

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

21K288

School Name:

P.S. 288 THE SHIRLEY TANYHILL

Principal:

QADIR BEN DIXON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Shirley Tanyhill School School Number (DBN): 21K288
Grades Served: Pre-Kindergarten – Grade 8
School Address: 2950 West 28th Street
Phone Number: 718-382-2100 Fax: 718-382-2111
School Contact Person: Denise Lambert Email Address: dlamber3@schools.nyc.gov
Principal: Qadir B. Dixon
UFT Chapter Leader: Felicia Turner
Parents' Association President: Barbara Guerville
SLT Chairperson: Denise Lambert
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Brenda Rivera
Student Representative(s):

District Information

District: 21 Superintendent: Isabel DiMola
Superintendent's Office Address: 1401 Emmons Avenue, Room 101, Brooklyn, NY 11235
Superintendent's Email Address: IDiMola@schools.nyc.gov
Phone Number: 718-648-0209 Fax: 718-648-2165

Borough Field Support Center (BFSC)

BFSC: _____ Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 1-718-759-4862 Fax: 718-759-4960

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Qadir B. Dixon	*Principal or Designee	
Felecia Turner	*UFT Chapter Leader or Designee	
Barbara Guerville	*PA/PTA President or Designated Co-President	
Tenakia Edmunds	DC 37 Representative (staff), if applicable	
Chantera Ross	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Teresa Sosa	Member/ Parent	
Moud Obeng-Ayarkwah	Member/ Parent	
John Pendergrass	Member/ Parent	
Eloisa Watson-Byers	Member/ Social Worker	
LaShonda McMillon	Member/ Teacher	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

• PS/IS 288 is a thriving school community located in the Coney Island section of Brooklyn. At 288 our focus and mission is to provide each of our scholars a quality education on a daily basis. We do this through our many collaborations within and outside of our school.

288 and its new leader are taking on a tremendous task to boost achievement at 288. Currently as evidenced by the 2014-2015 NY State exams, 288's grade 3-8 scholars are 9.9% proficient in English Language Arts and 10.3% proficient in Mathematics. Under our current school leader we are focused on raising the bar and have set goals in each grade for the 2015-2016 school. Our goal is to achieve 50% proficiency rate at a minimum in grades 3-8 in both the 2015-2016 NY State English and Mathematics exams. We have also set a goal to see 100% growth in all of our scholars as evidenced by their improvement comparing this upcoming years state results to last years. In order to make this happen our teacher teams in all grades are being provided extensive professional learning on the Common Core Learning Standards and how to use them to plan effective instruction. They are also being provided Unit and Lesson planning support in order to tailor instructions around what scholars need to know and instruction that is differentiated and engaging. As a result of this support we are also looking to find 100% scholar engagement in all of our classes PK through grade 8.

Within our school we have created a school environment in which our faculty members work collaboratively to lesson plan, problem solve and discuss issues and methodologies that will move our school forward. We have been able to boost scholar achievement at 288 through the following strategic partnerships. We have partnered with Renaissance Learning and through our engagement with the Accelerated Reader program; we have witnessed extreme growth in the reading levels of our scholars. All scholars who engaged in Accelerated Reader during the 2014-2015 school year have increased their reading level by at least one or two years. Many even increased their reading levels by 3 years. We had scholars who were in second grade reading on a kindergarten reading level. When 2nd grade ended they tested at a high second grade or third grade reading level as evidenced by their STAR Reading test data.

We have partnered with Imagine Learning as we set a goal to immerse our scholars in reading and foster a love of reading within our scholars. Imagine learning has helped us to push our young emergent readers and also address any foundational gaps within our older scholars who may be reading below reading level. We also partnered with ST Math. ST Math has assisted us in pushing our scholars to think critically, work independently and gain a conceptual understanding of mathematical concepts. We have noticed that our scholars complained less about thinking deeply during mathematics lessons because they were learning to have a productive struggle and figure things out on their own due to their work in ST Math.

Another one of our many partnerships is with Visual Thinking Strategies in which fosters a great deal of critical thinking and pushes scholars to engage in deep discussions centered around what's going on in a given picture. We have noticed extreme improvement in our scholar's critical thinking, oratory and writing skills as a result of their engaging in VTS opportunities. We found that those scholars less verbal in discussions because they struggled with the reading material

were 100% engaged during VTS discussions. Scholars said they were able to share their thinking without worrying about being right or wrong and that made them feel very comfortable participating. Scholars also expressed that they were able to look deeply into the picture and find things, the same as they were being asked to do with their books.

- At PS/IS 288 we do have a large special education population. We have a 12:1:1 class on every grade level. We have found that the basic need of our special education classes is strengthening their comprehension and reasoning skills. As a result, we have planned strategically to make this happen during the 2015-2016 school year. Our goal for each of our special education classes is a minimum of 50% proficient in English Language Arts and Mathematics as evidenced by their NY State Exam results and/or Measures of Student Learning exam results. Teachers will use a combination of direct teaching, strategically planned grouping, teacher and student led discussions about the work and providing scholars access to a long list of books that fall with their Zone of Proximal Development. We are confident with providing such rich opportunities and constantly reviewing and assessing student data for progress that we will meet our goals.

- We have made the most progress this school year in nurturing a “Supportive Environment.” We have created a school that is focused and centered around what is best for children. We know that each of our scholars is unique in their own right and we go above and beyond to unlock and nurture their gifts. We have also made major improvement in the area of “Effective School Leadership.” Our school leaders are heavily focused on leading our school. What is best for children is what drives them. They are heavily focused as well on impacting teacher practice by providing great professional learning sessions for teachers, providing teachers with authentic and actionable feedback following formal and informal observations and modeling their expectations to the entire school community on a daily basis. The hopes of the school leaders are that they will see effective and highly effective practice throughout the school year as a result of the professional learning that teachers will be provided throughout the school year. The school has also strengthened its relationship with its families and the outside communities. Parent participation in school events and parent teacher conferences has improved by about 70%. PS 288’s relationship with community based organizations has improved tremendously as well. 288 now works collaboratively with a number of organizations to help strengthen and beautify the Coney Island community.

- PS 288 has made tremendous strides in the area of providing rigorous instruction under its new school leader and the school is seeking continual growth in this area. Teacher teams are working collaboratively to unit plan, lesson plan, assess scholar data and look at scholar work to continue to improve and tailor Common Core Learning Standards based lessons for our scholars. Our teachers engage in continual professional learning sessions to add to their existing instructional tool kit and improve their practice. Another area that 288 looks for continual growth is the area of trust. Our teacher teams are fairly new and we are working diligently to ensure that all teams and team members have a vision that is aligned, so that we can ensure that each of our scholars are being provided a powerful and rich education. This year each grade team has a grade team leader and the teams meet for a double period weekly to plan collaboratively, discuss scholars and/or engage in specific professional learning to further their practice.

21K288 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	506	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	3	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	86.8%	% Attendance Rate		88.8%
% Free Lunch	86.0%	% Reduced Lunch		N/A
% Limited English Proficient	8.7%	% Students with Disabilities		25.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		48.8%
% Hispanic or Latino	36.6%	% Asian or Native Hawaiian/Pacific Islander		3.5%
% White	10.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.15
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	10.9%	Mathematics Performance at levels 3 & 4		14.9%
Science Performance at levels 3 & 4 (4th Grade)	51.0%	Science Performance at levels 3 & 4 (8th Grade)		21.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- After a careful needs assessment we determined that we have made much growth in the area of providing rigorous instruction, yet still in need of continual growth. At the heart of this continual growth is the alignment of instruction, materials and resources as well as providing teacher teams the opportunity to engage in rigorous planning with ongoing professional learning to support them in their needed areas of growth. In order to ensure that we make continual progress in this area we have selected 5 teachers to become teacher leaders at 288. All 5 range in grade and are being trained bi-weekly by our teacher development coach in the areas of 1E (Planning and Preparation), 3C (Engaging Students in Learning) and 3D (Assessment in Instruction). The teachers trained will also turn-key their learning in a number of meaningful bi-weekly professional learning session for their colleagues and grade team members. We are hoping as result of this opportunity, other professional learning activities, teachers visiting each others classrooms, etc. to see at least a 75% improvement in lessons planned that cognitively challenge and require scholars to think deeply.
- In the past teachers were not on the same page and every teacher in each grade did what they thought was best for their particular class. As a result scholar achievement across the board was not consistent as evidenced by scholars NY State English and Mathematics exams the past 3 years in which results never exceeded 10% proficient. After careful review and feedback from our Quality Review we have put a strong emphasis on teacher development and teacher team development. As a result we expect to see more collaboration in regard to the planning of lessons and learning activities. We expect to see more alignment of instructional delivery and pacing on each grade. We plan to see items learned in professional learning sessions being applied within the classroom. We plan to see 100% of our scholars fully engaged in well thought out lessons that have multiple entry points and multiple layers of differentiation.
- Additionally, we have taken a hard and long look at scholar achievement data and began to make sense of what it means for our school and what areas of instruction we must focus on in the 2015-2016 school year. Our state test scores as discussed earlier in this document show that our scholars are 9.4% proficient in English Language Arts and 10.3% proficient in Math. Additionally, when test using the STARS Reading Assessment 85% of our scholars data suggested that they read far below their grade reading level. We have found at a basic level we must continue to focus on scholar comprehension and writing. As a result we have spent over \$200,000 in books to ensure that our scholars have access to books to read on grade level and within their Zones of Proximal Development (ZPD). As scholars read books our expectation is that they will continue to raise their reading levels while we foster a love for reading within them. Scholar reading progress will be monitored as scholars take their Accelerated Reader comprehension 5-10 question quiz on the book that they read. Both teacher and scholar will also set reading goals, which are monitored daily and reviewed monthly. Our goal for this school year is to have each school improve by at least two grade levels as evidence by improvement noted in our post STARS Reading Assessment in June 2016. As for writing we will use the Four Square writing method to assist our scholars with better organizing their ideas. Our goal will be to have scholars able to produce full reports of information that have a topic sentence and supporting details in all classes. We have set a goal to have 85% of our scholars at a minimum producing quality writing pieces on grade level as evidence by their use of the Four Square Writing method.

At an even deeper level we have to begin to delve into and deepen our understanding of text complexity, critical thinking, conceptual learning, planning opportunities for scholars to take ownership of their learning via project-based learning and discussions and ensuring that our scholars support all of their claims with evidence from the text. As a result of this week we expect to see 95% of our scholars engaged in discussion in which they are using evidence from their close reads to support all arguments and claims.

- Our scholars have shown a great deal of growth within their reading levels, writing ability, ability to think critically, ability to work cooperatively, their ability to problem solve, think conceptually and engaged in evidenced based discussions. With that being said, we must still work diligently to improve the delivery of instruction as the quality is inconsistent in our classrooms. We have classrooms that are thriving and we have classrooms that are emerging. We are working toward having all of our classrooms become places in which scholars are actively engaged in ambitious intellectual activity and developing critical thinking skills. We are doing this by providing our teachers with ongoing professional development in many areas to continue to improve their practice. By June, 2016 our expectation as a school is that 100% of our classrooms will be fueled by collaboratively planned lessons, 100% scholar engagement and evidenced based discussions centered around a number of informational texts, videos and other related research.
- The strength of our school is the dynamic school culture that we have created. Our scholars feel safe and loved in our school. Our faculty members have also adopted a mindset that suggests that our scholars are capable of greatness and you see that in our emerging classrooms. The expectation has become greater and we are providing a myriad of learning opportunities for our teachers , so that they continue to grow. By June, 2016 we expect each of classroom to be robust with quality instruction and scholars and teachers who feel respected and love being in the same room with one another working towards a common cause.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 teachers will have engaged in ongoing professional learning sessions each Monday and provided common planning time weekly to create unit and lesson plans that ensure each scholar is actively engaged in intellectual activities specifically tailored for them that develop their critical thinking skills in all content areas as evidenced by all scholars being fully engaged in common core aligned lessons in 100% of our classrooms.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • PS/IS 288 will engage in a number of activities and strategies to achieve this goal. We will provide our teachers with ongoing professional learning sessions centered on strategies to foster scholar critical thinking. As a result we expect to see 100% of our scholars engaged in learning activities that are cognitively engaging and push them to think critically daily. • Teachers will be provide professional learning on ways to engage scholars in a number of activities that foster critical thinking including Close Reading, Evidence-Based Discussions , Socratic Seminar, Philosophical chairs and three Instructional domains (Discussion and Questioning Techniques, Engaging Students in Learning and Assessment in Instruction). As a result it is our expectation that there will be a major shift from teacher dominated lessons to 95% scholar centered lessons in which scholars have the opportunity to grapple with and make sense of their learning without the teacher intervening and taking away from scholars opportunity to learn without constant interjection by the teacher. Within the 95% of lessons that are totally scholar-centered, scholars should be engaged in opportunities to think deeply about a given text, use their learning in evidenced based discussions and have frequent opportunities to self-assess themselves. • A core team of teachers will function as our teacher development coaches and attend monthly evening professional learning sessions with school leaders provided by New York City Division of Teaching and Learning officials. This work will center on strengthening teacher teams, which will positively impact our collaborative unit and lesson planning work. As a result of this training teacher leaders will be trained and empowered to lead their grade and instructional teams, which will create an environment in which teachers are leading and learning from one another, which will result in greater learning without it coming solely from school leaders. 	<p>Teachers</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>

<p>• To address the needs of our scholars with disabilities, English Learners and other high-need school subgroups, we will continue to analyze their achievement and behavioral data so that we may tailor our instruction and approaches to ensure that they are successful both inside and outside of our classroom. Our overall achievement goal is 50% proficient as evidenced by 2015-2016 New York State English & Math exams and/or English & Math Method of Student Learning exams. We also want to see two years growth in reading level at a minimum as evidenced by the Post STARS Reading Assessment that will be taken in June, 2016. Scholars will have access to many high interest books and genres on their reading level and that fit into their Zone of Proximal Development.</p> <p>Faculty members will be provided professional learning that assists them in better understanding the needs of our scholars in each population and we will work collaboratively to ensure that each of our programs and classroom instruction in all classrooms are differentiated and tiered, so that the needs of our scholars are addressed. Special education teachers will participate in every other week in professional learning in which they will be provided further training and support in creating quality Individual Education Plans, how to use the SESIS system and review scholar data to create tailored and very engaging units of study and lesson plans. Teacher assistants will engage in bi-weekly professional learning centered around the same, but those workshops will be specific to how teacher assistants and how they can lead and support the work in the classrooms.</p> <p>• We will engage our families and strengthen their understanding of Rigorous Instruction and the Common Core in order to support their children at home by engaging them in the following:</p> <ul style="list-style-type: none"> o Parent Workshop to introduce new units of study in all content areas with an emphasis on standards being addressed and outcomes of the unit. o Workshops in which parents are exposed to the different methodologies that will be used in the classroom. Ex. Socratic Seminar, Close Reading, New Algorithms in mathematics. o Workshops discussing ways in which parents can best support their children and assist them with homework. o Teacher created videos in which parents can refer to when working with their children or in need of an update on what is happening for a given unit of study. 	<p>Teachers and Scholars</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>
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o Ongoing communication between school and teacher via our online grading and communication center, Jupiter Grades.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

In order to accomplish this ambitious goal we will update all of our curriculum related materials, ensure that every scholar has all of the resources he/she needs in order to be successful and budget money for substitute teachers, so that our teachers may have time monthly or bi-monthly to sit for extended periods of time to plan, analyze scholar data for trends and prepare to engage our parents and outside school community. We will also budget money in order to hire outside professional learning sources to support our growth and deepen our understanding of text complexity, engaging scholars in evidenced-based writing and discussions as well as unit and lesson planning focused on engaging scholars in learning.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2016, 100% of our scholars will be actively engaged in ambitious intellectual and critical thinking activities as evidenced by informal observation reports, scholar work produced and teachers’ creation of developmentally appropriate lesson plans that hook, excite and push scholars to think deeply about what they are learning.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- We have worked extremely hard to create a supportive environment at PS/IS 288. Our school has grown into a place where our scholars feel safe to take intellectual risks during a lesson free from fear of ridicule. Our teachers have begun to take a child developmental approach to engaging our scholars and it has benefited our school tremendously. We have created a systematic response, so that we are able to address and support a scholar who is exhibiting undesirable behaviors. We have also created a system in which we celebrated and reward scholars who are doing the right thing. Our focus is to catch our scholars doing something great and it is paying huge dividends to focus on and emphasize the positive whether than reacting solely to the things that we don’t want to see happening in the school.
- With this being said, our entire faculty still needs support in the area of managing scholar behavior and creating an environment of respect and rapport. We need to continue to fine tune our approach and response to dealing with different types of situations and scenarios. Additionally, ongoing professional learning is needed in regard to child and adolescent development. We have found that in some cases our expectations can be unrealistic considering the age of a given scholar and we have to keep our focus centered on children and their developmental/social-emotional needs as well as their academic needs.
- As a school we found that if we addressed the five following areas, our scholars would be set up to experience success. We put much emphasis on ensuring that our scholars arrived to school on time, so that they no longer were missing the first half-hour of instruction. We put an emphasis on our scholars wearing our school uniform to instill a sense of school pride and not to isolate a scholar who could not afford the latest and most trendy clothing items. We put an emphasis on scholars completing their class work, scholars completing their homework and we recognized our scholars for great behavior throughout the school day. We bundled all five expectations into a 5-point system in which our scholars are able to earn a point for accomplishing each, which is linked to them earning enough points to spend time with our faculty members, whether it’s for lunch, a basketball game, school party, evening out on Broadway, etc. This system has helped to motivate 90% of our school and has changed our environment. Additionally it helps our faculty and our scholars to pinpoint the areas in which they did not earn points, which then become the areas in which our faculty and scholars can create a plan to ensure that the scholar earns the points needed in the area of need.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016, 95% of our scholars will have earned 95% of their total points for the school year in all five categories (arrival to school on-time, completing all class work, completing all homework, exhibiting excellent behavior and coming to school in uniform) evidenced by a major decrease in dean referrals and 50% less reports in Online Occurance Reporting System (OORS), 95% of our scholars arriving to school on time, 95% of our scholars at a minimum attending school daily, 95% of our scholars self-monitoring themselves and remaining engaged and

completing class work, 95% of our scholars wearing uniform daily and 95% of all homework being completed on a daily basis in all grades.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Through emphasizing and fine tuning our five point system we will address and identify many needs. We will address these needs by providing our faculty with professional learning that addresses managing scholar behavior, creating an environment of respect and rapport and child/adolescent development as we work toward ensuring that all of our classrooms as well as our entire school thrives on a daily basis.</p>	<p>All 288 Faculty Members</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>
<p>Our 5-Point Reward System as well as the ongoing professional learning mentioned will assist in our creation of a thriving school environment for our high needs scholars including our students with disabilities, ELL scholars and scholars from all other sub-categories who need additional support. The 5-Point system is already working and scholars in each category have shown tremendous improvement in each category and an understanding of where they need to improve as evidenced by their speaking about the points they have or have not earned and why.</p>	<p>All 288 Faculty Members</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>
<ul style="list-style-type: none"> • We will engage and support our families in this area by providing the following: <ul style="list-style-type: none"> ○ Ongoing workshops discussing our 5-Point Reward System and providing them spreadsheets and bar graphs showing the points their child has or has not earned during a given cycle. ○ Ongoing child development workshops, so that parents are aware of what their children need at a given developmental period presented and turn-keyed by school leaders and faculty. 	<p>All 288 Families</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Our PBIS team members will be at the forefront of this movement. Our PBIS team consists of our school leader, school psychologist, parent coordinator, speech therapist, 3 special education teachers and 3 general education teachers. Because most of the training is offered for free by the city, we will need to budget money for substitute teachers to cover classes, so that they team may go out and receive the different professional learning opportunities that they will then return to school and turn-key. Additionally, time will need to be made for team members to engage in analysis of school-wide point data, so additional per-session will need to be allocated, so that this activity can take place bi-weekly or monthly on a given afternoon following the school day.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February, 2016 75% of our scholars will have earned 85% of their total point earnings as evidenced by completed point spreadsheets, which will directly impact our continued growth and nurturance of a positive school environment that is focused and centered on the age-appropriate developmental needs of our scholars.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- At PS/IS 288 we have shifted the mindset regarding teacher collaboration. Teachers have been provided the opportunity to engage in a number of activities to improve their practice including Professional Learning centered on Questioning and Discussion Techniques, Engaging Students in Learning and Assessment in Instruction. Teachers have also had the opportunity to engage in looking at scholar work sessions, child-study sessions and looking at scholar-data sessions. Teachers have also been allotted much time for collaborative lesson planning as we work toward ensuring that each of our classrooms is a place where learning comes alive.
- As we move forward and continue to grow in this area, we are looking to further build teacher capacity. We have identified five teachers who will function as teacher leaders during the 2015-2016 school year and they will receive monthly professional learning to enhance their ability to lead teacher teams. Additionally, our early childhood teachers have engaged in a series of professional learning opportunities in which they will now turn-key next year to our faculty as they lead small professional learning sessions centered on Questioning and Discussion Techniques, Engaging Scholars in Learning and Assessment in Instruction. We are focused on improving our school from within and building capacity within our school. As a result particular members of our faculty including our five selected teacher development coaches will focus on and become the experts of a given area that will assist in moving our school forward and they will function as the go to people when a faculty member has a question or needs further development or ideas in a particular area of professional interest.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all faculty members will have participated in meaningful and rigorous professional learning sessions that address components 1E (Planning and Preparation) and 3C (Engaging Students in Learning) as evidenced by our Monday professional learning sessions facilitated by school leaders, teacher development coach and teacher leaders.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • We have engaged in an overall analysis of advance data to identify areas of need and teachers who are consistently effective and highly effective in a given domain. We then used this information to plan our professional learning sessions and who may be able to open up their classrooms as examples as we explore domains 1E and 3C. • Our five identified teacher-leaders and school leaders will be provided monthly professional learning sessions to strengthen the planning and preparation for teacher and school leader lead professional learning sessions and team meetings. • Teachers will be provided content specific professional learning both in-house and outside of school to strengthen their professional practice in the areas of domains 1E and 3C. 	<p>All 288 Faculty Members</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>
<p>Professional learning sessions and collaborative planning will take place monthly to ensure that our faculty continues to fine-tune their skills to address the needs of our scholars with special needs, ELL Scholars and all other sub-groups. Additionally, we are working on aligning our toolkit, so that a scholar who is pulled out of class is being provided targeted instruction that still mirrors what is happening in the current classroom, so that when he/she returns, he/she can continue the work and not have any idea of what is happening in class. We have identified this by exploring the toolkit box of our ELA curriculum (Journey's) and in the process of creating a system for this to happen in other content areas.</p>	<p>All 288 Faculty Members</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>
<ul style="list-style-type: none"> • We plan to promote teacher-parent collaborations to improve student achievement by inviting our parents/guardians in to expose them to the elements of all new units of study before implemented. • We also plan to invite parents to publishing parties in all content areas to showcase student outcomes and work after completing a given unit of study. 	<p>288 Faculty Members, 288 Parent & Guardians</p>	<p>Sept 2015- June 2016</p>	<p>School Leaders, Teacher Development Coaches, Outside Professional Development Service Providers</p>

<ul style="list-style-type: none"> ● Parents will remain abreast of their child’s progress via our online grading system, Jupiter Grades, in which all parents will be provided workshops on how to effectively navigate Jupiter Grades and communicate with their child’s teacher via Jupiter Grades. ● Parents will remain abreast of all else to do with 288 via our four Parent-Teacher Conferences and ongoing conversations throughout the school year at our many workshops that will expose parents to each unit of study, their child’s 5-Point Reward system data, etc. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February, 2016 each of our teachers will have engage in at least three professional learning sessions that will impact their delivery of quality instruction as evidenced by their formal and informal observation reports in Advance.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- The team of professionals leading PS/IS 288 (Principal and Assistant Principals) is focused on the process and product of the process that engages overall teacher growth and scholar achievement outcomes. School leaders are constantly working to fine tune their skills as instructional leaders and overall leaders to ensure that they can be the best support to their teachers and entire faculty. School leaders have provided teachers targeted and actionable feedback as evidenced by informal and formal observation reports in Advance. Additionally, school leaders have participated in and lead professional learning sessions for given cohorts of teachers and faculty members of 288.
 - During the 2015-2016 school year and beyond 288’s team of school leaders are focused on growing professional in the areas of instructional leadership and analysis of school-wide data to lead the charge of the continual growth of PS/IS 288. 288 school leaders will engage in professional learning experiences that allow them to grow with one another and other colleagues. 288 school leaders will visit other schools to view best practices that can then be replicated at 288. 288 school leaders will engage in ongoing professional learning that strengthens and deepens their work with teacher teams and the type of feedback they provide all faculty members they lead and support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all 288 school leaders will have engaged in meaningful monthly cabinet meetings in which they take a focused look at detailed student data in order to determine if all of the professional learning and collaborative planning is resulting in positive student outcomes in the classroom as evidenced by formative and summative student results. Following cabinet meetings, each school leader will facilitate a protocol and have each teacher team take a deep look at their monthly student data, what it suggests and what next steps if any must be taken to keep us moving in the direction of meeting or superseding our proficiency and improvement goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • 288 school leaders will engage in a book study using the book "Data Driven Instruction" to guide their monthly data meetings in which they take a deep look at student outcomes in a given unit of study. Following their meetings, they will facilitate data driven meetings with the grade teams/academies they supervise. As a result of these meetings both school leaders and teachers will have a clear idea on what is working and what must happen next to continue to improve student outcomes and meet our June, 2016 achievement goals. 	<p>School Leaders</p>	<p>Sept 2015- June 2016</p>	<p>District School Leader Meetings, In house professional learning lead by the Principal, Professional Learning Sessions Lead by the DOE, Outside professional learning vendors.</p>
<ul style="list-style-type: none"> • To address the needs of Students with Disabilities, ELLs and other subgroups, school leaders will engage in ongoing specific data analysis as they look at trends and prepare professional learning sessions to assist teachers and other faculty members to address the identified needs. Teacher leaders will also be a major part of this conversation, so that they may play a major role in moving this initiative forward. 	<p>School Leaders</p>	<p>Sept 2015- June 2016</p>	<p>District School Leader Meetings, In house professional learning lead by the Principal, Professional Learning Sessions Lead by the DOE, Outside professional learning vendors.</p>
<ul style="list-style-type: none"> • School leaders will promote parent leadership through their engagement with the parents on our School Leadership Team as well as the many workshops that they will provide parents with the teacher-leaders and parent coordinator. Parents will be invited in monthly to see their child's work and review student-data with the child and teacher to discuss areas of celebration and areas of concern. • Parents will also be provided a strong voice as they will have the opportunity to sit with school leaders and other faculty members to discuss and analyze their child's current academic and 5-Point Reward system data. 	<p>288 Parents and Guardians</p>	<p>Sept 2015- June 2016</p>	<p>288 School Leaders, Teacher-Leaders, Teachers, Parent Coordinator, Parent Leaders</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will use a number of resources to fund this goal. School leaders will be sent to outside professional development where necessary and much of the opportunities will come from with the district and school, which doesn't cost anything.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February, 2016 all school leaders will have engaged in professional learning sessions that impact their ability to engage and lead teacher teams, analyze school-wide data, provide ongoing and actionable feedback to teachers and faculty and assist in the development of professional learning sessions they will plan and implement throughout the school year.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- 288 has already fostered positive working relationships with its families and the existing community. As a result our attendance has improved, lateness has declined by 70% and disruptive behaviors inside and outside of the classroom has decreased by 50%. Because of our new child-centered approach to leading our school, our children and their families have been very happy. Parent attendance at school related functions has increased tremendously and we had a packed house at our last parent-teacher conference of the year with each of the four conferences for the 2014-2015 school year attracting more parents.
- As we continue to foster positive and meaningful relationships with our families, we now have to shift our focus to our School Leadership Team. We want our parent representatives on our SLT and PTA to be the voice of representation of our parents. This will begin with regularly scheduled SLT and PTA meetings in which our parents will have the opportunity to assist our school in growing, learn of all that is happening at 288 (within and outside of the classroom) and have the opportunity to speak on behalf of all our parents.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2016 288’s School Leadership Team and Parent-Teacher Association with the support of school leaders, our teacher leaders and parent coordinator will have met regularly with parents of all scholars who are over aged, fall into the lowest third and/or have an IEP to help them better understand their child's current academic standings and learn what they may do to support their child's overall academic and social growth as evidenced by meeting agendas, materials, parent feedback and notes.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • We will schedule and get all meeting dates for School Leadership Team and Parent Teacher Association approved earlier by all constituents, so that no one is unaware of a meeting and all parties can plan accordingly to be in attendance at meetings. <p>Parent Teacher Association and School Leadership Team will work closely with School Leaders, Teacher Leaders and Parent Coordinator to form a circle of support for parents of over- aged scholars, scholars who fall in the lowest third and scholars who have an Individualized Educational Plan.</p>	<p>All members of SLT and PTA</p>	<p>September 2015-June 2016</p>	<p>SLT Chairperson, School Leader, PTA President & UFT Representative</p>
<p>The SLT members will work collaboratively to discuss school-wide data as well as data specific to our students with disabilities, ELLs and all other possible high-needs populations. The team will then turn-key information to parents and other school community stakeholders in which this information will inform and/or impact.</p>	<p>All members of SLT and Parents</p>	<p>September 2015-June 2016</p>	<p>SLT Members</p>
<ul style="list-style-type: none"> • To increase stronger family and community ties 288’s School Leadership Team members, PTA members and other school stakeholders will ensure that all parents continue to have a voice, all parents are abreast of all that is happening at 288 through effective communication, that those parents who do not have access to technology at home will have the opportunity to visit 288 at least twice per month to engage with our teachers online via Jupiter Grades and Google Classrooms. • 288 will continue to nurture it’s already established partnerships within the community which provide our scholars access to beautifying the community they live in and exploring the educational opportunities that the natural resources with 	<p>SLT, PTA and other School Stakeholders</p>	<p>September 2015-June 2016</p>	<p>SLT members, PTA members, Other school stakeholders.</p>

the community offer? We are currently in the process of partnering with the local YMCA, Luna Park (for STEM projects) and a local elderly home for Community Service.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
The major resource to be used to make this goal a reality is time. We will need to be strategic in our communication and time scheduling to ensure that we create schedules that everyone can agree with. We will use some budgetary monies to provide our parents with professional learning sessions related to effective ways of parenting and the overall development of the parents on our SLT and PTA, so that they feel comfortable leading workshops and sessions with parents.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
By February 2015, we will have conducted at a minimum four SLT and PTA meetings as evidenced by agenda, sign in sheets and meeting notes.									
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.									

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Scholar approaching or below proficiency in core subject areas and the English language.	Imagine Learning Accelerated Reader ST Math ESL Instruction After School ESL and Academic Enrichment Classes	Small group 1-to 1 Peer-to-Peer tutoring	Services provided both during and after the school day as well as on Saturdays.
Mathematics	Scholar approaching or below proficiency.	Small group mathematics instruction ST Math Reteaching of concepts After-School Enrichment Holiday School	Small group 1-to 1 Peer-to-Peer tutoring	Services provided both during and after the school day as well as on Saturdays.
Science	Scholar approaching or below proficiency.	Small group Science instruction Reteaching of concepts After-School Enrichment Small group labs	Small group 1-to 1 Peer-to-Peer tutoring	Services provided both during and after the school day as well as on Saturdays.
Social Studies	Scholar approaching or below proficiency.	Small group Social Studies instruction Reteaching of concepts	Small group 1-to 1 Peer-to-Peer tutoring	Services provided both during and after the school day as well as on Saturdays.

		After-School Enrichment		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Scholars exhibiting disruptive behaviors, making poor choices and struggling academically and socially.</p> <p>Scholars not earning points in a given area/s when reviewing our 5-Point Reward System Data</p>	<p>1-to 1 and small group counseling.</p> <p>Parent meetings</p> <p>Mentoring sessions</p> <p>Youth Development sessions</p>	<p>Small group</p> <p>1-to 1</p>	<p>Services provided both during and after the school day as well as on Saturdays.</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • We will send our teachers to quality professional learning sessions discussing relevant concepts and strategies in their content areas. • We will provide our teachers with opportunities to engage in looking at scholar work sessions through the use of a variety of protocols. • We will provide ongoing in house professional learning opportunities to all our teachers focused on the Framework for Teaching, City-Wide Instructional Expectations, Nine High Yield Instructional Strategies and Common Core Learning Standards. • We will showcase teachers' best practices in a variety of ways. • We will provide teachers with opportunities to collaborate within and outside of our school with other educators to discuss and enhance their professional practice. • We will provide teachers with the best technology to record review and reflect on their professional practice individually or with a team. • In all cases, we will work as hard as possible to reduce class size and/or push teachers into classrooms to double the impact of learning opportunities provided to our students and double teacher effectiveness. • We will provide teachers with an array of online professional development options so that they may study on their own as well as with colleagues. • We will provide teachers with opportunities to collaborate and reflect on teaching practices together using our online environment 24 hours per day. <ul style="list-style-type: none"> • We will ensure that each of our teachers at PS/IS 288 are fully licensed to teach the subject area they assigned to teach.

2b. High Quality and Ongoing Professional Development

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

288 Faculty members engage in high level professional learning sessions around Methods of Teacher Practice using the Danielson Framework for Teaching as a guide. Teachers reflect on their personal practice, visit classrooms to provide colleagues with feedback using framework for teaching rubric and are provided targeted professional learning based off of all prior information and informal/formal observations findings conducted by school leaders. The school community will begin to engage in Lesson Study opportunities that will allow teachers to deepen their understanding of Common Core Learning Standards and work collaboratively during targeted professional learning sessions to fine-tune their skills and delivery of quality instruction. We also plan to engage our faculty in intensive professional learning during the 2015-2016 school year that heavily focuses on our needs including deepening our understanding of Text-Complexity, which will shift the way all faculty members will approach matching scholars with and engaging scholars in appropriate texts.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

We assist preschool children from our early childhood programs into our elementary academy in a number of ways. We engage our preschool and elementary teachers in joint professional learning sessions, so that they may share their expectations with one another. We ensure that our elementary teachers have the opportunity to bring their classes down to meet and mentor our early childhood classes. We have had scholars join our early childhood classes to read to them and express their love for reading with them. We also, provide our early childhood parents with the opportunity to meet their child's elementary level teacher early, so that they may establish an early working relationships.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers at 288 are very much engaged in the decision making processes around assessments. Teachers voted on the best methods of assessment at the beginning of year after being provided a thorough explanation of MOSL. Teachers discussed their rationale for assessment decisions as departments and then presented final decisions to the MOSL team, who presented selections to the school leaders. After implementation of MOSL exams, teachers scored exams and immediately analyzed student data to inform their next instructional steps.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	413,555.00	x	
Title II, Part A	Federal	139,531.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,949,438.00	x	

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS/IS 288 (The Shirley Tanyhill 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS/IS 288 will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

PS/IS 288 (The Shirley Tanyhill 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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 do my best to learn.

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Shirley Tanyhill School</u>	DBN: <u>21k288</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>23</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/IS 288 will provide a targeted after-school program for ELLs in grades K-1 in ELA with ESL support. This program will begin on November 17, 2014 and will end on May 27, 2015 and will operate every Wednesday and Thursday from 2:30 p.m. - 4:00 p.m. An on-site supervisor will not be required for this program because there will be other programs running in the building during the ESL after school program with a supervisor present.

Due to the large number of ELLs in kindergarten and Grade 1, who are newcomers needing additional language support in order to achieve, an after school program was designed to address their needs. The NUSITELL results for kindergarten indicate 1 Beginner; 4 Intermediate; and 4 Advanced students. The NYSESLAT results for Grade 1 indicate 1 Beginner; 10 Intermediate; and 2 Advanced students. There is also a newcomer in 2nd grade in the Beginner group.

A Saturday parent component will be added to extend the week-day after school program. Parents will attend with their children who are already attending the after school program. Visual art will be incorporated into the program through ELA activities including read alouds, responses to literature and other arts activities. The Saturday parent component will begin on January 10, 2015 and end on May 9, 2015.

The after-school co-team will focus on teaching and reinforcing key elements in ELA, including phonics and comprehension skills with the help of the ESL teacher. The program is being developed by an early childhood special education teacher (Ms. Petrosino) and our ESL teacher (Ms. Famina) who incorporate various components of teaching ELA through the prism of ESL. Our ESL teacher provides a meaningful language input through a variety of ESL instruction using TPR, visuals (diagrams, charts, pictures), realia, hands-on activities, and NLA support. Very often ELLs are grouped heterogeneously and, thus, have opportunities to work with their peers serving in the role of peer tutors.

The software program, Smarty Ants, will be purchased with Title III funds, and includes access to free iPad app/login and home license for the student. The program also includes free access to the website with a series of training modules, interactive resources, guided practice worksheets, traditional reproducibles, whole and small group instructional strategies for two teachers.

ESL and the ELA teacher will work effectively with a group of twenty-three English Language Learners to enhance their literacy skills and improve their academic performance and assessment scores. Both teachers will work together to co-plan and design instruction in ESL and ELA. Co-planning plays a very important role as there are two teachers teaching at the same time. The teachers employ two models of teaching: parallel teaching and co-teaching. During parallel teaching, a group of kids are divided into two smaller groups to receive instruction in ELA. One group is taught by an ELA teacher who delivers co-planned instructions to the students for half of each after-school session. At the same time, the other group is working independently with the SmartyAnts software facilitated by the ESL teacher for the other half of an after-school session. Teachers then switch both groups of students for the remaining half of the session.

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Our ESL teacher participated in professional development workshops provided by the DOE last year and one this school year in order to successfully design, co-plan and co-teach with other teachers. One of these sessions was the Network 211 ELL PD on October 17, 2014. During this professional development she was taught how to gather, organize, analyze and use ELL-related data in order to accelerate achievement for ELLs on NYSESLAT and NYS ELA Exam.

Our ESL teacher is planning to attend Brain Research: Keeping ELLs in Mind professional development series on November 24, December 11, 2014, and January 23, and June 8, 2015. She will study more efficient ESL practices and strategies in order to deliver curriculum content in such a way that it will be effective for students struggling to learn a new language and will have a deeper understanding of the cognitive, cultural, and emotional aspects of learning.

Our ESL teacher will also be a part of Collaborative Strategic Reading (CSR): Research Based Approach to Reading Comprehension on November 13, 2014. This professional development is dedicated to reading comprehension and building efficient classroom structures that foster collaboration, so that students would derive deeper understanding of the text. She will learn about cooperative learning, explicit reading comprehension strategy instruction, and the CSR approach that gives teachers a way to increase students' comprehension through a concrete four-step method.

Our ESL teacher will then provide a turn-key on-site professional development to the other teachers on November 28, 2014 and during monthly staff faculty meetings.

Part D: Parental Engagement Activities

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

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

Begin description here: Parental involvement is very important at PS/IS 288. We have planned five parent meetings on January 7, February 11, March 11, April 8, and May 6, 2015. These one-hour meetings have and will take place in the school. The topics that have and will be addressed during these meetings include: Goals and Highlights of an ESL After-School program (Lambert, Famina, Petrosino); Meeting Needs of English Language Learners at Home and in School (Famina); Stages of Language Acquisition: BICS and CALP (Famina); State Testing (the school's expectations and parents' expectations) (Famina); Different Ways of Achieving the Same Goal (Famina, Petrosino). During each of the meetings the providers have also been discussing with parents, main issues and/or topics of interest to them as well as challenges and problems they face. Interpreters of Spanish and Arabic languages have and will be available on-site during each meeting.

As stated above, a Saturday Parent component will be added to extend the week-day after school program.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 288
School Name The Shirley Tanyhill School		

B. Language Allocation Policy Team Composition

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

Principal Qadir Dixon	Assistant Principal C. Denise Lambert
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Hanna Famina	School Counselor Serrene Turpin
Teacher/Subject Area Rita Bank/Science	Parent Gloria Martinez
Teacher/Subject Area Michael Gentils/Math	Parent Coordinator LaToya Nunn
Related-Service Provider Tamika Francois	Borough Field Support Center Staff Member Laura Keiser
Superintendent Isabel Dimola	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	605	Total number of ELLs	42	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	37	ELL Students with Disabilities	6
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	5	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	37	0	4	5	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

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

**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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1			1	2	1	1	1					0
Emerging (Low Intermediate)		2	1		1	1								0
Transitioning (High Intermediate)	1	4	2						1					0
Expanding (Advanced)	3	5	6	3	1		2	1						0
Commanding (Proficient)		1		1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1				2				0
4									0
5	3								0
6	1				1				0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The ESL program administrator periodically evaluates the ESL program using a database (NYSITELL, NYSESLAT, Math, ELA, and Science scores; Jupiter Grades data; STARS Classroom data, report card grades; "Go Math" and "Journeys" series preassessment and chapter assessments tests scores (Grades K-5), balanced literacy and readers and writers workshops data (Grades 6-8), and language proficiency levels) to determine if students are making progress and improving their English language skills as well as meeting or approaching academic standards. This data helps to see if our school's instructional plan is in effect or if it should include any corrections in it. For instance, 2015 Math and ELA State test scores data showed that most ELLs (five ELLs in ELA and five ELLs in Math) in grades 3-8 didn't reach the proficiency standards. Administration then added extra assistance in ELA and Math to all ELLs in grades 3-8 through after-school tutoring instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As seen in the tables above, the data patterns across proficiency levels on NYSESLAT and NYSITELL reveal that 25 ESL students in grades K-8 tested at the Expanding level. It also shows that two ESL students in grades 1 and 3 attained English Language Proficiency and tested out during the administration of the 2015 NYSESLAT. Recent NYSITELL data indicates that 5 out of 19 students (in grades K and 8) that were tested this year: one student scored at an Emerging level, one student scored at a Transitioning level, three students scored at an Expanding level, and fourteen students were identified as English proficient (Commanding level).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 After having analyzed the 2014 NYSESLAT and 2015 NYSESLAT modalities score data, it was noticed that Reading and Writing modalities became the weakest areas for our ESL students for the last two school years. As a result, it has affected instructional decisions and made all teachers working with ELLs modify their instruction in order to target these weak areas. It was decided to leave the instructional ESL plan the same for all ESL groups and subgroups, except devoting about 30%-40% of the instructional time to improve ELLs' most needed skills. All teachers working with ELLs will use mini-lessons and teach writing, grammar, and reading strategies and constantly monitor students' comprehension and progress.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Another important fact drawn from the NYSESLAT data analysis is that the number of ESL students in grades K-8 who became proficient on the 2014 and 2015 NYSESLAT decreased in comparison with 2013-2014 school years, however 25 ELLs moved to an Expanding level from Transitioning and even Emerging levels. The data shows that only two students in grades K-8 became proficient last school year. None of ESL students in grades K, 2, 4-8 was able to test out on NYSESLAT 2015. Thus, this group automatically became our target group.

Six ELLs took the State ELA exam in grades 3-8.

Also, eight ELLs in grades 3-8 took the New York State Mathematics test. The LAP team found that the ESL students did not perform on the State and City tests as well as their mainstream counterparts. Only three students scored at level 3 in Math and one student scored at Level 3 in ELA.

The team will address this problem by utilizing the following methods and strategies:

- Implementation of targeted intervention programs for ELLs in grades 3-8 in ELA and Math.
- Providing more ENL professional development and support in the area of Second Language Acquisition for regular education teachers, cluster teachers and coaches.
- Focusing on teaching and reinforcing test skills and test-taking strategies.

All instructions are modified by teachers through formal and informal observations, analysis of assessments, students' progress, and the ELL Periodic Assessments. The ELL Periodic Assessments provide our ENL, classroom, and cluster teachers with detailed information about their students' progress, strengths and weaknesses and their English language development. They also help educators to plan their teaching instructions and focus on students' most needed areas.

Our school leadership team meets with teachers of ELLs on a regular basis to monitor student learning and address their needs as well. They evaluate the results of ELL periodic assessments, identify students' strengths and weaknesses in English language development and plan individual and group instruction.

The main criteria to evaluate our ENL program include the following:

- Observations of ENL classes and cluster classes providing ESL support and their analysis
- Effectiveness of ENL program (achievement of short-term and long-term goals)
- NYSESLAT and other Standardized tests (ELA, Math, Science) scores
- ECLAS-2, EPAL, DRA scores, and Jupiter grades
- ESL students' progress measured through the results of ELL periodic assessments, analysis of the students' ENL and class work portfolios.

Native Language support is delivered in our Freestanding ENL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our pedagogues constantly provide early intervention services to struggling English Language Learners in grades K-5 within the Response to Intervention (RtI) framework. Our main goal is to support our ELLs through intervention as early as possible so that most students can acquire adequate literacy skills. Our Tier 1 students get identified through HLIS, NYSITELL, NYSESLAT, State tests, Periodic assessments, and chapter assessment test scores. Tier 2 ELLs are provided with support through small-group instructions (3-6 students) in their classrooms, other subjects (e.g. Science), pull-out ENL sessions, and morning tutoring. Instructions for Tier 2 students are focused on the following language development: phonological awareness, alphabetic knowledge, fluency, conversational and academic vocabulary, and comprehension. ELLs' progress is monitored regularly in order to see if students benefit from the intervention, make academic progress and meet goals. ELLs are assessed through "Journeys" series preassessment and chapter assessments (K-5), balanced literacy and readers and writers workshops data (6-8), monthly running records, and NYSESLAT. Progress monitoring data is used to make educational decisions about changes in goals, instruction, setting, and services.

In the process of progress monitoring, some Tier 3 English Language Learners are found to reflect a learning disability. Therefore, they are referred to Special Education classes and are provided with extra support. If limited English proficiency is in place, then the school staff develop a new intervention plan based for a student based on his/her needs.

All Tier 3 students are offered an ENL After-School program.

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

Instructional decisions in our school reflect specific strategies designed to meet the needs of ELLs.

Classroom and cluster teachers differentiate and modify their instructions for ELLs based on Second Language Acquisition process,

identifying the student's SLA stage and other factors. Teachers use running records, tests scores, classroom portfolios, ELA tests and NYSESLAT data in order to identify the student's SLA stage. Recognizing the student's level of language acquisition is very helpful as it helps to plan and organize meaningful instructions and make input comprehensible. Teachers get an additional help during ESL workshops that take place a few times per year and are provided by an ESL teacher.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

According to the Department of Education mandated requirements, every newly admitted student goes through the English Language Learner (ELL) Identification Process. The team responsible for this process includes a fully certified and licensed ESL teacher, Ms. Famina, an ESL administrator, Ms. Lambert, and one or two school members that speak one of our ELLs' native languages (Ms. Mann, Spanish; Ms. Famina, Russian; Mr. Saed, Arabic) and can assist during an oral interview.

The first step of the ELL Identification Process is the administration of the Home Language Identification Survey which includes an informal oral interview in English and/or in the student's native language, and a formal initial assessment.

An informal oral interview is given to each student whose Home Language Survey and other background information indicate that he/she may be an English Language Learner. The interview is conducted in English and/or student's/parents' native language, asking the questions on the HLIS form to help identify student's understanding and ability to speak the English language.

As a result, if it's discovered that the student speaks a language other than English and/or speaks little or no English at all, the ENL teacher moves to the second step of the ELL Identification Process and administers the NYSITELL to all eligible students within the first 10 days of the students' entrance. Spanish LAB is also administered to newly identified ELLs whose home language is Spanish in order to determine their language dominance.

If a student scores at or above a state designated level of proficiency on the NYSITELL, he or she is placed in a general education program. If a student scores below that level, he or she is identified as an ELL and placed in an appropriate ENL program which is a Pull-Out/Push-In ENL program in PS/IS 288.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education (SIFE) are identified within 30 days after the student's initial enrollment. The determination of the SIFE status starts at the time of the completion of the Home Language Survey and initial interview with a parent when the parent is asked to indicate former schooling. If a student has had an interruption in their prior schooling, then the SIFE Identification Process is administered to the student. The students that are eligible to go through this process are newly identified ELLs in grades 3-8 and at the NYSITELL entering/emerging level of proficiency. The SIFE Identification process includes the administration of the oral interview questionnaire and the Literacy Evaluation for Newcomer SIFE (LENS) for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If an entering student has an IEP and his/her Home Language is other than English, then the Language Proficiency Team (LPT) is formed in order to review evidence of the student's English language development.

The LPT in PS/IS 288 consists of a school administrator, Ms. C. Denise Lambert; a certified ENL teacher, Ms. H. Famina; a social worker, Ms. E. Watson-Byers, a qualified on-site translator, and the student's parent or guardian.

Based on the results of the individual evaluation of the student conducted in his/her home language and after reviewing the student's history of language use in school and at home, the LPT determines whether the If a student has an IEP and his/her home language is other than English, then the Language Proficiency Team student should take the NYSITELL or not. If the student is eligible for NYSITELL, ELL Identification Process continues as with all eligible students. If the student is not recommended to take NYSITELL, LPT sends this

recommendation to a school principal. Upon review, if the principal decides that the student should take the NYSITELL, the ELL Identification Process for that student continues as with all students. If the principal determines that the student shouldn't take the NYSITELL, his recommendation is sent to the superintendent or designee for the following review. Upon review, the superintendent determines whether the student should take the NYSITELL or not. If it's decided that the student should take the NYSITELL, the ELL Identification Process continues as with all students and the ELL status is determined. If the superintendent or designee decides that the student should not take the NYSITELL, then the ELL Identification Process terminates. The student's parent is informed about the final decision within 3 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination (after the NYSITELL is scanned and score is determined) an ENL teacher informs parents of the results of the NYSITELL and ELL status using entitlement and non-entitlement notification letters in the parents' preferred language. The letters are distributed during the orientation meeting and Parent-Teacher Night or sent home if parents don't have a chance to attend the meetings. Additionally, an ENL teacher reaches out to parents through phone calls and reminds to return the forms back to school.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After a student is determined as an ELL based on the NYSITELL score, a placement or non-placement letter is sent home where it's indicated that a parent has a right to appeal ELL status within 45 days of enrollment. If a student is believed by school or parents may have been misidentified as an ELL or non-ELL, he/she may go through the ELL Re-Identification Process (within 45 school days of enrollment only). Thus, the ELL Identification Process is administered a second time.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

As soon as a student is identified as an ELL, his/her parents or guardians are notified in writing through Parent Entitlement Letters, and are invited to attend a Parent Orientation Session which is conducted by the ENL teacher together with other designated staff members within a few days after NYSITELL administration, scanning and score determination and within the first ten days of school. Parents who cannot attend the session can set up an appointment to meet and discuss the program at their earliest convenience. During this session parents watch an Orientation Video for Parents of English Language Learners in their native and/or English languages, get familiar with all three ESL program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) that are available in different schools around the city and the ones that are present in the school. Additionally, every parent is informed of the state standards, various assessments, tests, and school expectations that govern the ESL programs. At the end of the session each parent has an opportunity to ask questions about the programs and is provided with detailed answers.

If the parent chooses a TBE or Dual Language program the parent is given the information on the schools in the same District and/or city that have the program. The parent is then instructed to visit the school to be better informed. In the meantime the student is placed in the parent's second choice.

Parental outreach is provided a few times a year. The school conducts initial ELL parent orientations, quarterly progress meetings, and other scheduled meetings. An ESL teacher and designated staff follow up with phone calls, organize after-school sessions, send letters home before parent-teacher conferences in order to remind parents to visit the ESL teacher and discuss their child's progress with her.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents are asked to complete Parent Surveys and Program Selection forms making their choices during the Parent Orientation session. Additionally, our ESL teacher, Ms. Famina, and designated staff send Program Selection forms home to the parents who couldn't attend the orientation session. If the parents have not returned the forms, Ms. Famina and designated staff make phone calls to remind parents to send the forms in. If parents have questions regarding the program choice, they can schedule an appointment at their convenience during school hours, so that they could meet with our school staff, return the forms, and get answers to all their questions. If a Program Selection form is not returned within 5 school calendar days, the default program for ELLs is Transitional Bilingual education as per CR Part 154.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the Parent Survey and Program Selection forms are not returned, the ENL teacher follows up with a second notice and a phone call. She proceeds until all forms are returned for the file. All attempts to contact parents are documented. If a parent doesn't return the form within 5 school calendar days, a student is placed in an ENL program (the only program for ELLs available at PS/IS 288). All letters and documents received from parents are securely filed and stored in the ESL teacher's files.

9. Describe how your school ensures that placement parent notification letters are distributed.

If a student scores below proficiency on the NYSITELL, our ESL teacher immediately notifies parents by sending them Placement Letters home via backpack mail and followed up by phone calls (if necessary). Placement letters inform parents about their child's placement

in one of the programs based on parents' choice coupled with program availability. All copies of the Placement and Continued Entitlement letters are placed in the ELL binder and securely stored in the assistant principal's office. All the letters are sent home in the parent's native language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation for each student (HLIS, placement forms, non-entitlement and entitlement letters, and others) are kept either in a student's cumulative folder or placed in the ELL binder and stored securely in the assistant principal's office.
11. 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.
The annual evaluation of ELLs in PS/IS 288 takes place every spring through the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). All four subtests (Speaking, Listening, Reading, Writing) are administered to all ELLs in grades K-8 in spring. The NYSESLAT has been reconfigured since 2013 and now it consists of five grade bands in PS/IS 288 (K, 1-2, 3-4, 5-6, 7-8).
Before administering the NYSESLAT, our ESL teacher, Ms. Famina, runs RNMR, RLAT and RLAB reports in ATS to ensure the eligibility of every ELL in PS/IS 288.
The Speaking subtest is administered individually to every ELL in PS/IS 288 and scored by Ms. Creazzo (a third-grade teacher) and Ms. Francois (a speech teacher). In order to administer and score a NYSESLAT Speaking subtest, Ms. Creazzo and Ms. Francois receive an on-site NYSESLAT professional development from our ESL teacher, Ms. Famina.
The Listening and Reading subtests are group administered by the ESL teacher and proctors, Ms. Francois and Ms. Creazzo.
The Writing subtest is administered by Ms. Famina as well but scored by the teacher scoring committee, Ms. Francois and Ms. Creazzo.
NYSESLAT results are used to determine ELLs' English proficiency and whether or not students must continue ESL services. According to NYSESLAT results, ESL students who score at an Entering, Emerging, or Transitioning level receive 360 minutes of ESL instructions per week. Students who score at an Expanding level receive a total of 180 minutes of ESL instruction per week. All students that score at a Commanding level stop getting ESL services and continue their general education program.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and Transitional Support Notification Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT) or provide transitional support. Letters are sent to parents during the first week of a new school year and no later than September 15. Letters are sent in the preferred language of the parent and their copies are kept on file.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
If a parent chooses to select a bilingual program as their first choice and if the number of ELLs in the school grow to support a bilingual class in the same native language (as per Aspira Consent Decree, in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades), then the student will be placed in a bilingual class at PS/IS 288. In cases of changing or adding another ESL program in the school all parents are notified immediately. Within the last 5 years, only four parents requested a Transitional Bilingual and Dual Language program. All the rest of the parents have chosen a Freestanding ENL program. This year one of the LAP team's main goals is to monitor the number of bilingual parent requests in order to determine if there are enough students to warrant one or two bilingual classes.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
There are 42 ESL students (grades K-8) in PS/IS 288.
All ESL students are grouped either heterogeneously or homogeneously in order in to meet all ELLs' needs. There are five ESL groups in this school (grades K, 1, 2-4, 5-6, 6-8). Each group contains between seven and twelve students.
As there are 42 ELLs in the school in grades K-8 and all of them come from different classes, the only ENL programs presently available at PS/IS 288 are a "pull-out"(80%) and "push-in" (20%) models. of A full-time licensed ESL teacher pulls out ELLs from their classes for two periods two to four days a week and pushes in eight periods per week to provide ESL instruction to the students.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
According to the language proficiency determined by the NYSITELL and/or NYSESLAT, every ELL scoring at the Entering and Emerging levels in these groups receive 360 minutes of ENL instruction per week which is equal to eight periods per week. All ELLs that scored at the Transitioning and Expanding levels receive 180 minutes of ENL instruction per week which is equal to four periods per week. According to Part 154 of the Commissioner's Regulations (CR Part 154), all Entering and Emerging and Expanding ELLs receive 1 unit of study in ELA (180 minutes of instruction), while Transitioning ELLs receive .5 unit of study in ELA (90 minutes of instruction) per week.
3. Describe how core content is delivered in each program model. 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.
English Language Learners take content-area ENL classes in Math, Science and Social Studies at PS/IS 288. Content-area instruction is delivered in English with teachers using the following strategies to increase ELLs' access to the instructional program:
scaffolded instruction
differentiated instruction
native language support (bilingual dictionaries and glossaries)
use of visuals, graphic organizers, realia, hands-on activities
TPR
use of computer-based technologies (SMART boards, computers, laptops, iPads)
heterogeneous groups/partner work (struggling ELLs working with more proficient peers)
Our Science teachers use Scientific Hand-On Inquiry CCS-based curriculum with all the grades they service (K-8). Classroom teachers teach Social Studies in the classrooms using Communities In Our World curriculum (grades K-1), "New York" by MacMillan (grades 2-3), Northern Hemisphere: United States, Latin America and Canada (the grade 5 social studies core curriculum), World Geography Culture curriculum (grades 6-8). All curriculums, materials and methodologies are alligned with Common Core State Standards.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
n/a
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition (Speaking, Listening, Reading, Writing) through homework and various in classroom tests, quizzes, assessments, and NYSESLAT that is administered every spring. All students' written assignments are placed in folders for perusing by students, their teachers, administrative staff and parents.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Instructional plans for ELLs' subgroups are the following:

SIFE ELLs

- Co-teaching of ESL and classroom teachers
 - Flexible curriculum
 - Smaller-group instruction
 - Intensive development of BICS and CALP
 - Differentiated instruction
 - Modeling and repetition
 - Scaffolding
 - Promoting motivation and engagement for effective learning
 - Sheltered content instruction
 - Content-based ESL instruction
 - Creating cooperative learning groups (with bilingual peer helpers if needed)
 - Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games, graphic organizers, multimedia
 - Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
 - Using age appropriate and culturally appropriate materials during lessons
 - Constant monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences etc.)
- * Teaching students various test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

ELLs that have been in US schools fewer than 3 years (newcomers):

- Lowering students' "affective filter"
 - Activating students' prior knowledge
 - Providing small-group instruction
 - Differentiated instruction
 - Constant modeling and repetition
 - Creating cooperative learning groups with bilingual peer helpers
 - Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
 - Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing))
 - Developing BICS and simplified CALP
 - Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
 - Incorporating choral reading and Read-Alouds into every lesson
 - Using bilingual picture dictionaries
 - Incorporating more reading and writing with every lesson
 - Performing various formal and informal assessments (Running Records, teacher-student conferences)
- * Teaching students simple test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

ELLs receiving service for 4 to 6 years (developing):

- Small group instruction
- Differentiated instruction
- Grouping students homogeneously and heterogeneously
- Constant modeling and scaffolding
- Encouraging students to use English in different forms such as describing, retelling, comparing, contrasting, summarizing verbally and in written form
- Creating comprehensible input using graphic organizers, charts, diagrams, posters, television and radio
- Asking inferential and higher order thinking questions
- Introducing and developing figurative language
- Focusing on developing students' CALP and BICS
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)

- Teaching note-taking
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences, final projects etc.)
- * Teaching students various test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

Long-Term ELLs (6 years and longer):

- Small group instruction
- Differentiated instruction
- Modeling
- Using every opportunity to transfer students' literacy skills from L1 to L2
- Focusing on developing CALP rather than on the development of BICS but at the same time providing continuous language support to access content
- Scaffolding (especially in ELLs' weak areas such as writing)
- Working with a variety of texts in order to provoke discussions or model some writing styles
- Guided Writing employing various contents and structures
- Teaching skills to help ELLs pass the standardized tests and various assessments
- Employing NLA lesson components to make content comprehensible (e.g. reading, writing and analyzing bilingual books and literature describing students' culture and history)
- Monitoring and documentation of progress through various formal and informal assessments (Running Records, teacher-student conferences)
- * Teaching students various test-taking skills and focusing on test terminology
- ** Using all these strategies during cluster periods

Former ELLs are provided with constant English language support through an after-school ESL program and morning tutoring sessions which include small group instructions, further CALP development, differentiation, teaching various skills to help pass the Common Core standardized tests.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Every student that was re-identified as ELL or non-ELL in PS/IS 288 goes through the review process between 6 and 12 months after the decision. The principal of the school, Mr. Dixon, reviews the Re-Identification Process decision and consults with a qualified staff member in the school (an ENL teacher, Ms. Famina, and/or a classroom teacher), a parent/guardian and a student. Based on the qualified staff recommendation and consultation with a parent/guardian, the principal decides if the student was adversely affected by the determination or not. If it's the case, then additional support services (e.g. SETTS and ENL) are provided to the student in school. Also, the determination may be reversed within this same 6-12 month period. If the principal decides to reverse the ELL status, he/she will consult the superintendent. A written notification (in the parent's preferred language) is sent home to a /parent/ guardian and student within 10 school calendar days.

8. 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?

Our main goal of special education services for ELL-SWDs is to provide the necessary instructional strategies and support they need in order to accelerate English language development, help them achieve progress in school and develop their social skills.

The following instructional strategies have been developed and implemented for ELL-SWDs in PS/IS 288:

- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students.
- Teachers provide instruction of academic language that is direct, explicit, and systematic (guided instructions in developing the four literacy skills, vocabulary, grammar, sentence structure, syntax etc.)
- Teachers differentiate instructions for diverse ELL-SWDs using different approaches and methodology (instructions based on learning styles, small group instruction);
- Teachers effectively and purposefully integrate grade-level materials (e.g. "Journeys", a Common Core Reading program with an ESL component in grades K-6), current technology into ELLs' daily lesson plans accelerating student learning through using technology like interactive smart-boards, computers, laptops, e-readers, documentation cameras, digital microscopes, listening centers, and various software programs;

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

Chart SWDs continue receiving ESL services in the least restrictive environment in PS/IS 288.

The following curricular, instructional and scheduling flexibility is used to help ELL-SWDs achieve an academic progress:

- Teachers promote collaborative working relationships between special education, cluster and ESL teachers to benefit all students throughout a year;
- There is a team of educators that plan a curriculum for ELL-SWDs collaboratively and effectively by grade level, content and specialized areas;
- There is an implementation of co-teaching model for instruction where two teachers work together to design, evaluate, prepare instructional materials and deliver lessons so as to increase student achievement;
- Teachers improve instructions through constant professional development training;
- Teachers set high academic standards for ELLs with special needs and ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

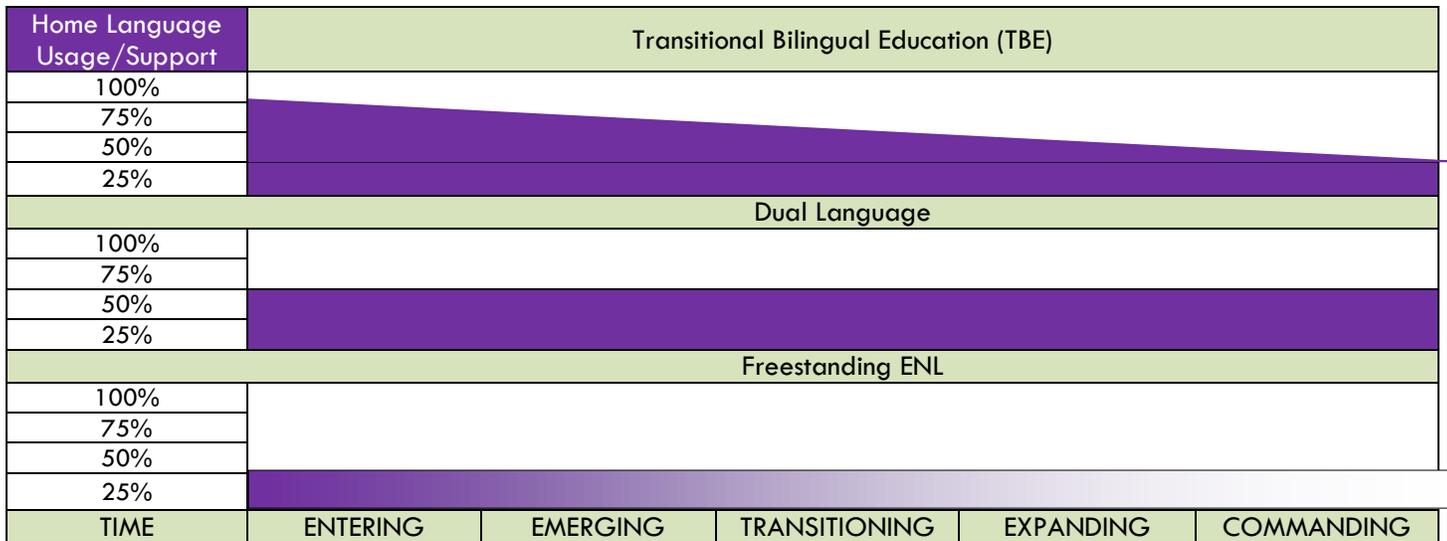


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. PS/IS 288 provides targeted intervention programs for ELLs in grades 3-8 in ELA and Math. All programs are offered in English with NLA support in order to enhance ELLs' literacy, math, science and social studies skills and improve their academic performance and test scores.
- Our classroom and cluster teachers receive turn-key ESL Professional Development on site. They reinforce "Go Math" program (it is designed to meet the goals of the Common Core State Standards in Mathematics) in grades K-5 and Connected Mathematics Project (CMP) in grades 6-8. Also, they reinforce "Journeys", a Common Core reading program, in grades K-5, and "Code X", a new comprehensive ELA curriculum, in grades 6-8. Our Science teacher uses Scientific Hand-On Inquiry CCS-based curriculum with all the grades he services. Classroom teachers teach Social Studies in their classrooms using Communities In Our World curriculum (grades K-1), "New York" by MacMillan (grades 2-3), Northern Hemisphere: United States, Latin America and Canada (the grade 5 social studies core curriculum), World Geography Culture curriculum (grades 6-8). All curriculums, materials and methodologies are aligned with Common Core State Standards. Classroom and cluster teachers provide direct ESL support, employ various visuals, manipulatives and effective hands-on strategies in their programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In order to support age, grade and proficiency levels of our ESL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ESL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate. The needs of our ESL students currently are being met by the above outlined program. The data shows that this program is effective as for the last few years we had a bigger number of students that moved from Entering, Emerging and Transitioning ENL proficiency levels to Expanding and Commanding levels based on NYSESLAT results.
12. What new programs or improvements will be considered for the upcoming school year?
- Our students will be able to get additional help in our Math + ENL After School Program which PS/IS 288 is planning to start in November, 2015. The program will be co-taught by Math and ENL teachers and incorporate various components of teaching Math content through the prism of ENL, its strategies, techniques and NLA support.
- Next school year our school plans to open an ENL Saturday School that will target ELLs' special needs and help to develop language skills. One of the priorities of the program will be to provide transitional support for former ELLs (for the first two school years after they pass the NYSESLAT) and monitor them.
13. What programs/services for ELLs will be discontinued and why?
- Paste response to question here:
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- There are some other supplemental services that PS/IS 288 offers to ELLs. All ELLs that are "at risk" receive SETTS supplemental services a few times per week. Also, we have a "Beacon" After School Home Tutor Program (to help with homework or reinforce work being done in school), consultation, translation/interpretation services for ELLs and their families which are provided to ELLs before and after school.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- PS/IS 288 supports its ESL curriculum with lots of instructional materials and technologies:
- On Our Way to English Program by Rigby with all of its components (K-5)
 - Leveled ENL library (A-Z levels, grades K-8)
 - Running Records toolkit (K-8 grades)
 - Audio Center with a leveled Audio Library (grades K-8)
 - Multicultural and bilingual library (grades K-8)
 - Getting Ready for the NYSESLAT and Beyond by Attanasio & Associates, Inc. (complete sets of NYSESLAT and ELA test prep books for grades K-8)
 - "Contact USA" (1, 2 and 3), "What A World!" Amazing Stories from Around the Globe (1, 2 and 3) and "What A Life!" Stories of Amazing People by Longman (a complete set of workbooks in beginning, high beginning, intermediate and advanced levels; grades 5-8)
 - Longman Picture Dictionaries (K-2) and Longman Photo Dictionaries of American English (grades 3-8) sets
 - Various grammar, vocabulary, reading and writing books and workbooks (K-8)
- Scientific Hand-On Inquiry CCS-based curriculum
Communities In Our World curriculum
"New York" by MacMillan
Northern Hemisphere: United States, Latin America and Canada curriculum
World Geography Culture curriculum

Reading Rods by Learning Resources (in English and Spanish)

- Smart Boards
 - computer-based technologies (laptops, iPads, desktops, TV, Internet, ESL software (alphabet and spelling programs for lower grade ELLs; stimulation and word-processing software for upper grade ELLs)
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native Language support is delivered in our stand-alone ENL program with a help of Native Speaker Software (word processors, desktop publishing and story-building software in students' native languages), bilingual picture dictionaries and literature about students' culture and history of the countries they came from. Also, such techniques and strategies as direct translation, spending 5-10 minutes of each class on various activities in student's native languages and language skills (speaking, listening, reading, writing) every day (e.g. mini-puzzle in Spanish) help the students to learn about other language structures, develop literacy skills in their native languages and then transfer them to learning English.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
In order to support age, grade and proficiency levels of our ENL students and meet their needs, all our materials, resources and services correspond to their ages and grade levels. There is a constant collaboration between the ENL and classroom teachers and their programs. This allows our students to be engaged in various activities and actively participate.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All newly enrolled ELL students receive the following instructions and support:
- Students are placed in a Stand-alone ENL program and get instructions for 360 minutes per week
 - Students are placed in smaller groups
 - Students are offered morning tutoring sessions
 - Lowering students' "affective filter"
 - Activating students' prior knowledge
 - Providing small-group instruction
 - Differentiated instruction
 - Constant modeling and repetition
 - Creating cooperative learning groups with bilingual peer helpers
 - Creating comprehensible input through usage of visuals, charts, TPR, realia, hands-on activities, games
 - Simplifying the language of instruction (e.g. in the very beginning asking yes/no or one-word questions and encouraging students to show/point/draw; then developing their vocabulary and all four language skills (speaking, listening, reading and writing)
 - Developing BICS and simplified CALP
 - Employing NLA lesson components to make content comprehensible (e.g. reading bilingual books and literature describing students' culture and history)
 - Incorporating choral reading and Read-Alouds into every lesson
 - Using bilingual picture dictionaries
 - Incorporating more reading and writing with every lesson
 - Performing various formal and informal assessments (Running Records, teacher-student conferences)
- * Teaching students simple test-taking skills and focusing on test terminology
** Using all these strategies during cluster periods
- There is Beacon summer school program that is offered to students in grades 3-8 and Heartshare summer camp program that is offered to students in grades 1-5. Both programs provide newly enrolled ELLs with an opportunity to learn the English language through various literacy activities, participating in different projects and communicating with their peers.
19. What language electives are offered to ELLs?
No language electives are currently offered in PS/IS 288.
20. For schools with dual language programs:
- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

There is a professional development plan for all ELL staff in the school.

Our ENL teacher receives regular ENL professional development provided by the DOE. This year she has already attended the Annual Professional Conference for All Second Language Teachers (LOTE - The Pathway to Common Core); Additionally, this year she will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional developments. Ms. Famina, Ms. Creazzo and Ms. Portman will attend "Collaborative Strategic Reading (CSR)" on November 2nd and 3rd, a two-day workshop that will introduce teachers of English language learners to Collaborative Strategic Reading (CSR).

This year a few teachers will attend some after-school Professional Development Program courses: "Supporting English Language Learners", "Content-based Instructional Strategies for ELL", "Teaching English Language Learners (ELL): An Introduction", "Common Core State Standards for English Language Learners", "English Language Learners in Your Classroom".

Other PD's that are planned for 2015-2016 school year will be targeted to support ELL's on the ELA, Math, Science, and Social Studies Common Core standardized exams, developing and understanding content area instructions, building comprehension in the native language as well as through English.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

This year, Ms. Famina, an ENL teacher, attended the Annual Professional Conference for All Second Language Teachers (LOTE - The Pathway to Common Core) presented by NYCFLT/UFT where new ENL techniques and approaches were taught in order to address the needs of English Language Learners under the Common Core State Standards. She will continue attend various workshops and training provided DOE and other providers to better implement the CCSS for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

PS/IS 288 provides support for English Language Learners as they transition from elementary to middle school. Mr. Turpin, our school guidance counselor, holds sessions where he informs and explains about possible middle and high school placements, expectations and provides information to understand about middle and schools. Ms. Famina meets with ELLs and their parents. ELLs also have the opportunity to talk with teachers and staff members about the local middle and high schools.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Every year our ENL teacher attend various workshops and trainings offered by DOE and other providers that focus on language acquisition and best practices and strategies for integrating language and content for ELLs. In their turn, our non-program staff (content-area teachers and classroom teachers) receive more than fifteen percent of the required professional development hours dedicated to ENL and provided by the DOE and on-site ELL training provided by an ENL teacher. This allows our educators to expand their skills and learn effective strategies and techniques for teaching ELLs in order to meet all their needs. All records are kept in an ENL binder and secured in an assistant principal's office.

The following topics will be addressed during ESL staff development in the 2015-2016 academic school year:

 - Creating Content Based ENL Curriculum to ease the ELLs' transition from elementary to middle and middle to high school;
 - Effective Strategies and Support for Teaching ELLs;
 - Closing the Vocabulary Gap for ELLs (a six-step scaffolding process, etc.);
 - Differentiating Instructions for ELLs (flexible grouping, using diversity, etc.)

Also, all teachers in PS/IS 288 have constant access to various professional magazines, books, publications and websites describing different approaches in order to effectively teach ELLs in their classrooms and during cluster periods.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parental involvement is very important in PS/IS 288. We are establishing a PTA that will provide parents with comprehensive resources and encourage them to get involved and stay involved in the lives and education of their children. The PTA hold will hold meetings and "Breakfast with Principal" events every month and discuss main issues our parents are interested in or challenges and problems they face. During these meetings we have and will continue to evaluate the needs of the parents, analyzing the data received from various parents' questionnaires and surveys that are mailed to parents once a year. In the beginning of every school year our school organizes a special workshop for all parents where they are taught to reinforce educational concepts at home (parents of ELLs are offered this workshop in their native languages and/or English).

Also, as mentioned before, parents of general education and ENL students receive various consultations regarding their children, their academic success and other issues on a daily basis.

ENL parents are also provided with translation/interpretation services. Staff members (Ms. Famina, Russian; Ms. Casey and Ms. Mann, Spanish; Mr. Said, Arabic) help to translate/interpret when needed.

PS/IS 288 holds four parent-teacher conferences every year. During these conferences parents have an opportunity to discuss their children's academic progress with all their children's teachers, who, in their turn, can address all the needs of the parents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

All parents of newly enrolled ELLs are provided with a parent orientation within the first ten days of their children's enrollment, where parent surveys and Program Selection forms are distributed. The forms should be returned within five school calendar days. If it doesn't happen, an ENL teacher send reminder home and/or follows up with phone calls. She records all attempts in a special phone log book. Records for annual individual and other meetings with ELL parents, copies of letters and other information are securely kept in an ENL binder in an assistant principal's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Additionally, every year our school organizes Cultural Events for ENL parents and their children, invites all parents to volunteer and participate in different school events (such as Sport's Day, Fun Day etc.) and go on field trips. Twice a year parents are invited to attend a Parent Unity Banquet where they have an opportunity to communicate with teachers and administration and representatives from SES after school programs.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school partners with Heartshare Human Services of New York and Beacon Center of New York City. They organize different activities for ELLs and their parents such as after school programs, summer camps, and adult community center activities (evening basketball sessions, celebrations, trips, etc.).
5. How do you evaluate the needs of the parents?

The needs of parents are evaluated in a timely manner through various meeting, surveys and questionnaires that are offered in school.

6. How do your parental involvement activities address the needs of the parents? There are different parental involvement activities that address the needs of parents in PS/IS288. For instance, Saturday school classes for parents of ELLs give them an opportunity to learn English, communicate with a teacher and each other and discuss their needs. Various cultural and school events, field trips let them get acquainted with traditions and customs in America and share theirs.

All these involvement activities help educators and administration to understand, address and analyze the parents' needs and provide better service to them and their children.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Qadir B. Dixon	Principal		10/28/15
C. Denise Lambert	Assistant Principal		10/28/15
	Parent Coordinator		10/28/15
Hanna Famina	ENL/Bilingual Teacher		10/28/15
	Parent		10/28/15
Rita Bank/Science	Teacher/Subject Area		10/28/15
Mike Gentils/Math	Teacher/Subject Area		10/28/15
	Coach		10/28/15
	Coach		10/28/15
Serrene Turpin	School Counselor		10/28/15
Isabel Dimola	Superintendent		10/28/15
	Borough Field Support Center Staff Member _____		10/28/15
Tamika Francois/Speech	Other <u>Service Provider</u>		10/28/15
	Other _____		10/28/15
	Other _____		10/28/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **21K288** School Name: **PS/IS 288**
Superintendent: **Isabel DiMola**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In order to determine translation and oral interpretation needs, our school staff uses home language indicators in ATS, parent surveys and informal interviews. Initial contact with parents of newly enrolled targeted ESL students also occurs via an informal interview (which also includes filling out the HLIS in the parent's home language) with a translator/interpreter provided and then the Parent Orientation meeting within ten days after the student's enrollment. Additionally, the meeting is held periodically thereafter. Student Emergency Contact cards are filled out in a parent's home language and then translated into English. There is always a bilingual staff member to assist in translating during a meeting. Our ENL teacher is available to meet with ELL parents and supply materials and resources in their home languages whenever needed. Parents are provided with appropriate and timely information by officers of the PTA, many of whom are bilingual, as well as bilingual teachers, paraprofessionals, and other school staff. Parents of ELLs are encouraged to participate in the school's Parent Teachers Association.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages of ELLs for both written and oral communication include English and Spanish (80%), Arabic (10%), Bengali (3%), Chinese (3%), Haitian Creole (3%) and Russian (1%).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Primary home languages of our ELLs and parental language needs are determined within the first ten days after the student's enrollment. The Bill of Parent Rights is available in PS/IS288 in all top ten languages (English, Arabic, Bengali, Chinese, French, Haitian-Creole, Korean, Russian, Spanish, and Urdu) and provided to parents of ELLs by the ENL teacher. In the beginning of the school year, HLIS, Parent Surveys and Program Selection forms are available for parents of newly enrolled ELLs in 10 different languages. Additionally, Entitlement, Non-Entitlement, Continued Entitlement, PLacement, and Program Placement Default letters are sent home to parents in their chosen communication language. ELL brochures are also available for parents in 10 different languages. They help parents to better understand ELL identification and the eligibility process, the three types of ELL programs, and ways parents can participate in their child's education.

All other information like annual handbooks, newsletters, calendars, parent-teacher conference announcements are mailed home in English and the parent's communication language of choice.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year there are various formal and informal meetings and interactions with parents of ELLs.

A Meet & Greet is scheduled every September where parents of ELLs have an opportunity to meet with teachers, administration and other school staff and discuss their needs. Monthly Breakfast with Principal events, parent-teacher conferences (four times a year), after-school meetings with teachers, various cultural and school events (Sports Day, Fun Day, International Cuisine Day, etc.) also give parents of ELLs an opportunity to find out about their children's academic progress, participate in school life, express their thoughts and inform school personnel about their needs. Translators and/or interpreters are present during all formal and informal school events.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Identified school translation needs are met by providing on-site school staff, DOE employed and vendor translators. School staff that is responsible for translating include the following staff members : Ms. Mann and Ms. Casey (Spanish), Ms. Famina and Mrs. Portman (Russian), Mr. Said (Arabic), Mrs. Francois-Lawson (Haitian Creole). If translation is needed with any another language other than the four above-mentioned languages , then a school assistant principal, Ms. Lambert, contacts and requests a translator from the DOE Translation and Interretation Unit or a local community center. All documents are translated into LEP parents' needed home languages in a timely manner with help of school staff or with help of outside vendors. Most ENL letters and forms have already been translated into ten covered languages by the T & I Unit and used by an ENL teacher throughout the year. Translations into non-covered languages are obtained from qualified contracted vendors with the help of the T & I Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Identified school interpretation needs are met by providing on-site, DOE employed interpreters, and vendor interpreters. School staff that is responsible for interpreting include the following staff members : Ms. Mann and Ms. Casey (Spanish), Ms. Famina and Mrs. Portman (Russian), Mr. Said (Arabic), Mrs. Francois-Lawson (Haitian Creole). If translation is needed for any another language other than the four above-mentioned languages, then a school assistant principal, Ms. Lambert, contacts and requests an interpreter from the DOE Translation and Interpretation Unit or a local community center. The over-the-phone interpretation services by the T & I Unit are used most of the times.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All school-based staff is trained to use translation and over-the-phone interpretation services for non-English speaking parents and families every year during a Professional Development session in the beginning of the school year. During this session pedagogues and other school staff are taught to access translation and over-the-phone interpretation services, as well as resources and support available from the Translation and Interpretation Unit. T & I Unit informational brochures and over-the-phone cards are distributed to school staff during this meeting. The school also obtains translated signs for posting and Language Identification Cards for identifying parent's primary language in the beginning of the school year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Every fall our school receives a Language Access Kit from the DOE Translation and Interpretation Unit which contains various resources to help address LEP parents' and their children's language needs within a school. These resources include a multilingual Welcome poster, language identification cards for school staff, info cards to know how to access an over-the phone interpreter, and T & I brochures. The Parents' Bill of Rights is downloaded from the DOE website every year, kept in a general office and is being referred to throughout the school year. The school staff ensures that LEP parents are provided with an opportunity to participate in and have access to programs and services in PS/IS 288 through distributing the Parents' Guide to Language Access (translated into their home language), where it is indicated all translation, interpretation and other services eligible for parents of ELLs. A language identification guide is kept at a security desk and in a school general office. It helps to identify a parent's home language as soon as a parent enters the building.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school staff sends out questionnaires to the parents of ELLs a few times a year to make sure that the parents are satisfied with the school translation and interpretation services and/or work on suggestions provided by the parents.