO Extended Day staff

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

January 2015

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### **Part 1 – Needs Assessment**

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

#### NEEDS ASSESSMENT

##### Strengths and Accomplishments

We are proud of the dedication, shared vision and collegiality demonstrated by our faculty. We are proud, as well, of our staff retention rate. For example, while 6 out of 65 staff left at end of 2013-14, 4 were retiring (principal, guidance counselor, ICT), one moved out of state (teacher), and one teacher was promoted to leadership role in NYC DOE.

Our school has been on a journey over the past four years to integrate and align academic and behavioral initiatives between the Elementary and Middle Schools, and as well, to foster interaction and collaboration between the staff of the two school divisions. In short, there had been a sharp, and sometimes, uncomfortable divide. We can proudly say that we have emerged not only as one staff, but also, as a connected staff sharing (particularly in light of Danielson) a vision and expectations for instruction.

The following structures are in place which foster teacher collaboration:

1. Weekly grade level meetings
2. Weekly content area meetings
3. Weekly SIT meetings

To assure teacher feedback in areas of priority concern, and in alignment with Chancellor Farina’s recommendations, the following committees are also in place: Budget Committee; Consultative Committee; MOSL Committee, and Professional Development Committee.

#### PRIORITIES

As a learning community, we are committed to taking full advantage of the additional (UFT-contract mandated) time for weekly professional development. Based on needs assessment, increased emphasis has been on teachers learning from their peers (e.g., to increase inter-visitations, both at 188 and at other schools). Additionally, an identified need is to differentiate professional development for targeted groups of teachers (i.e., new teachers, teachers with evaluation ratings of Developing, etc.)

### **Part 2 – Annual Goal**

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

Administration will move from whole-school model of professional development, to developing (with input from faculty), implementing and monitoring a differentiated professional development plan, targeting the following: (1) new teachers; teachers with evaluation rating of Developing; teachers requesting/demonstrating need for support in behavioral management; differentiated instruction; Danielson 3b and 3d, ICT practices, ESL practices, Core Curricula in specific content areas, etc.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
Principal and Staff Developer will develop differentiated professional development plan, with input from teachers/staff.	All teachers/staff	August-Sept	Principal Staff Developer
Principal and Staff Developer will schedule, facilitate and/or oversee facilitation of full-day and Monday staff development.	All teachers/staff	Sept- June	Principal Staff Developer
Designated faculty will provide targeted support for identified staff (i.e., training in ICT models, FBAs, SESIS, technology, curricula, ESL strategies)	Teacher sub-groups and/or individual teachers	Sept- June	Principal Staff Developer
Teacher visitations (in- and out- of school)	All teachers	Sept- June	Principal Staff Developer

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources within, and outside of building, as identified based on needs assessment

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
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15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

16. Specify a timeframe for mid-point progress monitoring activities.

End of January 2015

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

17. Did the school meet the mid-point benchmark(s) in the timeframe specified?

Yes

No

18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

#### STRENGTHS & ACCOMPLISHMENTS

This year marks the beginning of a new administration at PS/MS 188. Our principal has moved within this school from the role of Middle School Math/ESL teacher, to Middle School Teacher/Middle School After School Coordinator, to Assistant Principal, and now to Principal.

Over the course of the past 5 years, and under her leadership, dramatic changes in the school have been widely acknowledged by staff: (1) improved school culture in Middle School (student behaviors, relationships amongst staff); (2) alignment of elementary and middle school instruction and approach to discipline. The staff, most of whom have been here since her first year at 188, readily attribute the afore-mentioned improvements to her, and as well, acknowledge her effectiveness with respect to instruction (high achievement of all students, including ESLs and SWDs during her tenure as a Middle School teacher), with respect to discipline ((with respect to our most challenging students, and school-wide approach; and with respect to parents (building of collaborative relationships).

Leading by example as principal, she continues to be involved with students first hand as she is present at arrivals, lunch, dismissal), supports teachers formally and informally – from helping to move furniture and re-configure a classroom to be more child-centered, to brainstorming instructional approaches and supporting teachers in the classroom.

Leading also by example, she is involved first-hand with students (i.e., arrivals, dismissal time), parents, and generously gives of her time to informally support teachers within the classroom.

#### PRIORITIES

For any principal, a primary area of focus is to make sure all the wheels are moving smoothly and interconnected. This has meant a review of the school structures to support, for example: instruction, parent involvement, and improvement in attendance, alignment of OST programs with regular day instruction, behavioral approaches, philosophy, etc.

With the school having been recently awarded the Advantage OST grant for K-2, the NYS Community School grant (September start-up), and the NYC CS/AIDP Community School grant (January start-up), there is an even greater challenge to assure timely, streamlined communication, inclusive decision making, and fidelity to our grant proposals. Given this, and the increased staffing made available through these grants, the annual goal in this area focuses on school infrastructure.

### Community School Services Team (CSST)

The CSST will serve as the planning and coordinating body for the CS initiative, including responsibility for ongoing planning, troubleshooting as well as for sharing and addressing results of benchmark outcomes – both with respect to implementation objectives and outcomes for students and families. It will be the central forum for the discussion of issues that affect the school directly and reach beyond school. This group will initially meet twice a month [through end of December), and then monthly. To streamline the functioning of the Community School Services Team, there will be sub-committees. The Resource Coordinator will be a member of all sub-committees

The Youth Services Team: This team is primarily responsible for the academic, social and emotional development of PS/MS 188 students and alumni.

The Parent Involvement Team: This team ensures effective parent involvement and developing strong connections between the home, school, and the community as one means of reducing barriers to student achievement.

The Adult Education Family Literacy Group, the subcommittee responsible for coordinating the adult education initiatives

Health and Wellness Team: This team is primarily responsible for coordinating comprehensive mental health, physical health and dental services for children and families.

Technology and Communications Team: This team is primarily responsible for all technological and communications aspects of the program.

Evaluation Team: This team is comprised of 21st CCLC Evaluator, Community School Resource Coordinator, and Principal, and will be responsible for all metrics and data analysis.

Sustainability Committee: Responsible for identification of grant opportunities that can be pursued by CBOs and school – either collaboratively or individually. This committee, comprised of Principal, CBO representatives, Resource Coordinator, SLT reps, will also be responsible for CS budget development and expenditure oversight.

The CSST will meet twice monthly during the initial planning phases, and monthly thereafter. Sub-committees will meet bi-weekly to coordinate the provision of services. Ongoing surveys of all stakeholders will be implemented twice yearly, including parents, to assure that all voices are heard.

### **Part 2 – Annual Goal**

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

### **Part 3 – Action Plan**

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

**Target Group(s)**  
*Who will be*

**Timeline**  
*What is the start and*

**Key Personnel**  
*Who is responsible for implementing*

19.	Research-based instructional programs, professional development, and/or systems and structures needed to impact change	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
20.	Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
21.	Strategies to increase parent involvement and engagement			
22.	Activities that address the Capacity Framework element of Trust			

**Part 4 – Resources Needed**

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

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**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

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

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

Committed to meeting the needs of our families and to providing the resources and opportunities to support our students’ success, we have dedicated ourselves to implementing a full-service community school. The partnerships and collaborations outlined in the Overview section of our CEP were progressively developed and nurtured over many years. This year, we are proud to have been awarded both the NYS Community School grant, and the NYC Community School/AIDP grant to support refinement of our full service community school grant initiative. Our school, in fact, has been identified as a NYC DOE Showcase School based on this ongoing initiative.

While we provide extensive wrap-around services as described in the first section of our CEP, we still face challenges with respect to chronic absenteeism. Given the widely acknowledged, researched relationship between good attendance and school achievement, we have identified improved attendance as the priority goal in this area. Other needs with respect to implementation of our full service community school model are related to improving communication and infrastructure to support seamless integration of services.

### Part 2 – Annual Goal

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

By June 2015, the number of students with chronic absenteeism will decrease by 10% as compared to 2013-14.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>29. Strategies to increase parent involvement and engagement</li> <li>30. Activities that address the Capacity Framework element of Trust</li> </ol>			
Expanded AIDP Attendance Team including counseling staff from CIS, part-time NYC DOE attendance teacher, parent coordinator, principal, family workers (2), community school coordinator, guidance counselors and classroom teachers, will meet weekly using case-study	Each week four (4) chronically absent	Oct – June	Principal, Attendance Teacher

approach with goal of developing individual, personalized plan for chronically absent students, providing consistent support to both students and families on- and off-site.	students are identified for the case study approach		
AIDP SUSTAIN IT program allows the school to continue to do the work of the AIDP SUCCESS MENTOR grant program 2013-14. This program enables school staff and CIS to provide attendance outreach, individual, group and family counseling services to an identified cohort of students struggling with maintaining consistent attendance at the school. These students are paired with mentors (social work interns) for emotional support, behavioral management	A cohort of 20 students are identified for SUSTAIN IT services	Oct-May	Principal, Senior Social Worker, CIS

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time allocation for school staff for weekly meetings Scheduling for staff and students CBO, District Attendance Teacher

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
32. Specify a timeframe for mid-point progress monitoring activities.				
<u>January 2015</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
33.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
34.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</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>English Language Arts (ELA)</b>	NYS test scores in conjunction with Ed performance & class assessments	Reading Partners curricula aligned with CCLS; AmericaReads; computer assisted online programs (e.g., Reading A-Z); modified materials	Small group, 1:1  Homework help/tutoring/test prep	Extended day, Saturday, evening, early morning, evening, vacation, summer
<b>Mathematics</b>	Same as above	Online programs (e.g, IXL); modified materials, multi-media, AmericaCounts	Small group, 1:1  Homework help/tutoring/test prep	Extended day, Saturday, evening, early morning, evening, vacation, summer
<b>Science</b>	NYS test scores for Grade 4, and classroom assessments	Online programs; modified materials	Small group, 1:1  Homework help/tutoring/test prep	Extended day, Saturday, evening, early morning, evening, vacation, summer
<b>Social Studies</b>	Classroom performance and assessments	Online programs; Modified materials	Small group, 1:1	Extended day, Saturday, evening, early morning, evening, vacation, summer
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Pupil Personnel Team, teacher & administration referrals	On-site CBO social workers; guidance counselor	Small group, 1:1	Extended day, Saturday, evening, early morning, evening, vacation,

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Teachers and school leaders are being challenged to transform educational outcomes, often under difficult conditions. They are being asked to equip students with the competencies they need to become active citizens and workers in the 21<sup>st</sup> century. They need to personalize learning experiences to ensure that every child has a chance to succeed and to deal with the increasing cultural diversity in their classrooms and in learning styles. They also need to keep up with innovations in curricula, pedagogy and the development of digital resources. The challenge is to equip all teachers, and not just some, for effective learning in the 21<sup>st</sup> century. This will require rethinking of many aspects, including: how to optimize the pool of individuals from which initial education recruits obtain before they start their job and how they are monitored and inducted into and how the performance of struggling teachers is improved and the best performing teachers are given opportunities to acquire more status and responsibility. In order to recruit and retain the best highly qualified teachers for our students:

- School administration works 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 Funding for HQT
- School administration works with network HR to ensure that non-HQT meet all required documentation and assessment deadlines

#### 2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- On-Site Staff Developer who provides daily support to teachers and paraprofessionals both in the classroom and out of the classroom
- Monthly staff meetings and differentiated pd sessions are held to support new teachers
- Mentoring systems are in place for newly hired DOE teachers
- Weekly teacher team meetings

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

N/A

**3b. TA Coordination with the Regular Program**

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

N/A

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The following are utilized to assist pre-school children’s transition to the elementary program: (1) Core Knowledge literacy program is utilized in PreK and Kindergarten; (2) a series of parent events (i.e., school tours in Spring and Summer; workshops in Summer and Fall); (3) Pupil Personnel Team meetings include planning for SWDs; (4) Family Worker and Attendance Teacher facilitate record acquisition, registration, etc.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers are involved in the decision-making process with respect to assessment selection and use, through the following committees that meet regularly with the principal: (1) Professional Development Committee; (2) MOSL Committee; Teacher Grade-level Meetings; and Teacher Content-Area Meetings

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS/MS 188**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS/MS 188** 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 the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

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

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

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

### **School-Parent Compact (SPC) Template**

**PS/MS 188**, 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.



**Department of English Language Learners and Student Support**

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 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: PS/IS 188 Island School	DBN: 01M188
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)	

<b>Part B: Direct Instruction Supplemental Program Information</b>
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 21
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 checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 2  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: Rationale:

PS/IS 188 M will conduct an afterschool instructional program to enrich second language acquisition for 21 ELLs in kindergarten, first, second, third, fourth, and fifth. 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, 2 beginners, 1 advanced = 4 total

Second grade students: 2 newcomer, 3 beginner, 1 advanced = 6 total

Third grade students: 2 newcomers 1 intermediate, 2 advanced = 5 total

Fourth graders: 1 beginner = 1 total

Fifth graders: 3 beginners, 1 intermediate = 4

Former ELLs: 1 third grader

Total Students: 21

Schedule and Duration:

The program will meet for 16 Saturdays for 4 hours each from 8:30 - 12:30 for a total of 64 hours.

Language of Instruction

## Part B: Direct Instruction Supplemental Program Information

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

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

### Types of Materials:

Engaging literature will be used as read-alouds each day during the program. Students will be using book making materials to assemble their own books about the communities we discuss. Since the New York State Common Core standards emphasize technological literacy and research skills, students will 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 desktop computers (as appropriate for grade level) during guided practice to develop academic research habits. 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, songs from around the world, 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.

We will use an arts approach to guide students in creating small books where children will collect information about each community we read about and discuss in books. 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. Second language acquisition skills are going to be emphasized through the use of descriptive language, specific vocabulary related to art, asking relevant questions, critiquing work, sharing ideas and opinions. Students will also be learning songs from around the world to help develop their oral language skills and oral fluency. Students will have the opportunity to interview community

### Part B: Direct Instruction Supplemental Program Information

members to practice oral questioning skills as part of their ongoing project.

As previously mentioned, the program will be serving a total of 21 students in grades K, 1, 2, 3, 4, and 5 meeting on Saturdays from 8:30 am to 12:30 pm starting on February 1, 2015 through May 2015. 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 for students to create their project. The students will write captions for the pictures in their book and assemble their books according to the attributes assigned to the genre, e.g., table of contents, index, glossary, etc.

### Part C: Professional Development

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

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

Begin description here: 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 the book "The Language -Rich Classroom A Research-Based Framework for Teaching English Language Learners" by Persida Himmele and William Himmele. The study group will meet for eight sessions for two hours each week.

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

### Part C: Professional Development

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

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 notified about the program with notifications sent in their native language and a descriptive flyer about the program and events. There will be three main sessions for parents to attend as outlined below. These sessions will help parents connect with their children in an educational environment and help build student confidence in learning the English language.

Translators will be available to answer parent questions and explain the schedule of events. Time will also be set aside after the Saturday sessions for parents to schedule appointments with the ESL teachers to discuss the progress of their child. This parent engagement session can be used to discuss how students are progressing in school, strategies for working with the child at home, and to answer specific questions and concerns parents might have.

Schedule of Parent Engagement

Session 1: Introduction to the Program

Meeting held during the first session of the program in February from 12:30 to 1:30

Topics Presented:

Parents will be given more information about the Saturday program, including a schedule of activities

### Part D: Parental Engagement Activities

and events.

Teachers will engage parents in a short hands-on activity related to what their children will be learning. The parent activity will focus on learning about the community around the school building. Teachers will give parents ideas and strategies for supporting students at home. This includes suggestions of websites and books that parents can use with their children.

#### Session 2: Making Books About Our Community

Meeting held halfway through the program in mid-March from 8:30 to 12:30

##### Topics Presented:

Parents will be invited to attend a session where they create a book about a neighborhood in New York. Teachers will lead the instructional session with a simple read aloud, videos, activities, and discussion about one neighborhood in New York City. Parents and children will work together on creating a three-dimensional book, as demonstrated by the teachers, about this neighborhood. The books will be shared with the group.

#### Session 3: Culminating Presentation

Meeting held at the end of the program in May from 8:30 to 12:30

##### Topics Presented:

During this culminating session, students will present their final book project to parents. Students, as a group, will also present one of the cultural songs they learned. Students and parents will celebrate their work throughout the program.

Ongoing: Parents may schedule an appointment after any session to meet with teachers about topics and concerns relevant to their individual child.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <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 [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <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>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input 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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	4									4
ESL	46	4	5	18		10	4		1	68

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>50</b>	<b>4</b>	<b>5</b>	<b>18</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>72</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

**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>	<b>0</b>													

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>2</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>9</u>	Asian: <u>    </u>
Hispanic/Latino: <u>9</u>	Other: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>8</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	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>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>68</b>

## 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
Intermediate(I)			1		1	2	2	5	3	0				14
Advanced (A)	4	2	2		3	7	4	4	1					27
Total	<b>7</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>13</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>72</b>

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - 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 Assment 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 a and 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 teachers 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 successfullness.

## 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 phones 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.

## 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 Kindgergarten 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 topc. 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 succesful 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:			
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

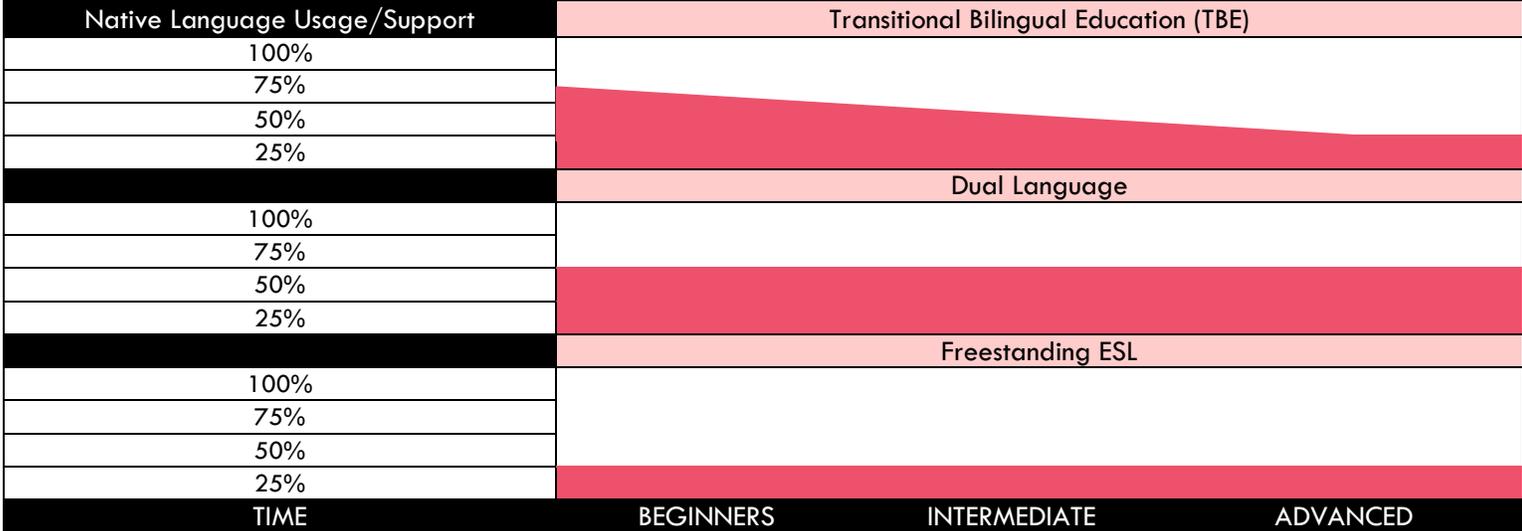
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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 Ipads, 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:

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

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.

## Part VI: LAP Assurances

**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**

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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

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

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.