

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

School Name: P.S. 188Q KINGSBURY
DBN (i.e. 01M001): 26Q188
Principal: JANET CARAISCO
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Superintendent: DANIELLE GIUNTA
Network Leader: MARY JO PISACANO

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Janet Caraisco	*Principal or Designee	
Stacy Jacobson Gangi	*UFT Chapter Leader or Designee	
Ann Marie Dalton	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Esra Tezer	Member/ Parent	
Anne Tien	Member/ Parent	
Lorena Garcia	Member/ Parent	
Gina Bianco	Member/ Parent	
Tracy Stefandl	Member/ Parent	
Tracy Dykeman	Member/ Teacher	
Bettina Siciliano	Member/ Teacher	
Dorothy Darbouze	Member/ Teacher	
Heather Gambeski	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

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

Goal and Action Plan #1

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

Annual Goal #1

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

- By June 2015, 85% of grade K-5 students will demonstrate their reading proficiency as evidenced by achieving a level 3 or 4 on the TCRWP Benchmark Assessment.

Comprehensive Needs Assessment

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

Rationale: To raise the level of comprehension for K-5 students through alignment to the Common Core Learning Standards.

Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed students' independent reading level progression data between September 2013 and June 2014. Students were assessed using the Teachers College running records. This was a standardized assessment used across all grades. It was noted that some children in grades 1-5 were below grade level (level 2) and some were far below grade level (level 1) as of June 2014. Our analysis revealed that:

Grade	Number of students reading far below grade level (level 1)	Number of students reading below grade level (level 2)	Number of students reading on grade level (level 3)	Number of students reading above grade level (level 4)
1 - 5	39 = 7%	76 = 12%	150 = 25%	341 = 56%

School Leadership, Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed grade 3-4 student progress as measured by the 2012 NYS ELA Assessment. 95% of the third grade students in 2012 were on grade level but only 92% of these same students were on grade level in 2012.

ELA Scores

Grade	2011 Level 3 + 4	2012 Level 3 + 4	2013 Level 3 + 4	2014 Level 3 + 4	2014 Level 2	2014 Level 1
3	95%	92%	79%	74%	8%	8%
4	90%	94%	84%	70.8%	25.8%	3%
5	94%	94%	77%	69.3%	26%	4.5%
Total	93%	93%	79%	74%	20%	5.6%

Based on analysis of these data, teachers and supervisors identified the need to raise the level of comprehension for students in all grades, but especially in grade 3.

Instructional Strategies/Activities

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

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

- Strategy/Activity:** A school-wide study of the Core Curriculum Learning Standards (CCLS) will be continued. On grade as well as across grade opportunities to plan will ensure rigor and scaffolding of student learning. **Target Population:** Pre-K-5 students.
- Strategy/Activity:** Grade K-5 teachers will incorporate Reading Street curriculum into their classroom curriculum. **Target Population:** K-5 students.

3. **Strategy/Activity:** School will supplement classroom libraries with appropriate CCLS band-level books and non-fiction texts. **Target Population:** K-5 students.
4. **Strategy/Activity:** Teachers will assist students in identifying clear learning goals for increasing their critical reading skills. Students will set learning goals on a regular basis. **Target Population:** K-5 students.
5. **Strategy/Activity:** Teachers will continue using student work samples to measure student's progress in critical reading skills. **Target Population:** K-5 students.

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

1. **Responsible Staff:** teachers, principal, assistant principal
2. **Responsible Staff:** teachers, principal, assistant principal
3. **Responsible Staff:** principal, assistant principal
4. **Responsible Staff:** classroom teachers, principal, assistant principal
5. **Responsible Staff:** classroom teachers

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

1. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Review of teachers' classroom practices and lesson plans showing their developing expertise in teaching critical reading skills and alignment to CCLS; **Projected Gains:** Higher levels of student conversation that delve into the concepts and big ideas in text and the use of good word choice and vocabulary to communicate thinking.
2. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Daily teacher lesson plans showing evidence of critical reading skills instruction from Reading Street curriculum for whole class and small groups; **Projected Gains:** Students making strong progress in reading.
3. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** classroom libraries contain CCLS band-level books and non-fiction books; **Projected Gains:** Students reading CCLS-aligned books with greater comprehension.
4. **Decision-Making Process/Assessment:** Classroom Observations, Teacher Lesson Plans; Classroom Charts; **Instruments of Measure:** Student notebooks showing students' notebooks evidencing students writing clear learning goals for improving their critical reading skills. **Projected Gains:** Students setting learning goals on a regular basis and making progress on meeting those goals.
5. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Teacher conference notes show evidence of teachers using student work samples to create small group and 1:1 instruction; **Projected Gains:** Improvement in students' responses to reading.

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

1. **Timeline:** September 2014 – June 2015
2. **Timeline:** September 2014 – June 2015
3. **Timeline:** September 2014 – June 2015

4. **Timeline:** September 2014 - June 2015

5. **Timeline:** September 2014 - June 2015

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

1. **Resources:** Inquiry Teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)

2. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.

3. **Resources:** OTPS monies (FSF) budgeted for purchasing classroom resources and professional books for teacher.

4. **Resources:** Inquiry Teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)

5. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.

Strategies to Increase Parental Involvement

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

- Training for parents on reading comprehension conducted by Scholastic
- Monthly Parent-Teacher Association Meetings with emphasis on improving reading progress
- Monthly School Leadership Team Meetings with emphasis on resources to support reading success
- Quarterly Meetings with PTA Co-Presidents with emphasis on programs that PTA can purchase for school to improve reading scores
- Parent Workshops on ELA requirements and at-home resources for improving reading
- Parent Teacher Conferences to discuss ELA progress and online resources in reading
- Meet the Teacher Parent Meeting to review programs used to improve reading and programs parents can use to improve reading scores
- P.S. 188Q Website with online resources for parents – ps188q.org with emphasis on reading
- Classroom teachers' class web pages with online resources with emphasis on reading
- Parent Coordinator Outreach with email and phone messages to parents. PC workshops to support parents in helping their children at home in reading
- Classroom and cluster teacher monthly newsletters outlining current units of study in reading will help parents to better understand the curriculum and strengthen the home/school connection.
- School book fairs
- Parent Read Aloud in classrooms – January 2015
- Letters to parents reminding them to keep up summer reading and writing. Distributed with report cards – June 2015
- Parent Coordinator will plan parent workshops on CCLS to improve student achievement.

Budget and Resource Alignment

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

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

P.S. 188Q's school programs are enhanced by their partnership with Blueberry Children and MYAP After School Program. MYAP supplements the school curriculum with additional student opportunities in the arts – dance, music, theater, art. Blueberry Children support P.S. 188Q initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 85% of grade 1-5 students will demonstrate critical reading skills as measured by obtaining at least grade level proficiency on the May 2015 iReady diagnostic assessment in the strands of overall reading and comprehension on informational text.

Comprehensive Needs Assessment

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

Rationale: To raise the level of comprehension for K-5 students through alignment to the Common Core Learning Standards.

Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed student performance in critical reading skills as of October 31, 2014. Students were assessed using the i-READY diagnostic assessment. This is an online assessment used across grades 1-5 that measures student understanding of overall reading level, phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literature, and comprehension of informational texts. It was noted that many children in grades K-5 were below 85% in the critical reading skills. Our analysis revealed that:

i-READY – October 2014

Grade	Students On Grade Level in Overall Reading Level	Student On Grade Level in Comprehension of Informational Text
1	59%	57%
2	61%	58%
3	85%	79%
4	63%	68%
5	65%	71%

Based on analysis of these data, teachers and supervisors identified the need to raise the level of comprehension for students in all grades.

Instructional Strategies/Activities

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

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

1. **Strategy/Activity:** Classroom teachers will align their pacing calendars to the CCLS for the 2014-2015 school year. **Target Population:** K-5 students.
2. **Strategy/Activity:** Throughout the year, teachers will implement non-fiction shared-reading as a core component of their reading program to strengthen critical reading instruction. **Strategy/Activity:** Pre-K-5 students.
3. **Strategy/Activity:** Teachers will continue to study Charlotte Danielson's *Framework for Teaching* with a focus on 1a, 1e, 2a, 2d, 3b, 3c, 3d, and 4e. **Target Population:** Pre-K-5 students.
4. **Strategy/Activity:** Common planning time will be scheduled so teachers can develop reading rubrics that are aligned with their units of study and support content and

concept building. **Target Population:** Pre-K-5.

5. **Strategy/Activity:** Technology teacher will plan parent workshops on i-READY so parents can work with their children at home in order to increase their reading comprehension. **Target Population:** Pre-K-5 parents.

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

1. **Responsible Staff:** teachers, principal, assistant principal
2. **Responsible Staff:** teachers, principal, assistant principal
3. **Responsible Staff:** teachers, principal, assistant principal
4. **Responsible Staff:** teachers, principal, assistant principal
5. **Responsible Staff:** technology teacher, principal, assistant principal

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

1. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Observation of teachers developing expertise in teaching critical reading skills as reflected in lesson-plans and in whole-class and small group instruction; **Projected Gains:** Students' ability to articulate critical reading strategies.
2. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Teacher lesson plans showing evidence of nonfiction shared-reading instruction for whole class and small groups; **Projected Gains:** Higher levels of student conversation regarding shared-reading passages.
3. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Teacher lesson plans showing evidence of alignment to Charlotte Danielson's *Framework for Teaching*; **Projected Gains:** Higher levels of student performance in reading comprehension.
4. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Frequent use of teacher and student rubrics to assess reading; **Projected Gains:** More frequent use of student self- and peer-reflection to assess reading comprehension.
5. **Decision-Making Process/Assessment:** Cluster Planning Time; **Instruments of Measure:** Exit slips from parent workshops; **Projected Gains:** Improved student proficiency in reading comprehension.

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

1. **Timeline:** September 2014 – June 2015
2. **Timeline:** September 2014 – June 2015
3. **Timeline:** September 2014 – June 2015
4. **Timeline:** September 2014 - June 2015
5. **Timeline:** September 2014 - June 2015

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

1. **Resources:** Inquiry Teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)

2. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
3. **Resources:** OTPS monies (FSF) budgeted for purchasing professional books for teacher.
4. **Resources:** Inquiry Teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)
5. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for the purchase of resources and professional literature to strengthen the home/school connection.

Strategies to Increase Parental Involvement

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

- Training for parents on reading comprehension conducted by Scholastic
- Monthly Parent-Teacher Association Meetings with emphasis on improving reading progress
- Monthly School Leadership Team Meetings with emphasis on resources to support reading success
- Quarterly Meetings with PTA Co-Presidents with emphasis on programs that PTA can purchase for school to improve reading scores
- Parent Workshops on ELA requirements and at-home resources for improving reading
- Parent Teacher Conferences to discuss ELA progress and online resources in reading
- Meet the Teacher Parent Meeting to review programs used to improve reading and programs parents can use to improve reading scores
- P.S. 188Q Website with online resources for parents – ps188q.org with emphasis on reading
- Classroom teachers' class web pages with online resources with emphasis on reading
- Parent Coordinator Outreach with email and phone messages to parents. PC workshops to support parents in helping their children at home in reading
- Classroom and cluster teacher monthly newsletters outlining current units of study in reading will help parents to better understand the curriculum and strengthen the home/school connection.
- School book fairs
- Parent Read Aloud in classrooms – January 2015
- Parent Coordinator will plan parent workshops on CCLS to improve student achievement.

Budget and Resource Alignment

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

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

P.S. 188Q's school programs are enhanced by their partnership with Blueberry Children and MYAP After School Program. MYAP supplements the school curriculum with additional student opportunities in the arts – dance, music, theater, art. Blueberry Children support P.S. 188Q initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 85% of Pre-K-5 students will demonstrate their mathematics problem solving proficiency as evidenced by achieving a level 3 or 4 on the Exemplar's Problem Solving Rubric.

Comprehensive Needs Assessment

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

Comprehensive needs assessment

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

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

Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed students' Exemplar data as of June 2014. Students were assessed using the Exemplars Problem Solving Program. This was a standardized assessment used across all grades. It was noted that a large number of children were below grade level. There were also a large number of children far below grade level. Our analysis revealed that:

Student Exemplar Scores as of June 2014

Grade	Number of students performing far below grade level (Level 1 = novice)	Number of students performing below grade level (Level 2 = apprentice)
PK - 5	43 = 7%	102 = 16%

School Leadership, Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed grade 3-4 student progress as measured by the 2012 NYS Math Assessment.

MATH Scores

Grade	2011 Level 3 + 4	2012 Level 3 + 4	2013 Level 3 + 4	2014 Level 3 + 4	2014 Level 2	2014 Level 1
3	97%	96.6%	90%	89%	5%	5%
4	98%	98.7%	95%	86.5%	12%	1%
5	99%	100%	82%	91%	7%	1%
Total	98%	98.9%	89%	88.8%	8.5%	2.5%

Based on analysis of these data, teachers and supervisors identified the need to raise the level of mathematics achievement for Pre-K-5 students through problem solving

Instructional Strategies/Activities

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

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

1. **Strategy/Activity:** The Envisions Mathematics curriculum will be continued with a strong focus on problem solving and constructing viable math arguments. **Target Population:** Pre-K-5 students.
2. **Strategy/Activity:** Teachers will incorporate all standards from the appropriate CCLS grade-level into their mathematics curriculum including using mathematics to represent and solve authentic problems in our world. **Target Population:** Pre-K-5 students
3. **Strategy/Activity:** A school-wide study of the Core Curriculum Learning Standards (CCLS) in mathematics will be undertaken. Teachers will align their pacing calendars to the CCLS for the 2014-2015 school year. Pacing calendars will include lessons that strengthen students' abilities to clearly construct and analyze mathematical arguments, and evaluate and articulate the reason behind claims. **Target Population:** Pre-K-5 students.
4. **Strategy/Activity:** Exemplars will be continued and expanded to provide rich problem solving activities and rubrics that assess and scaffold student learning. Students will be required to demonstrate a solid knowledge of key concepts and to demonstrate their mathematical thinking by constructing viable math arguments. Exemplars will be the core of students' math portfolios. **Target Population:** Pre-K-5 students.
5. **Strategy/Activity:** Teachers will be provided with planning sessions around open-ended math word problems to assess student understandings and to inform instruction for whole class, small group, and/or individual instruction. **Target Population:** Pre-K-5 students.

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

1. **Responsible Staff:** teachers, principal, assistant principal
2. **Responsible Staff:** teachers, principal, assistant principal
3. **Responsible Staff:** teachers, principal, assistant principal
4. **Responsible Staff:** teachers, principal, assistant principal
5. **Responsible Staff:** teachers, principal, assistant principal

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

1. **Decision-Making Process/Assessment:** Common Planning Time; **Instruments of Measure:** Observation of teachers developing expertise in teaching mathematics problem solving reflected in lesson-plans and in whole-class and small group instruction; **Projected Gains:** Students' ability to construct viable mathematics arguments.
2. **Decision-Making Process/Assessment:** Common Planning Time; **Instruments of Measure:** Teacher lesson plans showing evidence of CCLS mathematics alignment for whole class and small groups; **Projected Gains:** Improvement in students' abilities to use mathematics to represent and solve authentic problems in our world.
3. **Decision-Making Process/Assessment:** Common Planning Time; **Instruments of Measure:** Teachers pacing calendars will be aligned to the CCLS for the 2014-2015 school year; **Projected Gains:** Improvement in students' abilities to clearly construct and analyze mathematical arguments, and evaluate and articulate the reason behind claims.
4. **Decision-Making Process/Assessment:** Common Planning Time; **Instruments of Measure:** Student work samples that show evidence of rich problem solving activities and assessment rubrics; **Projected Gains:** Students will demonstrate a solid knowledge of key concepts and also demonstrate their mathematical thinking by constructing viable math arguments.
5. **Decision-Making Process/Assessment:** Common Planning Time; **Instruments of Measure:** Teacher lesson plans showing evidence of open-ended math word problems being used for whole class and small groups; **Projected Gains:** Improved student proficiency in solving open-ended math word problems.

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

1. **Timeline:** September 2014 – June 2015
2. **Timeline:** September 2014 – June 2015
3. **Timeline:** September 2014 – June 2015
4. **Timeline:** September 2014 - June 2015
5. **Timeline:** September 2014 - June 2015

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

1. **Resources:** Grade level teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)
2. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
3. **Resources:** OTPS monies (FSF) budgeted for purchasing professional books for teacher.
4. **Resources:** Grade level teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)
5. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for the purchase of resources and professional resources.

Strategies to Increase Parental Involvement

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

- School Leadership Team Training for parents with emphasis on solving math word problems
- Monthly Parent-Teacher Association Meetings with information provided to parents about mathematics success
- Monthly School Leadership Team Meetings with emphasis on solving math word problems
- Quarterly Meetings with PTA Co-Presidents to discuss programs that PTA can purchase for school to improve mathematics scores
- Parent Workshops on Math requirements and at-home resources
- Parent Teacher Conferences to discuss Math progress
- Meet the Teacher Parent Meeting with overview of Exemplars problem solving curriculum
- P.S. 188Q Website with online resources for parents – ps188q.org – with emphasis on mathematics resources
- Classroom teachers class web pages with online resources in mathematics
- Parent Coordinator Outreach with email and phone messages to parents about mathematics workshops
- Classroom and cluster teacher monthly newsletters outlining current units of study in mathematics
- Parent Coordinator will plan parent workshops on CCLS to improve student math achievement.

Budget and Resource Alignment

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

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

P.S. 188Q's school programs are enhanced by their partnership with Blueberry Children and MYAP After School Program. MYAP supplements the school curriculum with additional student opportunities in the arts – dance, music, theater, art. Blueberry Children support P.S. 188Q initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015, 85% of grade K-5 students will demonstrate their ability to analyze multiple text sources and cite evidence from the texts to write opinions, reviews, persuasive paragraphs, and/or argumentative essays as measured by scoring a level 3 or 4 on the *Reading Street* 4-Point Argument Writing Rubric.

Comprehensive Needs Assessment

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

After a careful review of the Citywide Expectations, CCLS, and the work samples in student portfolios, teachers and supervisors determined that there was a need to provide more direct instruction to grade 1-5 students in writing appropriate responses to literary and informational texts using text-based evidence.

Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed students' writing progress as of June 2014. Students were assessed using a teacher created rubric. This was a standardized assessment used across all grades. It was noted that a large number of children were below grade level. There were also a large number of children far below grade level. Our analysis revealed that:

Student Writing Scores as of June 2014

Grade	Number of students performing far below grade level (Level 1)	Number of students performing below grade level (Level 2)
1 - 5	24 = 5%	105 = 25%

Based on analysis of these data, teachers and supervisors identified the need to raise the level of non-fiction writing for students in all grades.

Instructional Strategies/Activities

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

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

- Strategy/Activity:** A school-wide comprehensive writing continuum will be implemented by teachers for grades K-5. On grade, as well as, across grade opportunities to plan will ensure rigor and continuous scaffolding of student learning. **Target Population:** K-5 students.
- Strategy/Activity:** Classroom teachers will assign student reading response assignments in each of the three CCLS writing genres – Informational Texts; Opinions/Literary Texts; Narratives/Biography. **Target Population:** K-5 students.
- Strategy/Activity:** Teachers will assist students in identifying clear learning goals to improve their ability to respond in writing to informational text. Students will set learning goals on a regular basis. **Target Population:** K-5 students.
- Strategy/Activity:** Grade specific inquiry teams will research and provide effective learning strategies in content-area writing. Grade-level teacher teams will incorporate CCLS into their study. **Target Population:** Pre-K-5 students.
- Strategy/Activity:** Grade 3-5 teachers will plan parent workshops on ELA to support parents in working with students at home. **Target Population:** grades 3-5 parents.

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

1. **Responsible Staff:** teachers, principal, assistant principal

2. **Responsible Staff:** teachers, principal, assistant principal

3. **Responsible Staff:** teachers, principal, assistant principal

4. **Responsible Staff:** teachers, principal, assistant principal

5. **Responsible Staff:** grades 3-5 teachers, principal, assistant principal

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

1. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Teacher created writing continuum; **Projected Gains:** Higher levels of student achievement in opinion and argumentative essay writing.

2. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Observation of classroom teachers assigning student reading response assignments in each of the three CCLS writing genres – Informational Texts; Opinions/Literary Texts; Narratives/Biography; **Projected Gains:** Improved student proficiency using text-based evidence to support thinking.

3. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Formal and Informal Classroom Observations; review of student notebooks; **Projected Gains:** Students writing clear learning goals to improve their ability to respond in writing to informational text. Students setting learning goals on a regular basis.

4. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Observation of grade-level inquiry teams researching and providing effective learning strategies in content-area writing; **Projected Gains:** Higher levels of student achievement in content-area writing.

5. **Decision-Making Process/Assessment:** Grade-Level Inquiry Team Meetings; Common Planning Time; **Instruments of Measure:** Review of parent Exit Slips from Grade 3-5 parent workshops; **Projected Gains:** Higher levels of student achievement in opinion and argumentative essay writing.

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

1. **Timeline:** September 2014 – June 2015

2. **Timeline:** September 2014 – June 2015

3. **Timeline:** September 2014 – June 2015

4. **Timeline:** September 2014 - June 2015

5. **Timeline:** January 2015

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

1. **Resources:** Inquiry Teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)

2. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.

3. **Resources:** OTPS monies (FSF) budgeted for purchasing professional books for teacher.

4. **Resources:** Inquiry Teams will each meet regularly beginning in September 2014 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)
5. **Resources:** Per session monies (TL Fair Student Funding) will be budgeted for the purchase of resources and professional literature to strengthen the home/school connection.

Strategies to Increase Parental Involvement

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

- Monthly Parent-Teacher Association Meetings with emphasis on writing success
- Monthly School Leadership Team Meetings with emphasis on writing success
- Parent Workshops on ELA requirements and at-home resources for writing
- Parent Teacher Conferences to discuss ELA progress in nonfiction writing
- Meet the Teacher Parent Meeting with overview on writing curriculum
- Classroom and cluster teacher monthly newsletters outlining current units of study in writing
- Parent Coordinator will plan parent workshops on CCLS to support parents in working with their children at home and improving student achievement.

Budget and Resource Alignment

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

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

P.S. 188Q's school programs are enhanced by their partnership with Blueberry Children and MYAP After School Program. MYAP supplements the school curriculum with additional student opportunities in the arts – dance, music, theater, art. Blueberry Children support P.S. 188Q initiatives such as the anti-bullying campaign, the Respect for All programs, and the Healthy Choices focus.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>ELA AIS service provided during the school day. K, 1 and 2 students receive Foundations/Wilson remediation as well as reinforcement of reading and writing strategies. Upper grade AIS students (grades 3, 4, 5) receive small group instruction for reading and writing workshop with a focus on comprehension/critical thinking skills. Wilson is used for students who require remediation in decoding and spelling.</p> <p>In Tier I, all students are screened using TCRWP Assessments. These assessments are used to measure fluency, comprehension, word recognition, and decoding. Teachers analyze the data and plan standards based core instruction. Students receive instruction that is based on researched based best practices. The classroom teacher utilizes Readers and Writers Workshop for literacy.</p> <p>Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities, for small groups of students who are not responding to Tier I instruction and interventions. These students are not meeting grade level benchmarks as identified from universal screening. Students who receive Tier II</p>	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	<p>During the day</p>

interventions also continue to receive Tier I instruction and intervention. The interventions are targeted to remediate students' specific academic skills.

Tier II interventions do not take place during core instruction. Interventions are provided using either a pull-out, or push-in model. Interventions may also be provided in a small group by either the classroom teacher or service provider. The school uses various Tier II interventions for reading including: Guided reading, Foundations, Wilson, Books on Tape, and a Leveled Literacy Intervention System.

The Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations. More intensive interventions are achieved with a smaller student-teacher ratio, a longer duration of instruction, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As in Tier II, students who receive Tier III interventions continue to receive core instruction. Tier III instruction does not occur during core instruction. These interventions include Leveled Literacy Intervention Systems, Wilson, Foundations, and Great Leaps. Students receiving Tier III interventions will continue to require support in all three tiers in order to

	accelerate progress by the end of the intervention period.		
Mathematics	Math AIS service is provided during the school day. K, 1 and 2 students work on solving number stories and learning their math facts. They will also review math strategies taught through the Envisions curriculum. Upper grade students (grades 3, 4 and 5) will practice computation skills and solving word problems using different strategies as well as reviewing concepts taught in the Envisions curriculum.	Small Group One-to-One Tutoring	During the day
Science	Science AIS service is provided during the school day by the science teacher with a focus on content and strategies.	Small Group One-to-One	During the day
Social Studies	Social Studied AIS service is provided during the day by teachers with a focus on content and strategies.	Small Group One-to-One	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At- risk services provided by the Social Worker will be provided during the day. School Social Worker will meet with students in small groups or individually to promote socially acceptable behavior through games, role playing and/or discussions. Select third-grade students will participate in a DOH program “Open Airways for Schools.” This program was developed by the American Lung Association in conjunction with the N.Y.C. Department of Education and the Department of Health to improve the management of asthma in elementary school children. Asthma is the most	Small Group One-to-One Tutoring	During the day

	<p>common chronic illness in school-age children and accounts for more absenteeism than any other chronic illness. The school nurse runs the program during recess time in the months of December and January.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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).

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 188
School Name The Kingsbury School		

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

Principal Janet Caraisco, Ed.D	Assistant Principal Kathleen Levine
Coach N/A	Coach N/A
ESL Teacher Colleen Chan	Guidance Counselor Aimee Winnick
Teacher/Subject Area Ann Marie Zovich Gr 1	Parent Cynthia Bishop
Teacher/Subject Area Jamie Cannata Gr 4	Parent Coordinator Myrna Perez-Fung
Related Service Provider Debra Hecht	Other Anita Goettsch
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	601	Total number of ELLs	25	ELLs as share of total student population (%)	4.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	19			6			0			25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	19	0	0	6	0	0	0	0	0	25
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				1										1
Chinese	3	5	2	3	2	2								17
Russian	1				1									2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean	1													1
Punjabi														0
Polish														0
Albanian														0
Other	3			1										4
TOTAL	8	5	2	5	3	2	0	25						

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	0	0	0	1	0								4
Intermediate(I)	1	1	2	1	0	1								6
Advanced (A)	4	4	0	4	2	1								15
Total	8	5	2	5	3	2	0	25						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	3	0	0	0	0								

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1		1		2
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		1				2
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - Our school uses TCRWP benchmarking to assess the early literacy skills of our students. We also use the TCRWP to level our students to find out what reading level they are reading on. We use the information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, how well the ELL can comprehend a story and retell it, and we also determine if

a child can follow directions. All these assessments provide valuable insights for the teachers as they plan lessons. In grades K-2, teachers also assess students on sight words and letter/sound recognition.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

2. Based on the LAB-R results for our kindergarten students, we have come to the realization that we have many more ELL students with varied needs. Some ELLs require the mandated eight periods a week and test at either the beginner or intermediate levels and others are at the advanced level. Due to travel restrictions back and forth to the Annex, which houses the Pre-K and kindergarten programs, the ESL teacher is only able to spend a morning or an afternoon at the Annex three days a week. She splits her time and must group all the kindergarten ELLs together regardless of level achieved on the LAB due to time constraints and lack of other ESL personnel. The NYSESLAT grades reveal that many students perform better on the speaking and listening portions of the exam. ELLs tend to require more time for academic language development in Reading and Writing modalities across grades. By fourth and fifth grade, most ELLs seem to score at 70% and above in Reading and Writing or have passed out of the ESL program.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

3. This knowledge certainly affects our instructional decision-making. The ESL teachers know to carve out more time in the ESL program to practice reading and writing in academic English. Rather than spending 50% of the time practicing speaking and listening skills, the ESL teachers will now adjust the curriculum so that more time may be devoted to helping ELL students develop their reading and writing skills. Shared reading, guided reading, and shared writing activities will be increased across grades to ensure that we reach this goal. Additionally the implementation of ReadyGen and its texts will aide in the development of ELLs' academic language. Teachers will modify instructional time to meet the needs of their ELL students as they keep track of their progress throughout the year in each modality, using both formal and informal assessments to adjust their goals and teaching strategies for each ELL.

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?

4a. The ELLs who took the Gr 3 NYS exams are both illiterate in their home languages of Russian and Chinese. They both took the exams in English. Both of these students also have IEPs and are allotted certain testing accommodations so their test scores are impacted by their ELL status as well as by any learning disability they may have on their IEP. One student performed well and achieved a level 3 on both Math and ELA exams. The other student scored a level 1 on the ELA and scored a level 2 on the Math.

4b. and 4c. Periodic Assessments provide our school with up-to-date information about what each student knows and can do so that our teachers can target instruction to the learning needs of every child. The Periodic Assessments predict students' performance on New York State Tests so we as teachers can help every student meet or exceed State Learning Standards. The Periodic Assessments also measure student learning within a grade and from grade-to-grade to help schools keep students on track for success. We only have a freestanding ESL program at our school, thus the native languages are not used in school during instruction. We have not taken any periodic assessments this year thus far.

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](#).)

5. Teachers use the TC reading assessments and classroom assessments to determine if a child may need RTI help in September. They also use the NYS ELA and Math scores to determine which children may be struggling in an academic area and provide RTI support for those students scoring at a level 2 or below during the extended day periods on Monday, Tuesday, and Wednesdays. The ESL teacher, the SETTs teachers, and the classroom teachers all use strategies like shared reading, small group work, word work, and close reading of a text, or programs like Wilson and the Fountas and Pinnell Benchmark Assessment System to help scaffold learning for these select students.

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

All teachers and administrators are aware of the ELL population at our school. Both ELLs and struggling readers' needs are deeply

considered as we make instructional decisions. Our ReadyGen literacy program has a built in differentiation scaffold for ELLs in the curriculum. Teachers also do best practice by scaffolding students to begin independent work or group work through multiple points of entry. We assess the students and we differentiate based on need. Bilingual dictionaries are also available to ELLs for use during any content area work.

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. N/A

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

8. We evaluate the success of the ESL program based on many factors. We look at the students' progress on the NYSESLAT, on the ELA, the NYS Math and Science exams. We also look at their test results from periodic assessments across the year. Additionally, classroom tests and reading assessments are used to evaluate student progress. We also TC assess the students' reading levels every six to eight weeks and look to see if the students have made gains. The goal is for all of our ELLs to learn and improve their English language skills in all four modalities: reading, writing, listening, and speaking throughout the school year. We also look at parent involvement and at how often the ESL teacher collaborates with classroom teachers to ensure that all ELLs have equal access to all instruction and programs at our school. Our ESL teachers collaborate with classroom teachers on a daily and weekly basis to plan instruction and prepare appropriate scaffolds for all the ELL students in every grade. The ESL teacher also meets with parents regularly to see how students are doing at home and to get a parental perspective on the progress we see at school. ELL students with IEPs also have annual meeting in addition to parent-teacher conferences to discuss their special needs in addition to ESL goals. All of these meetings offer multiple opportunities for us as a staff to assess and re-assess the success of our ESL program.

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. All students have a completed Home Language Identification Survey (HLIS) in their cumulative folders that the parent or guardian completed when the child was initially enrolled at the school. Pedagogical staff have been trained to administer the HLIS when a parent comes to our school to enroll their child. They help parents with the completion of the HLIS. Usually the ESL teacher is the pedagogue who assists with the HLIS completion and interview process. Based on the responses on the HLIS, the ESL teacher determines which students are entitled to receive LAB-R testing (based on the responses collected on the HLIS and/ or the RLER report on ATS) when they enter the school in kindergarten or as a student new to the NYC Public School system. The children who must take the LAB-R exam will either pass or fail. If the child fails the test s/he is entitled to ESL services at our school and will be placed in either the advanced, intermediate or beginner category based on the test score. The children who pass the LAB-R are NOT entitled to ESL services and this information will be recorded onto the HLIS and updated on the ATS system. The LAB-R is completed within ten days of the child's enrollment in school. We do not have a need for the administration of the Spanish LAB thus far. There is only one ELL in our school that speaks Spanish and her academic language has been determined to be English, therefore, she was tested using the regular LAB-R exam. If the Spanish LAB needed to be administered we would follow the same timeline as the LAB-R and test the Spanish speaking students that are eligible.

ATS reports are used to determine NYSESLAT eligibility. In order to prepare students for the NYSESLAT, students work in small groups year round to study English and improve their language skills in reading, writing, speaking and in listening. The ESL teacher

works with the ELL children to become acquainted with the format of the test and she also creates many literacy rich activities to develop their English language skills. The ESL teacher sets quarterly goals for each individual ELL in Reading/Listening, Speaking/Writing, and in Grammar & Phonics. The ELL Periodic Assessment also helps prepare the students for the NYSESLAT by providing them with a practice test. The results of the periodic assessment also assist the ESL teacher in planning for future lessons. She uses assessment results to identify areas of strength and weakness so that minilessons can address the needs of the students. When it is time for testing in the spring, the ESL teacher conducts one part of the test at a time. First, she administers the NYSESLAT Speaking portion of the test in mid-April. Each ELL is tested individually. Next, she administers the Listening portion of the exam in early May. Students are grouped by grade levels and tested in these sub-groups. Once the Listening portion is complete and all students have been tested, the ESL teacher continues testing in Reading and then in Writing using the same subgroups for testing.

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.
See response below for 2. and 3.
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 [\[see tool kit\]](#).)

2. & 3. Parents of new ELL students receive entitlement letters which they must sign and return to the school once the LAB-R testing is completed at the end of September. The letter informs them that their child has been tested and indicates that their child must receive state- mandated services either in ESL, transitional bilingual or dual language programming. The classroom teacher places the entitlement letter (from the ESL teacher) into the child's home folder. Parents of students who are eligible for these language services are then invited to the Parent Orientation in September within the ten day timeframe allotted to us by the NYCDOE, where they view an informational video informing them of their choices. There are three programs available in NYC: the TBE (Transitional Bilingual Education) Program, the Dual Language Program and the Freestanding ESL Program. Parents are given information about each program and then complete a Parent Selection Survey at the end of the orientation. All videos, materials and forms are presented in both English and in the parents' home languages. All parents at PS 188 have chosen the freestanding ESL program and did not opt to switch schools in order for their child to participate in a TBE or Dual Language class. Parents are also informed about the NYSESLAT, a test their child will take in May to determine their continued eligibility for ESL services. The ESL teacher also presents strategies and activities parents can use at home to help support their child's English language acquisition. As new students enroll throughout the school year, we continue to follow this protocol of testing and parent orientation within the 10 day timeframe.

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. Once a child has been tested in September, the ESL teacher uses the hand score to determine eligibility for the language services. All children who fail the LAB-R are entitled to services and receive a form letter to take home. The letter states that the child was tested with the LAB-R (based on ATS reports and HLIS responses submitted by the parent) and that the child did not pass the test. It says the child is eligible for language services and may select from ESL, transitional bilingual or dual language programs. They are also informed that their child will take the NYSESLAT exam in May. The parents also receive a letter inviting them to attend the Parent Orientation in September to receive more information about the ESL program and other options such as the TBE and Dual Language programs offered. They are also asked to complete the Parent Selection Surveys after the Orientation. Letters are sent home in English and in the child's home language. Parents have to sign and return the letters and forms to school. The ESL teacher keeps the letters and forms on file. Children who do not pass the NYSESLAT in May also receive a letter home in September that explains what level they tested on and that they are entitled to continued ELL services for the current academic year. Children who pass the NYSESLAT receive a letter home stating that they have passed the NYSESLAT and are no longer entitled to ESL or other language services.

To ensure that all new ELL parents understand all three program choices, a video is shown at the parent orientation. The video is available and is shown in multiple languages based on need. Pamphlets in different languages, explaining the program choices are also distributed at the parent orientation. Parents are also referred to the DOE website where they can obtain more information regarding ELL programs online in their home languages. Parents understand that at PS 188, we only offer a freestanding ESL program. They are presented with all three options, but parents almost always request the Freestanding ESL program and opt to stay at PS 188Q. The ESL teacher has an excellent rapport with the ELL parents and has maintained a fine reputation amongst this parent subgroup because of her dedication to the ELLs and to high caliber academics alongside a warm and nurturing relationship with the children in her ESL classes.

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. The ESL teacher schedules the administration of each section of the NYSESLAT by grade during the time frame we are given to administer the test. She administers each section of the test one section at a time, one grade at a time. Some years, when the budget permits, we hire retired ESL teacher, Susan Kazin to help with the administration of the NYSESLAT exams. Every year we are able to test all ESL students in each section of the NYSESLAT successfully and in a timely manner.

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. Parents almost always request the Freestanding ESL program. Over the past several years all the parents have requested ESL. In 2008-2009, 15 parents requested that their child either continue in or start participating in a Freestanding ESL program. In 2009-2010, 27 parents requested that their child either continue or begin participation in a Freestanding ESL program. In 2010-2011, we had 24 parents who requested that their child either continue or begin participation in a Freestanding ESL program. In the year 2011-2012, we had 22 parents who requested the Freestanding ESL program. In 2012-2013, we had 30 parents who requested ESL/continuation of ESL. This year, in the fall of 2013, we had 25 families request ESL or the continuation of ESL programming if deemed necessary by the NYSESLAT score. There were no parents interested in dual language or TBE programs. The ESL program at P.S. 188Q is totally aligned with parental requests. Parents have consistently requested the Freestanding ESL program. We are completely in alignment with parent requests in regard to programming.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. At PS 188, we mainly use the pull-out organizational model of instruction with some push-in sessions for special lessons. This is due to the nature of our ELL program and population. We only have one ESL teacher to fulfill all the mandated service hours required. At PS 188 we set high expectations for all our students and it is part of our schoolwide vision. The ESL teacher and classroom teachers work collaboratively to plan, teach and assess ELLs based on their needs. We monitor ELLs progress closely through student work, informal and formal assessments and by monitoring progress in their reading levels based on TC assessments. Teachers and administrators are familiar with the ELL population and their needs. Teachers collaborate to ensure that academic language is being taught and used in all classroom settings along with rich content to increase the academic language proficiency of ELLs and all their students. The ELL teacher uses TPR, whole brain teaching (formerly known as power teaching), a close reading of texts, and the deconstruction and reconstruction of juicy sentences to support the development of academic language. All instruction is aligned to the Common Core Standards of New York State and to Danielson's rubric for effective instruction. The school also highly values parent and community involvement. Our school has several school functions inviting parents to visit and to participate in their child's academic life here at 188 through events like publishing parties, Fall Family Night, regular PTA meetings, class trips etc. We also have a relationship with our local library. In fact, the ESL teacher will take her upper grade ELLs on a visit to the local libabry so that newcomers can aquire a library card and take a tour of the library so they are aware of resources for school projects and reports. We also encourage our ELL parents to attend district-wide or city-wide ELL events to help them gain more knowledge on how to support their ELL at home. All these parent workshops offer translation services for the parents' convenience.
 - 1b. All groups are heterogeneous (B,I, and A levels) but all ELLs are usually grouped in the same grade level. The kindergarten ELLs all meet in one group. Grade 1 ELLs all meet in a group. Grade 2 ELLs meet together. There are a few periods a week when Grade 1 and Grade 2 ELLs meet together. Grade 3 ELLs meet in one heterogenous group. Grades 4 and 5 meet together in one group.
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. The ESL teacher works to ensure that all ELL students are receiving all their mandated periods of ESL service. She has tailored the schedule and the groupings of students to ensure that every child is receiving the ESL services they need. All beginner and intermediate level ELLs receive 360 minutes of service per week. The teacher meets with these ELLs eight times a week for 45 minutes each session totaling 360 minutes of weekly service. Most of these students have two periods of ESL each day. The advanced ELLs receive 180 mintues of ELL services each week. The teacher meets with advanced ELLs four times a week for 45 minutes each session. These ELLs usually have one period of ESL programming each day. All ELA and ESL instructional minutes are delivered in our Freestanding ESL Program model as per CR-Part 154 regulations.
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. At PS 188 we only have one program model- Freestanding ESL. We have a pull-out program only due to the nature of the ELL population and due to our limitations of having only one ESL teacher on staff. We do not have any TBE or Dual Language programs in our school. The children are grouped by grade (or closest grade) and receive small group instruction in English only by a certified ESL teacher. A workshop model in reading and writing is followed in all classes. ReadyGen literacy program from Pearson is being incorporated into our literacy instruction this year. The ESL teacher supports this model in her class by using guided reading, read alouds, shared reading, shared writing, close reading of short, complex texts and zooming in on juicy sentences. She also uses vocabulary word walls, word work and grammar lessons using Cunningham and Snowball's methodology, accountable talk and role play/TPR. She also coaches the children in writing through individual conferences and small group strategy lessons. The ESL teacher also supports classroom intruction and schoolwide curriculum by reviewing math, science and

social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding- modeling, bridging, contextualizing, use of realia, schema building; (2) graphic organizers or thinking maps; (3) tape recorder/CD player/MP3; (4) TPR; (5) nursery rhymes; (6) cooperative food preparation; (7) puppetry, songs, and jazz chants; (8) bookmaking; (9) role play and readers' theatre; (10) using JUICY sentences to teach complex sentence structure and the purpose of phrases and sentence stems. (11) Whole Brain Teaching (formerly called power teaching) to engage all students. All of these strategies lead to greater language acquisition and enriched language communication and expression.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. If necessary, we offer native language versions of standardized tests. A translator is also provided for ELLs in need of that service in grades 3,4, and 5 during standardized testing.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. The ESL teacher and the classroom teachers regularly assess the ELLs in reading and writing on a daily/ weekly basis using both formal and informal assessments. The ESL teacher hones in on assessment of listening and speaking skills, particularly focusing on public speaking as a way to help ELLs develop confidence and proper use of oral language. The ESL teacher also helps ELLs work on listening skills through read aloud based note-taking and class discussions that require students to listen to one another and build a conversation based on what the last person's comments were. Listening and speaking games are also part of the ELL curriculum.

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. We differentiate instruction for all our ELL students based on their individual and group needs.
 - 6a. We do not have any SIFE students. Should we have SIFE students we would:
 - First assess to determine specific needs
 - Offer parent workshops
 - Mandate AIS and extended day programs
 - Offer Saturday school
 - Offer peer tutoring
 - Offer Learning Leaders (parent volunteers) help in the classroom

 - 6b. Many of the ELL students we serve at PS 188 are "newcomers" and have been in US public schools for three years or less. These students learn best through stories, songs, and chants. The ESL teacher focuses instruction on letter recognition, consonant and vowel sounds, phonemes, blends, digraphs and utilizes picture index cards to help build a rich vocabulary. We also do a lot of guided reading and shared reading work. For newcomers we also:
 - Provide the students with a tour of the school to meet staff and see classrooms/ gym/ lunchroom etc.
 - Buddy up the student with someone who speaks their language
 - Label objects around the classroom and in the halls
 - Provide parent workshops to model for parents what is going on in classroom and advise them on how they can support their child
 - Publish monthly newsletters from classroom teacher to parents to keep parents apprised of curriculum
 - Parent coordinator does outreach work and provides letters in different languagesAdditionally, third, fourth and fifth grade ELLs who are required to take the NYS exams in May receive additional guidance and learn test sophistication strategies to help them through standardized tests. The ESL teacher helps these upper grade ELLs become familiar with the format of the exams and she conducts mini practice tests with them throughout the year to help solidify a few core test taking skills.

 - 6c. For our few seasoned ELLs who are receiving 4-6 years of service, the ESL teacher focuses instruction mainly on the classroom

curriculum. Students work on reading, writing, math, social studies, and science with both their classroom teacher and with the ESL teacher to ensure that they are holding onto core concepts from the curriculum. The ESL teacher uses word walls, graphs, charts, partnership discussion, conferences, and picture books as well as text books and multimedia resources to review all grade level appropriate vocabulary and all content based vocabulary with these ELLs. The ESL teacher also reinforces all the test taking strategies that are being reviewed in the classroom in preparation for the NYS exams in May. We also offer these students AIS instruction, extended day and early morning test prep classes, and suggest to parents that they should find a high school student or other neighborhood volunteer to act as a tutor for their child after school if they cannot afford to hire a tutor. We also try to encourage students in the ESL program to join extracurricular activities, i.e. baseball, tennis, music, dance or art lessons etc..

6d. We do not have any long term ELLs who receive 6 years or more of service. Most of our ELL students usually "graduate" from ESL after 3-4 years of ESL service. If we were to have any long-term ELLs, the ESL teacher would try to use push-in programming to ensure the students are not missing any classwork. She would work alongside the students in a small group setting and approach the classwork with a co-teaching mentality, particularly in social studies, science, and in both reading and writing workshop. This is to ensure deep academic rigor for the student and to provide the greatest amount of scaffolding with the goal that the child would pass the NYSESLAT before moving onto middle school.

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?

See below for 7. and 8.

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?

7. and 8. ELL-SWD students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments with the school psychologist, classroom teacher, and ESL teacher, along with indications on the IEP, students are grouped by need and given appropriate individualized instruction by special-ed support teachers while simultaneously being enrolled in the ESL program. All of our ELLs who are identified as having special needs are also grouped together by grade. This year we have one kindergarten student who is SWD but he meets with the first grade group in the main building because he is in a K-1 bridge class that is 12:1:1. There are no special needs ELLs in first or second grade this year. All the third grade ELLs have an IEP and the ESL teacher would focus on literacy rich activities to help bolster vocabulary acquisition and language development. We do a lot of juicy sentence work and spend time revisiting and deconstructing text together. This group requires more 1:1 writing conference time and also responds better to games and to multimedia interaction as a way of learning. All in all, much time is spent on reading in book clubs and writing literary responses in all ELL classes. The ESL teacher works in tandem with all the students' classroom teachers and other service providers (e.g. speech, OT, PT, guidance) to support all content based work going on in the classroom. The ELL teacher is active about pursuing up to date information on the emotional/social and physical well being of each student, especially that of her ELL-SWD students since many of them receive multiple services throughout the day.

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:			

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

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

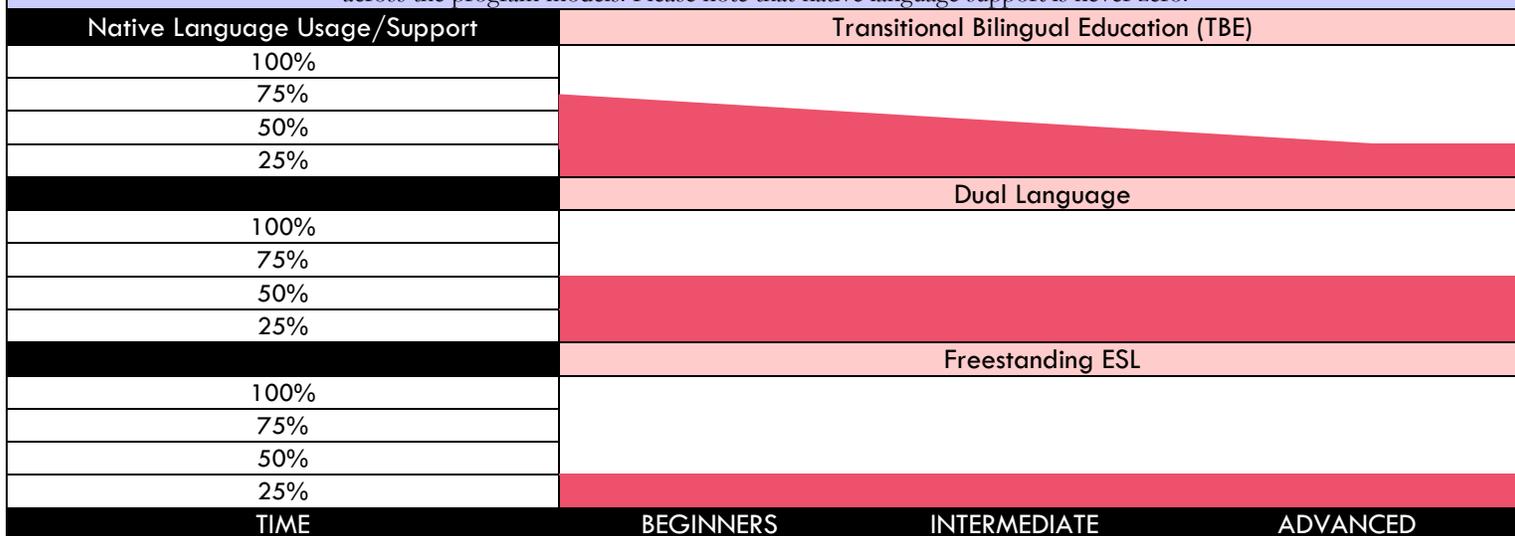
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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. Aside from our AIS and extended day programs, we now have multiple ICT classrooms that house two pedagogues. Some of our special education ESL students truly reap the benefits of having the attention and instruction of two teachers in the classroom as these teachers are able to provide more small group instruction and provide more one to one instruction to the ELLs who may need the extra support particularly in social studies and in science, where the vocabulary and concepts are often difficult for ELLs to tackle on their own. Our school offers early morning tutorial classes at 7:30 am as part of a targeted intervention program to help ELLs and other students requiring additional support in reading, writing, and math during part of the academic year. These AIS classes start in mid-December or January and run until March or April depending on funding. They focus specifically on test sophistication strategies and help students to become familiar and more comfortable with the format of the NYS exams and offer them another opportunity to practice their test taking skills in another small group setting. These programs are offered in English only. All ELL subgroups are invited to participate. Many ELLs and reading at risk students also participate in the extended day program offered at our school three afternoons a week. During extended day, students receive small group instruction, targeted strategy lessons to help improve writing and reading skills in content areas like science and social studies. It is also a time for review for students that need the repetition of the subject matter and intense vocabulary work. Extended day is from 2:40 to 3:17pm on Mondays, Tuesdays, and Wednesdays from September to June. This year intermediate ELLs meet in a separate group in order to provide them with more support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current ESL program is quite effective as we have seen improvement in reading comprehension, writing, and greater vocabulary output in just a few short weeks since we started in September. The ESL teacher and the classroom teacher work together to support the ELLs in content areas and in language development by holding them to high standards and by exposing them to as much academic language as possible. The ReadyGen program and the National Geographic REACH ESL texts are both content and language rich instructional materials that provide a solid foundation for effective instruction. We have a science cluster teacher who also provides additional science support to classroom teachers as they work together to ensure quality science instruction throughout the grades. The ESL teacher also provides the classroom teachers with a variety of strategies such as TPR, deconstruction/ reconstruction of juicy sentences, and other small group reading and writing strategies that can help bolster the learning and performance of an ELL in their classroom. We have also incorporated the use of more multimedia in our instruction using the Smartboard, Apple TVs and ELMOs in order to provide our ELLs with more visual and video based support which has been proven to make instruction more effective for ELLs in Pre-k to second grade, particularly during read-aloud vocabulary instruction. See "Unlocking the Research on English Learners" by Claude Goldenberg in the Summer 2013 issue of American Educator. Due to our up to date, quality instructional materials, collaborative pedagogy, and addition of more multi-media instruction, you can see that our ESL program is quite effective. It provides ELLs with motivation to learn and equal access to academic language in the curriculum required by the Common Core.
11. What new programs or improvements will be considered for the upcoming school year?
11. The ReadyGen Literacy program and texts are being implemented schoolwide this year. We also have a new math program called Envisions that is more readily aligned to the common core standards. An Apple TV and an ELMO projector have been added to the ESL classroom to provide for more multimedia instruction.
12. What programs/services for ELLs will be discontinued and why?
12. No services will be discontinued this year for ELLs
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELL students are afforded equal access to all school programs. We have an anti-bullying schoolwide program that all students participate in. We also have special shows and assemblies sponsored by the PTA which all the children enjoy watching. We have many afterschool programs including OST, Blueberry, and our own self sustaining afterschool program that are fun and educational for ELLs and other students to participate in. Children receive help with their homework from trained staff, counselors, and teachers. They also participate in different activities and sports or games that help enrich language development in a less academic, less formal setting. Other programs that ELLs particularly benefit from in our school are the wonderful art program, the dance program, the music program, computers and physical education. All cluster teachers are aware of who the ELLs are in our building and ensure

that they are attentive to their individual language needs in class. For example, the art teacher will repeat a set of directions for an ELL student and model for the student what to do rather than just give oral directions which may exclude the ELL from full participation. ELLs can express themselves in languages other than English in art and through movement during the school day as well as at recess and afterschool. Another improvement in our building has been the addition of the ESL School Wide Enrichment program. All upper grade students can select a class such as drama or jewelry making or poetry or bridge building...etc. The SWE class meets once a week and the children are able to choose one new SWE each semester (one in the Fall and one in the Spring) Upper grade ESL students receive school wide enrichment with the ESL teacher and play word games and other literary games that enhance their language skills, team work skills and allow for opportunities to develop both social and academic language in a safe, small group environment while meeting and interacting with peers in other upper grade classes. We also offer wonderful lunch programs like basketball and cheerleading, computer club, and book clubs. ELLs are able to choose an area of interest and participate during recess. All of these programs are in addition to the foundation of academics here at PS 188. We have a rigorous Teacher's College Reading and Writing Workshop model throughout the school in every classroom. We use Everyday Math which contains the use of many manipulatives, helpful to ELLs in their learning. We also have social studies word walls and texts and supportive non-fiction libraries to help ELLs with social studies content learning. We have science with Mrs. Weber in addition to the science covered in classroom curriculum. ELLs fully participate in all areas with scaffolding and support from their classroom teachers, cluster teachers, afterschool program counselors, paras, school aides, administration and office staff and especially from the ESL teacher throughout the day.

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

- Ipad Apple TV, Apps and games
- National Geographic's REACH ESL series K-5
- ReadyGen Literacy program for K-5
- White boards and Expo markers
- Letter People
- Puppets
- STARS series
- NYSESLAT Test Prep by Antanasio
- Everyday Math
- Oxford Picture Dictionary
- Open Sesame Picture Dictionary
- Maps and Atlases
- Big Books
- "Ranger Rick" Children's Magazine by National Geographic
- Social Studies and Science Textbooks from Grades 1-5
- Jazz Chants and Songs
- Related Educational Games and Puzzles
- Word Walls and Vocabulary Charts
- Photo Cards and Index Cards
- TC Leveled Books for independent reading/ assessment

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

15. ELL students' native languages are highly valued at our school. We have many books and materials about other countries in our library. We also provide foreign language dictionaries for our ELLs to use throughout the day. We have dictionaries in Chinese, Korean, Spanish, Hebrew, Japanese, Russian, and Farsi. Translation services and translated documents and letters home are also provided for parents of ELLs. The ESL teacher is also partially fluent in Spanish and in Cantonese. It is helpful for those families that speak those particular home languages.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. The National Geographic REACH ESL texts and the ReadyGen Literacy Program as well as all other content area textbooks are age and grade appropriate as deemed by New York State standards and were carefully selected by both administration and teachers on multiple grade levels. The Ipad and Apple TV as well as the internet provide multiple resources and videos and games that are broken down specifically by age level or by grade. For example, we use BrainPop for Gr 3-5 and BrainPop Jr. for Gr K-2. The ESL teacher and classroom teachers also employ different teaching strategies and styles to meet the needs of the students by age and grade, providing texts, tasks and facilitating academic conversations that are appropriate for students in that particular grade. Additionally, ELLs with IEPs have specific and individual mandates that ensure that the support and resource they receive are appropriate for their specific needs.
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. We provide all our students with a summer reading list. All newly enrolled ELLs and their families are encouraged to visit the public library and begin reading from this list. The ESL teacher also tried to contact the student and his or her family once she has received information about the new student. The parent coordinator is also informed of the home language of newly enrolled ELLs and will prepare to provide the family with as many translated documents as necessary. As ELLs enroll throughout the year, the new student is assigned a class buddy who also speaks the home language. The buddy helps the new student with any question he/she may have and helps the ELL acclimate to routines in the classroom the first few weeks of school. The cluster teachers are informed of the new ELL student and the ESL teacher begins to work with the student immediately after testing to find out what level the ELL is functioning on via the LAB-R or NYSELAT score in the student's exam history.
18. What language electives are offered to ELLs?
18. We are not currently offering any 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)?

19. N/A

C. Professional Development and Support for School Staff

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

1. and 2. All teachers, para-professionals and administrators attend several ESL workshops presented by the ESL teacher throughout the year at faculty conferences. In addition, the ESL teacher attends multiple workshops (through the CFN 205) or through the DOE throughout the year that focus on ESL/ Literacy instruction. The ESL teacher turnkeys workshop information with the entire staff at monthly faculty conferences. The administrators also attend several of these ELL workshops. For example, the principal, the AP and ELL teacher attend CFN workshop series led by ELL expert, Maryann Cucchiara from October 2011 to the present about building academic language for ELLs through text, talk, and tasks. Cucchiara is currently co-authoring a book with the legendary "great-grandmother of ESL", Dr. Lilly Wong-Fillmore. The ESL teacher also attends monthly ESL meetings as the ESL liaison with Ann Anesta and other ESL teachers around the city in our CFN to develop curriculum, to discuss issues and problems, and to receive more training, most recently with Marta Villarroel from the Bilingual Special Education Office.

The entire staff receives a copy of the listing of ELL students in our school by grade each year. All teachers are informed about the level of the ELL and what home language the ELL speaks. Cluster teachers and classroom teachers tailor their curriculum so that they can differentiate for the needs of many different learners in their class, including ELLs. Repetition of directions, modeling, movement and music is often used throughout the day to support ELL learning.

3. and 4. As our ELLs transition from elementary to middle school, we provide all staff with a portfolio of the student's work so they may see how the student progressed in his/her language development over the years. The ESL teacher also provides her contact information so that the ESL teacher in the middle school may contact her with any questions or concerns about the student as s/he transitions.

The ELL teacher and the administration provide all the ELL training for the entire staff during monthly faculty conference time. Teachers also attend workshops provided by the CFN or the DOE. The assistant principal keeps a record of all the professional development hours completed by each individual teacher in the building. Some examples of workshops the ELL teacher has provided or will provide for the staff include:

- A) Reading Workshop Conferences with ELLs
- B) Writing Workshop Conferences with ELLs
- C) TPR (Total Physical Response) Storytelling/ Role Play and Other Activities with ELLs
- D) Vocabulary Word Play
- E) Helping ELLs Look at Figurative Language
- F) How Virtual Field Trips Can Help ELLs
- G) Mapping Meaning to Text to Help Our ELLs
- H) How to Help Deconstruct and Reconstruct JUICY sentences
- I) Helping ELLs to Identify the Language Function of a Phrase or Clause
- J) Language Frames and How They Can Help ELLs with Inferencing
- K) How ELLs Can Pay Attention to Shades of Meaning: Building Vocabulary Knowledge
- L) What is the LAB-R and the NYSESLAT? (every year)
- M) What is the Purpose of the HLIS? How to Read/Help Complete the HLIS (every year)
- N) Unlocking Research on ELLs
- O) Text, Talk, and Tasks for ELL Success in the Classroom
- P) What is ELAND and what will it mean for some of your ELLs?
- Q) What is the LAP ?
- R) What Apps are Useful for ELLs on the Ipad in the Classroom?

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. At PS 188, we are very fortunate to have a highly involved PTA. They help us raise additional funding for school supplies, books, and materials. They also volunteer their time to work with students (supervised by classroom teachers) both in the classroom, after school, and during recess. Parents at PS 188 volunteer to chaperone on trips and also help put together school wide events like the Fall Family Night that help to increase a sense of community throughout the school and neighborhood. Parents also work together to educate all students on cultural matters such as through the Lunar New Year Show which is 100% coordinated by the parents of our school. All students are invited learn about traditional Asian dances, folklore, and costuming. They practice daily at recess for several weeks and perform a show each February, bringing Asian culture, art, music, and dance to the forefront during the Lunar New Year season. This is a great way to involve our ELL parents as well since such a large population of our ELLs are of Asian descent. The ELL and non ELL Asian students are encouraged and excited to share about their native culture during this event.
 2. Parents of ELLs are informed about wonderful citywide events and workshops that are offered by the NYCDOE. Letters are sent home in both English and in the child's native home language so that all parents have access to these citywide or district wide events. Some of these events include free ESL classes for parents of ELLs who want to improve their own language skills. There is also the Blueberry afterschool program that is operated in our building. The director has many clients that are the parents of our ELL students. They provide extended afterschool care for children of parents who work extra long days whereas our OST afterschool and self sustaining afterschool programs end at 5pm or 6pm at the latest.
 - 3 & 4. Parents of ELLs are in constant communication with the ESL teacher through telephone conferences and/or meetings in person. Sometimes dialogue also occurs through a handwritten note or letter or email. Parents, in general also communicate their need to the parent coordinator at our school and at PTA meetings. At parent teacher conferences, parents who do not speak English often bring a family member or family friend to translate. The school also uses the free language translation telephone services offered by the DOE on parent teacher conference days. The staff at 188 is multilingual and we also provide translation support for one another whenever possible at parent meetings. Parents are also provided with a monthly newsletter that updates them on everything that is happening in the classroom. The newsletter provides information about each subject taught, about homework policy and more. Our school also has a website that provides parents with a great deal of information about the school and all available resources. The principal also has her own blog and uses it to communicate with parents about schoolwide news. The principal also compiled a list of every staff member that is fluent in another language so that we can utilize our own in-house bilingual resources to meet any translation needs for the parents of our ELL students. There are staff members who speak Cantonese, Mandarin, Korean, Spanish, Greek, Hebrew, Italian, and Haitian Creole.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 188Q The Kingsbury School

School DBN: 26Q188

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Caraisco, Ed.D	Principal		
Kathleen Levine	Assistant Principal		
Myrna Perez-Fung	Parent Coordinator		
Colleen Chan	ESL Teacher		
Anita Goettsch	Parent		
Jamie Cannata Gr 4	Teacher/Subject Area		
AnnMarie Zovich Gr 1	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Aimee Winnick	Guidance Counselor		
	Network Leader		
Cynthia Bishop	Other <u>Parent</u>		
Debra Hecht	Other <u>Related Service Prov</u>		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q188 School Name: P.S. 188Q Kingsbury

Cluster: 2 Network: 205

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

Part A: Needs Assessment Findings

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

Our school conducted a needs assessment for both oral and written translation services. We interviewed parents mainly through the parent coordinator to assess what translation needs our parent population has. As per Chancellor's Regulations, the primary language of the parents are determined within 30 days of enrollment and recorded onto ATS and the blue emergency cards at our school. The school also consults the ESL teacher to see what other written or oral translations may be needed throughout the building. Our school has limited translation needs. 76% of our parent population speak English only. 24% speak another language at home but the majority of bilingual parents at our school prefer home-school communication in English and have made the school aware of their preference through conversations/ request through the classroom teacher or by informing the office staff. The ESL teacher follows up with any parents of ELLs to see if they require any translation services as well. There are only a handful of parents who require oral and written translation services at our school. This finding is in alignment with the percentage of ELL students we have at our school which is currently just 2.04%. We ensure that these parents are provided with appropriate and timely information in their primary language as detailed below.

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.

There are 638 students enrolled at our school this academic year 2013-2014. 495 out of 638 families speak English only according to our ATS data (ATS report RHLA). In summary, 76% of the parent population speak English only at home. The number of families who speak another language at home are: Bengali=3, Cantonese= 11, Any Chinese= 64, French= 1, Hebrew= 10, Hindi = 1; Japanese= 3, Korean= 20, Mandarin= 13, Russian= 11, Spanish= 2; Tamil = 1; Telugu = 1; Turkish = 1. Parents of students who feel more comfortable communicating in their native home language receive oral translation in order to help them better understand their child's academic performance and approaches to increasing achievement, both at school and at home. They also receive notices in their home language that have been translated by a member of our staff or printed from the NYCDOE set of online resources. We use in-house school staff, parent volunteers and online

resources as well as the NYCDOE Translation and Interpretation Unit's resources to provide oral and written translation services for our parents. Our ESL teacher is fluent in Cantonese and partially fluent in Spanish. She makes herself available for oral translation via telephone conferences, at parent-teacher conferences, IEP meetings, annual review meetings etc. We also make use of other bilingual staff, including teachers, paras, parent coordinator, and school aides on staff. Our staff can speak Cantonese, Mandarin, Korean, Spanish, Russian, Hebrew, Italian, German, Icelandic, Tamil, and Greek. The staff works as a team and we are flexible so that we can help one another to provide oral translation during parent meetings if there is a need for a translator. The parent is asked if they prefer a translator to be present at the meeting. If the answer is yes, we offer a translator from our staff and we ask if the parent would prefer to bring his/her own translator. Very often, the parent asks to bring their own translator in lieu of having a member of our staff translate. These parents feel more at ease with a family friend or relative by their side. This feeling is not uncommon amongst parents of ELLs who are often new to the country themselves. If the parent agrees to a staff member translating, the administration provides coverage for the teacher who is needed for translation services during the parent-teacher conference, IEP meeting/ Annual Review or other meeting. We also make use of the NYCDOE Translation and Interpretation Service via telephone during official parent teacher conferences in November and in March every year. Parents are also encouraged to bring along a trusted friend or family member who is fluent in English if they feel more comfortable doing that. There are also parent volunteers that help with translation during parent-teacher conferences and at other meetings. In summary, we use in-house staff resources, parent volunteers, and the NYCDOE Translation Unit services. All in all, there are many resources to help parents with limited English understand their child's specific learning needs. Findings were shared with the LAP Team and with the School Leadership Team.

Part B: Strategies and Activities

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

Our school plans to provide written translation services in Chinese through bilingual school aide hours and para-professional hours. We also can make use of the DOE's Translation and Interpretation Office for the other languages. They have forms which we can complete in order to request that a document be translated. Materials are faxed between the school office and the T/I Office when needed. There are also several documents available online through the NYCDOE website that have already been translated and are ready for school use such as the Parent Bill of Rights, ELL service notification, parent selection survey, ELL orientation letters and materials, HLIS, etc. These documents are frequently downloaded and kept on file at the school in multiple languages for easy access and timely usage.

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.

We use in-house staff, parent volunteers, and the NYCDOE Translation and Interpretation telephone service for our oral translation needs. Our ESL teacher is fluent in Cantonese and partially fluent in Spanish. We also utilize a Korean-speaking teacher to help with day to day Mandarin oral translations for example, if a phone call needs to be made home or to the parent's cell phone regarding homework, behavior, invitations to publishing parties etc. We also make use of other bilingual staff, including teachers, paras, and school aides on staff. Our staff can speak Cantonese, Mandarin, Korean, Spanish, Russian, Hebrew, Italian, and Greek. The staff is very collegial and we all help one another with oral translation during any type of parent meetings if there is a need for a translator. We also make use of the NYCDOE Translation and Interpretation Service via telephone during official parent teacher conferences in November and in March every year. Parents are also encouraged to bring along a trusted friend or family member who is fluent in English if they feel more comfortable doing that. There are also parent volunteers that help with translation during parent-teacher conferences and at other meetings. In summary, we use in-house staff resources, parent volunteers, and the NYCDOE Translation Unit services. All in all, there are many resources to help parents with limited English understand their child's specific learning needs and fully participate as a partner in their child's education.

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>.

Our school has posted signage in multiple languages in the main office and by the security agent's desk to notify parents about the translation and interpretation services we have available. As per chancellor's regulations, within 30 days of school enrollment, a parent's primary language is assessed via interview and recorded on ATS and on the blue emergency cards. The ESL teacher and the parent coordinator work together to ensure that parents are informed about translation services both at PS 188 and online through the Department of Education website where several important documents have already been translated and made available in several languages. For example, the HLIS is available in multiple languages at our school. The Parents' Bill of Rights, notification of special services forms, notification of citywide ELL parent meetings, ELL parent orientation forms and the parent selection survey are also all provided in multiple languages- Spanish, Chinese, Russian, and Korean are the languages we receive requests for translation in at our school. Again, we use in-house school staff, parent volunteers, online resources through the DOE and the DOE Translation and Interpretation Unit's services to provide oral and written translation resources for our parents. Although we do provide all these resources, it should be noted again, that 97% of our parent population is able to read, write, speak, and understand English and have made it known to the school that their personal preference is to have communication with the school in English.