

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **01M188**

School Name: **P.S. 188 THE ISLAND SCHOOL**

Principal: **MARY PREE**

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: PS/MS 188 – The Island School School Number (DBN): 01M188
Grades Served: PreK – Grade 8
School Address: 442 East Houston Street, New York, NY 10002
Phone Number: 212.677.5710 Fax: 212.228.3007
School Contact Person: Suany Ramos Email Address: Sramos4@schools.nyc.gov
Principal: Suany Ramos
UFT Chapter Leader: Ruth Lopez
Parents' Association President: Yvonne Walker
SLT Chairperson: Rosa Almonte
Title I Parent Representative (or
Parent Advisory Council
Chairperson): India Towns
Student Representative(s): N/A

District Information

District: 01 Superintendent: Daniella Phillips
Superintendent's Office Address: 166 Essex Street, New York, NY 10002
Superintendent's Email Address: Dphilli@schools.nyc.gov
Phone Number: 212.353.2948 Fax: 718.796.8657

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th floor, NYC, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Suany Ramos	*Principal or Designee	
Ruth Lopez	*UFT Chapter Leader or Designee	
Yvonne Walker	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
India Towns	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Karina Suriano	CBO Representative, if applicable	
Christopher Morley	Elected UFT	
Rosa Almonte	Elected UFT	
Janet Belardo	Elected UFT	
Ian Gold	Elected UFT	
Cesia Ramirez	Elected UFT	
Eladio Valerio	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Isabel Samboy	Parent	
Gil Vega	Parent	
Marcelle Mohamed	Parent	
Marleny Peralta	Parent	

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.

Background: PS/MS 188, serving approximately 500 PreK-Grade 8 students, has been designated by the NYC DOE for the past two years, as a "Showcase School." In partnership with Sports & Arts in Schools Foundation, the school implements two Community School grants, one from New York State and a Community School/AIDP grant from NYC DOE.

Mission Statement: *PS/MS 188 is a Full Service Community School dedicated to supporting struggling Lower East Side families residing in three adjacent public housing complexes and a nearby temporary housing facility. With few services available in this eastern corner of Houston Street, our school strives to be both a center for educational excellence and a 24/6 hub of support services and learning for children and families. Our goal for students is not only for each students to be successful academically, but to identify and nurture each student's talents to create meaningful pathways to high school and beyond. We believe that talent development supports school success, employment success, and lifelong learning. We also believe that supporting our parents and families through comprehensive wrap-around services will enhance our students' well-being and learning.*

STRATEGIC COLLABORATIONS & INITIATIVES

Special Initiatives

1. Full-Service Community School
2. Implementation of Renzulli's Schoolwide Enrichment Model (National Research Center for Gifted & Talented/UConn)
3. Dual Language Program (currently PreK-Grade 1, expanding one grade per year)
4. OST programs for PreK-Grade 8, offering a balanced mix of educational support/tutoring, enrichment, talent development and youth development
5. Advanced placement courses (Middle School)
6. Advanced technology/media program (Middle School & Upper Elementary School)

Strategic Collaborations

1. OST Programs : With the goal of expanding the range and quality of services, we have developed collaborations with three of NYC's outstanding out-of-school time organizations: (1) The After School Corporation (TASC); Sports & Arts in Schools Foundation; and The Educational Alliance. In partnership with this consortium, PS/MS 188 provides Extended Day, Saturday programming, Evening Scholars Lab, Vacation School and summer programming (academics, talent development, youth development).

To further support these programs, we partner with New York Cares (approximately 30 volunteers on Saturdays). Reading Partners, Jewish Family Board, and collaborate with the NYC DOE Office of Safety & Youth Development (Bo Diaz, Content Expert, Students in Temporary Housing).

2. Full-Service Community School ("FSCS") The OST programs above are central to our Full Service Community School initiative. Our FSCS provides the following wrap-around services (some of which are provided during extended day, as well as during the regular school day).

Physical Health & Mental Health: Ryan-NENA Community Health Center (on-site medical, health, well-being, and off-site referrals); Jewish Family Board (mental health, counseling for children and families), Counseling in Schools (attendance improvement)

Educational Institutions: Columbia University's Teachers College (Principal's Leadership Group); Bard High School Early College (test prep admission exams to NYC's competitive high schools); Metropolitan College (student teachers and field placement students); SUNY Oswego (field placement students); Borough of Manhattan Community College (Adult Ed, including on-site ESL and off-site GED, college studies); NYU America Reads, NYC DOE Office of Safety & Youth Development (Bo Diaz, Content Expert, Students in Temporary Housing)

Community-Based Arts Organizations: LEAP (Learning Through Expanded Arts Programs); Society of the Educational Arts (SEA), Repertorio Espanol, Rosie's Broadway Kids, Mark de Garmo Dance, About the Swing.

SCHOOL'S STRENGTHS & ACCOMPLISHMENTS

1. Student progress (all Students, ELLS, SWDs, as per School Snap Shot (2013-14))
2. Progress in closing the achievement gap
3. Rating of Proficient on School Quality Review (2013-14) and 2014-15 Principal Performance Observation
4. NYC School Survey 2013-14
5. Technology & Robotics programs
6. Alignment between Elementary & Middle School (pedagogy, disciplinary procedures, staff collaboration)
7. Improved understanding and implementation of Danielson Framework (2015-16 emphasis will be on Sub- category 1.2)
8. Continuous progress in implementation and refinement of our Full-Service Community School model
9. Leveraging of funding through multiple grants, including: NYS Advantage OST, NYS Community School grant, NYC DOE Community School grant; 21st Century Community Learning Center grant; Literacy Zone grant in collaboration with Borough of Manhattan Community College)
10. Community School initiative
11. Reduction of chronic absenteeism
12. Reduction of in-classroom behavioral incidents, and consequently, disruption of instruction.

CHALLENGES

1. to increase academic achievement school wide
2. to continue to reduce amount of instructional time lost due to disruptive student behavior (particularly in Gr. K-5)
3. reduction of behavioral incidents *outside* the classroom

4. continue to reduce chronic absenteeism

5. to increase progress of Special Education students school wide

6. to meet the needs of students/families in Temporary Housing (typically struggling with issues related to domestic violence and trauma)

AREAS OF FOCUS: 2015-16

1. TEACHING & LEARNING

- Continued focus on Danielson, with emphasis on Sub-category 1.2
- Expand the 2014-15 Grades 3-8 writing initiative to include PreK-Grade 2
- Initiate collaboration with Teachers College to support writing initiative across entire school
- Continued emphasis on developing depth of knowledge
- Continued focus on differentiation for all students (e.g., through flexible groupings, “station models”)
- Increased progress of SWDs
- Sustain ELL and SWD progress rating (School Snap Shot) of "Excellent"

2. COORDINATE AND INTEGRATE WRAP-AROUND SERVICES, with emphasis on:

- Continued reduction of chronic absenteeism
- Reduction of number of incidents occurring outside of classroom, with emphasis on arrivals/dismissal
- Continued reduction of instructional time lost due to behavioral disruptions
- Initiate Individualized Community School “Service Plan” for all students, providing systematic referral, coordination, monitoring and evaluation of academic/behavioral/social emotional supports/services for students, led by 188 educator in collaboration with Community School Services Teams, 188 faculty and CBO staff.
- Continued refinement of Community School infrastructure

01M188 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	484	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	9	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	89.6%	% Attendance Rate		87.6%
% Free Lunch	86.0%	% Reduced Lunch		1.4%
% Limited English Proficient	15.2%	% Students with Disabilities		28.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		27.9%
% Hispanic or Latino	65.3%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	4.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.19	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		24.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.2%	Average Teacher Absences (2013-14)		5.28
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4		12.6%
Science Performance at levels 3 & 4 (4th Grade)	65.3%	Science Performance at levels 3 & 4 (8th Grade)		37.1%
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		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	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.

Student Progress: As per the most recent data on 188's School Snap Shot (2013-14), PS/MS 188 received a rating of Excellent on both tests, with respect to “All Students” and “Lowest Performing Students.”

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

Student Achievement: While achievement on the 2013-14 ELA and Math scores increased from 2012-13, and while achievement overall similarly increased in 2014-15, the percentages of students meeting State standards on ELA and Math standardized tests places the school as “approaching” its target for academic achievement.

Additional data used to inform instructional priorities for 2015-16 includes analysis of Ed Performance tests (May 2015, and September 2015) and mock testing (Spring 2015). The following paragraphs summarize identified areas of need.

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

English Language Arts: Written expression and critical thinking skills were identified as pervasive weaknesses in Grades 3-8, as per results of benchmark assessments, Ed Performance and mock testing. For example, students have great difficulty finding salient details from passages read to support development of responses to literature. These findings were echoed by teachers during grade level meetings, study groups, and content area meetings. As well, our students lack academic vocabulary and struggle with depth of knowledge. Feedback about Expeditionary Learning by teachers and Staff Developer revealed the continued need to augment the Common Core-aligned curricula with ongoing instruction in the writing process.

Based on the above, and upon the May 2015 visit by Deputy Superintendent (Principal’s Performance Observation), and a review of our most recent School Quality Review report (2013-14), the following priorities were identified.

1. increase academic achievement of ELLs
2. move at least 50% of ELL students taking NYSELAT at least one level up on NYSELAT (e.g., Beginner to Intermediate, Intermediate to Advanced)
3. increase academic achievement for SWDs
4. continue to increase use of flexible groupings and use of technology to assure differentiation for all students (e.g., station models)
5. continue focus on Danielson Framework with emphasis on Sub-category 1.2
6. expand increased focus on writing process in ELA to include Grades K-2, including a new collaboration with Teachers College
7. transfer writing strategies to content areas (i.e., Math, Science), as applicable
8. provide sustained, ongoing focus on professional development of rubrics and implementation school wide

9. continue to support ELLs and at-risk students with increased staffing ratio (e.g., use of Ed Alliance Community Educators during Extended Day / “9th” period.

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

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>
Continue reduced class size school wide, and ESL group size	All students	Sept – June	Principal, ESL Teachers
Expand/refine differentiated professional development model to meet the identified needs (e.g., new teachers, teachers rated “developing,” science, etc.	All faculty	Sept-June	Principal Assistant Principal 188 PD Team
Continue to refine implementation of Core Knowledge Language Arts (Grades K-2) and Expeditionary Learning (Grades 3-8) with increased focus on skills impacted by depth of knowledge	All Students	Sept-June	Principal, Assistant Principal, 188 PD Team
<p>Expand writing initiative school wide</p> <p>1. Using Teachers College Writers Workshop pedagogy in conjunction with CKLA (K-2) and Expeditionary Learning (Grades 3-8)</p>	All students	Sept-June	Principal Assistant Principal Teachers College Writing Coach

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.											
Reduced class size (school wide) Assistant Principal Teachers College Writing Coach Technology Equipment Continued funding of 2 full-time ESL teachers Extended Day / Saturday OST academic support/enrichment/test prep Modify instructional schedules and P.D. schedules to reflect return to staggered dismissal times for 188 (Elementary and Middle).											
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	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	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.
January 2016
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.

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

Families living in temporary housing, typically live at a nearby housing facility. That facility primarily serves families dealing with issues of domestic violence. As a consequence, many of our students are in turmoil. Additionally, many of our SWDs struggle with issues of self-regulation and behavioral challenges. In 2013-14, observations by Principal and Assistant Principal as well as feedback from elementary teachers, indicate that despite best practices in classroom management, disruptive behaviors were interfering with instructional practice and student time on task in the elementary classrooms. Multiple initiatives were undertaken in 2014-15 (including partial funding of a second guidance counselor, and strategic assignment of staff to address this, resulting in at least a 25% reduction, as targeted in our 2014-15 CEP.

During this past school year, however, there was an increase in the number of incidents occurring during non - instructional times. A significant number of these incidents occurred during daily arrival and dismissal times which, unlike the previous year, were not staggered for our Elementary and Middle Schools. Despite added support (administration, guidance counselor, Dean, community educators), the level of student traffic and congestion (given only 1 entrance/exit) was very challenging.

PRIORITY NEEDS:

As stated, there was an increase in the number of incidents which occurred during non-instructional times. A significant number of these incidents occurred with Elementary students during daily arrival and dismissal times. Our 2014-15 arrivals/dismissal times, unlike the previous year, were not staggered for Elementary and Middle School division, due to the new UFT teacher contract. Despite added support (administration, guidance counselor, Dean, parent coordinator, community educators), the level of traffic and congestion given only 1 entrance/exit was very challenging.

In light of the above, we have identified the reduction of incidents occurring outside the classroom as priority need for 2015-16. This year the school was given the option to reinstate the staggered schedules for Elementary /Middle arrival and dismissal times via an SBO. The faculty voted almost unanimously to restate the staggered schedules. The continued reduction of instructional time lost to addressing behavioral issues is also a priority.

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.

Given implementation (mid-October to June) of a school wide Integrated and Social-Emotional Support System developed by Pupil Personnel Team, Community School Youth Services and Mental Health Team, the

number of out-of-classroom incidents will decrease 10-15%, as evidenced by incident reports filed with NYC DOE.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Reinstate staggered arrival & dismissal times for Elementary & Middle School divisions.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal, Assistant Principal</p>
<p>Continue personnel support at arrival and dismissal times, including, for example, 188 Dean, Principal, Parent Coordinator, Assistant Principal, community educators.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal, Assistant Principal, Dean, Guidance Counselors, At-Risk Counselor, Extended Day Staff, Community Educators, Community School Coordinator</p>
<p>Reconfiguration of elementary lunchtime staffing, routines and use of space, as feasible.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal, Assistant Principal, Dean, At-Risk Counselor, Extended Day Staff, Community Educators, Community School Coordinator</p>
<p>Initiate revised practices and monitoring respecting use of bathrooms school wide.</p>	<p>All students</p>	<p>Sept-June</p>	<p>Principal, Assistant Principal, Dean, At-risk Counselor</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.											
Principal, Assistant Principal, Dean, Guidance Counselors, At-Risk Counselor, Extended Day Staff, Community Educators, Parent Coordinator, Community School Coordinator, Paraprofessionals, schedule modifications											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E	X	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.											
End of January 2016											
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.

Over the past five years, there has been a continuing focus on integrating and alignment academic and behavioral initiatives between our Elementary and Middle school divisions, and on fostering interaction and collaboration between the respective faculties. As noted by the CSE #1 Deputy Superintendent who visited in May, consistency is evident across grade levels. We are proud of the dedication, shared vision and collegiality demonstrated by our faculty. We are proud, as well, of our staff retention rate.

The following structures are in place which foster teacher collaboration:

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

There is a commitment by administration to building on faculty members’ strengths, delegating leadership and encouraging faculty to seek each other out for support. To assure teacher feedback in areas of priority concern, and in alignment with the Chancellor’s recommendations, the following committees are also in place: Budget Committee, MOSL Committee, Professional Development Committee and Consultative Committee.

As a learning community we are committed to taking full advantage of the additional UFT-contractually mandated time for weekly professional development. Based on identified needs, increased emphasis has been on teachers learning from their peers and on increase of inter-visitations, both within 188 and at other schools.

In 2014-15 we initiated differentiated professional development for targeted groups of teachers (i.e., new teachers, teachers with evaluation rating of “Developing,” ICT teachers, etc.) In keeping with emphasis on distributed leadership, a number of faculty assumed new (additional) responsibilities, including SESIS/IEP Support, training in FBA, NYS testing coordination, etc.

We also initiated Division Team leaders for Grades K-2, Grades 3-5, and Middle School (Grades 6-8). The rationale for the latter was to provide teachers with peer support, including best practices in classroom management, instruction, curricula support, as well as in providing an additional go-to person if need should arise during the day. The introduction of this role was well received by faculty, and well utilized.

PRIORITIES IN 2015-16

1. Continue emphasis on distributed leadership and teacher collaboration
2. Continuation and refinement of roles of Division Team Leaders

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.

PS/MS 188 will continue to implement distributed leadership and teacher collaboration as evidenced by 60% of faculty assuming voluntary leadership roles by June 2016 (i.e., with respect to pedagogy, OST and Community School initiatives, logistics, materials & supplies, school beautification, etc.).

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Survey of teachers and staff respecting strengths and weaknesses	All Staff	June 2015	Principal, Assistant Principal
Identification of leadership positions needed to support school wide, division-wide and grade-wide needs	All Staff	June 2015	Principal, Assistant Principal
Identification of school Division Team Leaders for Early Childhood grades (K-2), Upper Elementary (Gr. 3-5) and Middle School (Gr. 6-8)	Identified staff	Sept 2015	Principal, Assistant Principal
Ongoing professional development in Interdisciplinary Learning	All Staff	Sept-June	Principal, Assistant Principal

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.											
Principal, Assistant Principal, 188 faculty & staff											
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	X	Title II, Part A	X	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.
January 2016
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 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.

This year marked the beginning of a new administration at PS/MS 188. Our principal served first as PS/MS 188 School Math/ESL teacher, then as Middle School Teacher/After School Coordinator, and subsequently as Assistant Principal. Leading by example, the Principal continues to be involved with students first hand, to support daily logistics, to brainstorm with and support teachers in the classroom, as well as community school partners.

The 2014-15 Superintendent's Principal Performance Review states: *"The principal models and conveys high expectations of herself, faculty, staff, students, families and external partners."*

It is the principal's belief that a successful learning community must: (1) build trust among all stakeholders (teachers, parents, students, CBO partners, staff); (2) foster distributed leadership, building on individuals' strengths; and (3) actively include parents in decision-making. Implementation and refinement of our community school initiative is critical to the above.

PRIORITIES

This year, we launched the NYS Community School Grant and the NYC Community School/AIDP grants. A Committee structure was developed and initiated, including:

- an overarching Community School Services Team (CSST) with representation from each partner. The CSST has responsibility for ongoing planning, coordination, monitoring and trouble-shooting.
- CSST Sub-committee Teams, including: Youth Services, Parent Involvement, Adult Education/Family Literacy, Physical/Mental Health/Wellness

The primary challenge for school year 2015-16 is the integration, alignment, coordination, monitoring and evaluation of services for children and families.

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.

As per the timeline below, we will refine implementation of Community School committee infrastructure to maximize student academic, social-emotional, behavioral and attendance outcomes, as evidenced by: (1) developing CS Services Plan & Evaluation for each student; (2) systematized, ongoing child-specific communication between service providers for individual children; (3) assessment of impact of coordinated services (individually and in the aggregate).

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Develop system to integrate and monitor referrals for students, parents and families to support increased academic achievement</p>	<p>All students</p>	<p>Oct. '15</p>	<p>Community School Services Team ("CCST") and CCST Sub-committees. supervised by Community School Coordinator with Principal support</p>
<p>Create a Community School "Services Plan" for each student</p>	<p>All students</p>	<p>Feb. 16</p>	<p>CCST Sub-committees supervised by Community School Coordinator with Principal support</p>
<p>Develop a Community School Services Plan Evaluation Tool to be implemented for each student at year-end</p>	<p>All students</p>	<p>Dec. 15</p>	<p>CCST Evaluation Sub-Committee in collaboration with CCST and other sub-committees, supervised by Principal</p>
<p>Evaluate effectiveness of students' Community School 2015-16 Services Plans on an individual basis, and in the aggregate.</p>	<p>All students</p>	<p>June 2015</p>	<p>CCST Evaluation Sub-committee in collaboration with CCST and other sub-committees – supervised by CS Coordinator with Principal support</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Community School Coordinator, Principal, CBO Partner Representatives, At-Risk Counselor,</p>											
<p>Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	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.

January 2016

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.

Committed to meeting the needs of our families and to providing the resources and opportunities to support our students’ success, we have dedicated ourselves to implementing a full-service community school. The partnerships and collaborations outlined in the Overview section of our CEP were systematically developed and nurtured over many years. In 2014-15, we launched the NYS Community School grant and the NYC DOE Community School/AIDP grant to support expansion and refinement of our full service community school grant initiative. For the second year consecutively, our school is honored to serve as a NYC DOE "Showcase School" highlighting best practices with respect to parent engagement and extended day. been invited to serve as a NYC DOE Showcase School in 2015-16. Our 2014-15 attendance increased by approximately 6.7%.

PRIORITY NEED:

While we provide extensive wrap-around services as described in the first section of this CEP, and despite significant gains during 2014-15, we still face significant challenges with respect to chronic absenteeism.

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, the number of students with chronic absenteeism will decrease by 10%, as compared to 2014-15.

←

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Continue funding of full-time position of 188 At Risk Counselor (initiated Spring 2015).	Chronically absent students	Sept – June	Principal, At-Risk Counselor
Continue and refine initiatives launched in 2014-15 via an Expanded Attendance Team including counseling staff from Jewish Board, part-time NYCDOE Attendance Teacher, Parent Coordinator, Principal, family workers	Each week four (4) chronically absent students are identified for the case study approach	Sept-June	Principal, At-Risk Counselor, Attendance Teacher, etc. Principal &/or AP, At-Risk Counselor, Guidance Counselors, Teachers,
Community School Coordinator, At-Risk Counselor, Principal and/or Assistant Principal, Parent Coordinator , Guidance counselor(s) and classroom teachers will meet weekly using case-study approach with goal of developing and monitoring personalized plan for chronically absent students, providing consistent support to both students and families on-and off-site	Chronically absent students	Sept-June	Principal, At-Risk Counselor, Attendance Teacher, etc. Principal &/or AP, At-Risk Counselor, Guidance Counselors, Teachers, Parent Coordinator
Continue to implement daily (mid-morning) attendance/lateness checks to make sure late students are entered into ATS as present.	All students	Sept-June	Attendance Teacher, School Secretary, School Aide

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.											
At-Risk Counselor, Attendance Teacher, Community School Coordinator, CBO representatives, Guidance Counselors, Principal, Assistant Principal, Parent Coordinator, School Secretary											
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	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E	X	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.

November 2015 AND January 2016

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)	NYS test scores in conjunction with Ed Performance & classroom assessments	Reading Partners, curricula aligned with CCLS; AmericaReads; computer-assisted online programs (e.g., Reading A-Z); modified materials, pacing	Small group, 1:1 Homework Help Tutoring Test Prep	Extended Day, Saturday, Evening, Early Morning, Vacation, Summer
Mathematics	Same as above	Online programs (i.e., IXL, Khan Academy); modified materials, pacing; multi-media; AmericaCounts	Small group, 1:1; Homework Help Tutoring Test Prep	Extended Day, Saturday, Evening, Early Morning, Vacation, Summer
Science	NYS test scores for Grade 4, and classroom assessments	Online programs; modified materials, pacing	Small group, 1:1; Homework Help Tutoring Test Prep	Extended Day, Saturday, Evening, Early Morning, Vacation, Summer
Social Studies	Classroom performance and assessments	Online programs, modified materials, pacing	Small group, 1:1; Homework Help Tutoring Test Prep	Extended Day, Saturday, Evening, Early Morning, Vacation, Summer
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Pupil Personnel Team, teacher & administration referrals	On-site CBO social workers; guidance counselors; At-Risk Counselor	Small group, 1:1	Early Morning, Lunch, during School-Day instruction, Extended Day

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.
<p>Our teachers must equip our students with the competencies they need to become active citizens and workers in the 21st century. They need to personalize and differentiate learning experiences to ensure that every child has a chance to succeed. They also need to keep up with innovations in curricula, pedagogy and the development of digital resources. Our challenge is to equip all teachers, and not just some, to implement effective instruction for our diverse learners. This requires us to focus on: how to optimize the pool of individuals from which our school recruits teachers; how professional expectations are communicated; how to improve performance of struggling teachers; how to sculpt leadership and mentoring opportunities for outstanding teachers; and how to recognize exemplary performance. In order to recruit the best highly qualified teachers for our students:</p> <ol style="list-style-type: none"> 1. School administration works with the Manhattan Field Support Center to identify and recruit highly qualified teachers 2. School administration takes pro-active measures to avail current non-HQT teachers with higher education opportunities. 3. School administration sets aside Title I monies to support funding for HQT. 4. School administration works with Manhattan Center Field Support Center to ensure that non-HQT meet all required documentation and assessment deadlines.

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).
<ul style="list-style-type: none"> • School administration and Teachers College Writing Coach provide in- and out-of-classroom support to teachers and paraprofessionals • Differentiated professional development, designed to support new teachers, content-area teachers, Special Education teachers, etc. • Mentoring systems in place for newly hired DOE teachers • Weekly teacher team meetings • Weekly professional development as per UFT contract • Utilization of the Danielson Framework

--

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The following are utilized to assist pre-school children's transition to the elementary program: (1) Core Knowledge Literacy program is utilized in PreK and Kindergarten; (2) a series of parent events (i.e., school tours in Spring and Summer, as well as Summer and Fall workshops); (3) Pupil Personnel Team meetings include planning for SWDs; (4) Family Worker and Attendance Teacher facilitate record acquisition, registration, etc.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers are involved in the decision-making process with respect to assessment selection and use through the following committees that meet regularly with the Principal: (1) Professional Development Committee; (2) MOSL Committee; Budget Committee; as well as Teacher Grade-level groups/meetings; and Teacher Content-area groups/meetings.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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	296,999.00		
Title II, Part A	Federal	76,628.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,028,315.00		

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

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

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

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

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

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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/MS 188 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 try 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>PS/IS 188 Island School</u>	DBN: <u>01M188</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 type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>21</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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" 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>2</u>
of content area teachers: <u>0</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: Rationale:

PS/IS 188 M will conduct an afterschool instructional program to enrich second language acquisition for 21 ELLs in kindergarten, first, second, third, fourth, and fifth. The activities will be geared to foment and enhance vocabulary development, reading comprehension, writing, and speaking skills through Social Studies. To address the needs of students at PS 188 the program is targeted to students with beginning language proficiency and newcomers. Advanced students are also included in the program to create heterogeneous grouping and to provide positive language models for beginning students. The program is designed to incorporate all four language modalities to prepare students for success in core academic areas.

Subgroups and grade levels of students to be served:

Kindergarten/First Grade students: 1 newcomer, 2 beginners, 1 advanced = 4 total

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

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

Fourth graders: 1 beginner = 1 total

Fifth graders: 3 beginners, 1 intermediate = 4

Former ELLs: 1 third grader

Total Students: 21

- Schedule and Duration:

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

Language of Instruction

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

Number and Types of Certified Teachers

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

- Types of Materials:

Engaging literature will be used as read-alouds each day during the program. Students will be using book making materials to assemble their own books about the communities we discuss. Since the New York State Common Core standards emphasize technological literacy and research skills, students will have access to the internet to complete online research of the communities we discuss during the program. A Smart Board, already in the classroom, will allow the teachers to model effective research practices. After modeling, students will simultaneously use the desktop computers (as appropriate for grade level) during guided practice to develop academic research habits. Marble notebooks, folders, pencils, glue sticks, and markers will be provided for the students to take notes, organize handouts, and create projects. English dictionaries will be used to support vocabulary development and word study while bilingual dictionaries will be used to provide students with native language support.

- Type of Program/Activities:

Social Studies will set the stage for the implementation and development of a theme, Communities Around the World and New York City. The rationale behind this selection is connected to the notion that it is important for ELLs and their families to become acquainted with the community where they live--New York City-- and the diverse cultures that exist in this large multi-ethnic metropolis. The main goal of this enrichment program is to support second language acquisition among our ELL students

Part B: Direct Instruction Supplemental Program Information

through activities that will include read alouds, shared reading, independent reading, songs from around the world, writing in the content area, and oral presentations as a final project. The specific skills that students will be developing are: summarizing, understanding non-fiction as a genre, identifying facts and opinions, writing captions and paragraphs. Two ESL certified teachers will be in charge of instruction, one with bilingual certification as well.

We will use an arts approach to guide students in creating small books where children will collect information about each community we read about and discuss in books. Students will also make a small suitcase where they will collect items that symbolize the different cultures we learn about. The visual arts component acknowledges students' diverse learning styles, self-identity, social cognition, and expression. Second language acquisition skills are going to be emphasized through the use of descriptive language, specific vocabulary related to art, asking relevant questions, critiquing work, sharing ideas and opinions. Students will also be learning songs from around the world to help develop their oral language skills and oral fluency. Students will have the opportunity to interview community members to practice oral questioning skills as part of their ongoing project.

As previously mentioned, the program will be serving a total of 21 students in grades K, 1, 2, 3, 4, and 5 meeting on Saturdays from 8:30 am to 12:30 pm starting on February 1, 2015 through May 2015. We will utilize books such as *Stringbean's Trip to the Shining Sea* by Vera Williams, *What is A Community?* By Bobbie Kalman, *The Story of the Statue of Liberty* by Betsy & Giulio Maestro, *New York City* by Deborah Kent, *Flying over Brooklyn* by Myron Uhlberg, *Next Stop Grand Central* by Bobbie Kalman, *You Can't Take a Balloon Into The Metropolitan Museum* by Jacqueline Preiss Weitzman, among other possible titles that will be discussed throughout the term of the program. We will also purchase book making materials for students to create their project. The students will write captions for the pictures in their book and assemble their books according to the attributes assigned to the genre, e.g., table of contents, index, glossary, etc.

Part C: Professional Development

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

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

Begin description here: _____ Rationale:

ESL Professional Development at PS/IS188M will be structured around a Study Group to be held weekly to discuss and reflect upon specific needs of the ELL population. The 2 participants will be looking at the strategies to better service students in the development of L2 through the reading and discussion of the book "The Language -Rich Classroom A Research-Based Framework for Teaching English Language Learners" by Persida Himmele and William Himmele. The study group will meet for eight sessions for two hours each week.

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

Professional Development Timeline:

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

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

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

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

Part C: Professional Development

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

March -- Vocabulary Myths and Solutions for ELLs

April -- Easy Ways to Adapt Curriculum for ELLs

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

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

These meetings include articulation and reflection meetings.

Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

- Schedule of Parent Engagement

- Session 1: Introduction to the Program

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

- Topics Presented:

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

Teachers will engage parents in a short hands-on activity related to what their children will be learning.

The parent activity will focus on learning about the community around the school building.

Teachers will give parents ideas and strategies for supporting students at home. This includes suggestions of websites and books that parents can use with their children.

- Session 2: Making Books About Our Community

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

- Topics Presented:

Parents will be invited to attend a session where they create a book about a neighborhood in New York.

Teachers will lead the instructional session with a simple read aloud, videos, activities, and discussion

about one neighborhood in New York City. Parents and children will work together on creating a three-dimensional book, as demonstrated by the teachers, about this neighborhood. The books will be shared with the group.

Part D: Parental Engagement Activities

- Session 3: Culminating Presentation

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

- Topics Presented:

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

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> 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 01	Borough Manhattan	School Number 188
School Name PS/MS 188 The Island 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 Suany Ramos	Assistant Principal
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Ian Gold/Rebecca Baez	School Counselor Ana Perez
Teacher/Subject Area Silvia Elsayed/Dual Language	Parent Marleny Peralta
Teacher/Subject Area Dilifer Inoa/Dual Language	Parent Coordinator Mirta Rosales
Related-Service Provider Enit Santiago	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	1
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	485	Total number of ELLs	74	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	1	1	1											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	74	Newcomers (ELLs receiving service 0-3 years)	58	ELL Students with Disabilities	18
SIFE	3	Developing ELLs (ELLs receiving service 4-6 years)	10	Long-Term (ELLs receiving service 7 or more years)	3

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	19									0
ENL	39	3	4	10		8	6		5	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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	5	15	9	13	3	17													0	0
SELECT ONE					2														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

* 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): <u>10</u>	Number of students who speak three or more languages: <u>2</u>
--	--

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	6	11	3	9	3	4	8	9	14					0
Chinese	1	1												0
Russian														0
Bengali			2											0
Urdu														0
Arabic														0
Haitian														0
French				2				1						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)	0	1	0	2	1	4	3	4						0
Emerging (Low Intermediate)	4	0	3	0	0	1	2	3						0
Transitioning (High Intermediate)	2	1	0	1	0	1	2	1						0
Expanding (Advanced)	4	4	6	0	2	3	1	5						0
Commanding (Proficient)	0	3	1	1	1	0	4	0	3					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														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	0	3	1	3	1	2	6	0	0	0	0	0	0

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	1	0	0	0
8	0	0	1	0	7	1	1	0	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.

To assess the early literacy skills of our ELLs at PS 188 we use formal and informal assessments. The formal assessments we use are ECLAS-2 and IRLA (Independent Reading Level Assessment Framework) which is aligned with the Common Core standards. Teachers also use supplemental running records to evaluate students' reading levels.

Classroom teachers in grades K-2 are now using assessments as part of the Core Knowledge Language Arts Curriculum (CKLA) to provide both baseline data and ongoing information about student progress. The data provided from the CKLA program is shared with ENL teachers who use additional CKLA assessment and remediation strategies as needed.

The ENL teacher uses CKLA assessments to determine early literacy skills. These assessments place students in the CKLA program based on level. The assessments include word identification, word reading, letter/sound identification, comprehension screening, and running records. Currently we implement the K, 1, and 2 levels of the program. Additionally, students in 2nd through 5th grade who are determined to be two years or more below grade-level in reading are assessed on-line through the Mindplay program. These students are assessed for comprehension, fluency, and phonemic awareness and then provided instructional interventions using the Mindplay software.

On early literacy assessments ELLs generally score below grade level due to their limited vocabulary in English and their limited schooling prior to entering Kindergarten and/or the United States. Teachers use the information collected from all assessments to carefully understand the needs of our ELLs in order to better assist them in the classroom. The ENL teacher combines information provided by classroom teachers, the CKLA assessments, and the Mindplay computer assessment to create an intake summary describing the various strengths and weaknesses of each student's early literacy skills. This information is stored in an assessment binder and referred to while planning for instruction. Each student's assessment profile is updated as new information becomes available from classroom teachers, the ENL teacher, and standardized test scores. Assessments done throughout the year can be used to analyze student progress over time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL and NYSESLAT data reveal a pattern across proficiency and grade levels. When analyzing the 2015 NYSESLAT results we see that most students are in the expanding category (25), then entering (15), emerging (13), commanding (13), and transitioning

(8). This tells us that we have students distributed across varying levels of proficiency. Almost all of the students who scored at the entering and emerging levels are newcomer ELLs. Many of our students who have scored at the expanding level are developing ELLs (4-6 years of service) or long-term ELLs. All three of the long-term ELLs in our school are students with learning disabilities. The speaking and listening scores demonstrate that students tend to score better in those two modalities.

Interestingly, the reading and writing modality provides us with data that looks very different. Proficiency levels are more evenly distributed in reading and writing with fewer students reaching a commanding level.

Based on this data we can clearly see that our students' strengths are in listening and speaking while their weakness is in reading and writing. We can also see that students who struggle the most to attain commanding NYSESLAT scores are newcomers and students with learning disabilities.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The school creates an AMAO report yearly using the AMAO tool. This tool confirms what the teachers learn during the analysis of the NYSESLAT while providing additional information about students meeting AMAO's and student risk for becoming a long-term ELL. The data reveals that most long-term ELLs and students at-risk are students with disabilities. The school uses information about the AMAO's to individualize instruction to meet student needs. Our goal is to provide high quality instruction to students who are meeting AMAO's and targeting students who are not meeting the objectives with intervention strategies.

As a result of students' NYSESLAT scores, the ENL teacher will work with students to improve the modalities (reading/writing and listening/speaking) that the students are struggling with. Students often develop listening and speaking skills first; therefore those students who are at a Beginner level in all four modalities will focus more on their listening and speaking skills, in addition to learning how to read and write. Special attention will be given to newcomer ELLs to provide them with basic language skills and beginning academic language. Effort will be made to collaborate with teachers of students with IEP's to focus on attainable goals that will allow these students to grow in the reading/writing modality. Students who are at Intermediate and Advanced levels, especially long-term ELLs, will focus on improving reading strategies and writing skills.

4. 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?

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

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

c. Our school is eager to receive Periodic Assessment data for 2014-2015 so it can be analyzed.

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

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

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

PS/IS 188 is very aware that we are a school with a multi-cultural population with many English Language Learners. The school leadership team has an ENL representative who makes sure second language development is considered in instructional decisions.

Professional development is provided to teachers to ensure they understand the specific needs of English Language Learners. Additionally, our school study groups are focused on providing support for English Language Learners. Teachers share ideas and discuss strategies for making sure second language development is taken into consideration during all lesson planning.

The ENL teachers follow New York State's Bilingual Progressions to provide Common Core aligned appropriate instruction to the ELLs. Within the Dual Language program, the new language instruction is increased according to the performance levels of students. ENL rubrics are used in the ENL classroom and shared with teachers in all classrooms to create a consistent approach to assessment and

instruction for ELLs. ENL assessment folders are shared between the ENL teachers and classroom teachers so there is constant communication about the progress of ELLs.

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?

a. The English-proficient students are assessed in the target language, Spanish, by using the Estrellita program assessments. English-proficient students will also be assessed during listening comprehension assessments as part of the thematic units of study during the CKLA Listening and Learning Strand. For example, students will be asked questions in Spanish about a topic (Weather and Seasons, The Plant Life Cycle, etc.) and respond by circling an appropriate picture or written prompt.

b. The dual language program is currently offered to pre-k, kindergarten, and first grade students. The EPs are beginner Spanish language learners and are assessed by the dual language teacher.

c. The students who have attended the dual language program in, the previous year, have shown growth on the Estrellita assessments. We do not have data about the performance of EPs on State and City Assessments due to the fact that the Pre-k – 1st grade classes are not tested by the State or City at this time. Our Dual Language is also new to PS/IS 188 and 2016 2017 will be the first year that dual language students will be in a testing grade (3rd).

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

The success of PS 188's programs for ELLs is evaluated based on students' NYSESLAT scores (focusing on their improvement in each modality; Reading/Writing and Speaking/Listening), formal and informal assessments conducted by the ENL teacher and their classroom teacher, and communication with classroom teachers. The AMAO's are also analyzed to determine how successful the ENL program has been. The NYSESLAT data is analyzed to see which students have moved one level, which students remained at the same language proficiency level, and which students decreased in a language proficiency level. ENL and dual language teachers also look at anecdotal information from teachers and analysis of student work and progress on a case by case basis. This information is analyzed for trends to determine in which areas the ENL program has been successful and which areas need to be strengthened for the following year.

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.

1. A Home Language Identification Survey is completed by a trained pedagogue for newly enrolled students at time of registration. The pedagogues who administer the HLIS include the two ENL teachers and other pedagogues who have been trained in the procedure. After the parent is interviewed, with the assistance of a translator, if necessary, the student is asked questions in English during an informal interview to determine their ability to listen and speak in English. After this intake process is complete, an immediate determination of student's home language and eligibility for NYSITELL testing is made. The NYSITELL is administered within 10 days of initial enrollment and only once in the student's school career. The NYSITELL is administered by the two ENL teachers. If students are identified as ELLs based on the scoring of the NYSITELL and the student's home language is Spanish then the Spanish LAB is administered. Students who do not meet the NYSITELL cut scores will be placed in the dual language program (K-2 only) or freestanding ENL program until the parents select their choice during the parent orientation. During the parent orientation, parents will be asked about their child's schooling history. If the child scored at the beginning level on the NYSITELL and the parents indicate there may have been an interruption during the previous schooling of the child, then the SIFE questionnaire will be administered. If the questionnaire reveals the students may be a SIFE, then at this time the LENS will be administered.

New students at PS188 are classified as English language learners (ELLs) after not meeting the cut score of the NYSITELL and those students who did not qualify for the "Commanding" level of the previous year's NYSESLAT (New York State English as a Second Language Achievement Test) exam scores. The ENL teacher uses students NYSESLAT scores from the previous year to determine individual students' growth in English language development and to evaluate what steps are necessary to ensure students are on a path to gain English language proficiency. The ENL teacher also uses NYSESLAT scores when creating pull-out/push-in schedule for the school year. Groups are based on students' language proficiency levels and grade. ENL instruction is determined based on the needs of the students after evaluating individual students' scores on the NYSESLAT in Speaking, Listening, Reading, and Writing. For

example, if students are proficient in Speaking and Listening, but are Intermediate in Reading and Writing then instruction is primarily focused on building students' reading and writing fluency. NYSESLAT scores are also used to evaluate the progress that students are making every year to gain proficiency and to determine necessary steps that classroom teachers and the ENL teacher will take to assist individual students in reaching proficiency.

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).

During the ELL parent orientation, parents will be asked about their child's schooling history. If the child scored as a beginner on the NYSITELL and the parents indicate there may have been an interruption during the previous schooling of the child, then the SIFE questionnaire will be administered. If, the questionnaire reveals the students may be a SIFE, then at this time the LENS will be administered.

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).

3. When students enroll at PS/IS 188 the HLIS forms is administered and parents are asked if the child has an IEP. If the child is newly entering a New York City school, has an IEP, and has a home language other than English (as determined by HLIS administration) then the LPT team will review the child's IEP and language abilities before administering the NYSITELL. The LPT team will consist of the ENL teacher, the special education lead teacher, the assistant principal, and the parent. The team will study the child's IEP, interview the child, interview the parent, and analyze work samples from the child before making a determination about NYSITELL eligibility.

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.

All students who are entitled to receive ENL services according to the NYSITELL are given entitlement letters to be sent home to their parents within five school days after NYSITELL is scanned. The two ENL teachers are responsible for this process. A new ELL student intake checklist is created for this student and all letters and compliance requirements are recorded on this intake checklist. To ensure parents receive and understand the entitlement letters, parents are asked to sign and return a slip of paper that is attached to the entitlement letter that states (in English and their native language) they understand their child will receive ENL instruction for the entire school year. For new students, in addition to the entitlement letters that are sent home to the parents, Program Selection Forms (as mentioned above) are also given to the parents after the Parent Orientation. Since it is extremely important that the ENL teacher/coordinator receives the Program Selection Form and Survey the parents are asked to return the forms within a week of receiving the letter. The parent coordinator and the ENL teacher will establish communication with parents via phone calls and re-sending the Program Selection Form. If the parent coordinator and the ENL teacher/coordinator are unable to get in contact with the parent of a student within a week of the letter being sent home then the student will be placed in a bilingual program. If a bilingual program is not available at the school for the grade of the child then the parents will receive notification of other schools in the district that offer a bilingual program. In addition, parents of students who scored at or above proficiency on the NYSITELL or tested out of ENL service by scoring proficient on the NYSESLAT are sent a Non-Entitlement Letter. Copies of all letters sent are kept in the ENL binder.

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).

During the parent orientation, parents are given information that explains they have the right to appeal ELL status within 45 days of enrollment. ENL teachers and translators are available to explain further and answer any questions at this time. If parents do not attend the orientation session they have been invited to, they will be contacted by phone and letters home to attend at a time that is convenient for them. We offer parent meetings in the early morning, afternoon, and evening. Information regarding the 45 day appeal window will be sent home to notify parents in the event they are unable to attend an in-person meeting.

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.

In order to ensure that parents understand all three program choices we present a parent orientation at the PS 188 Parent Welcome Center within 10 days of the students' registration into the school system. Parents are informed of the orientation via a letter sent home with the student that includes the date and time of the orientation. A tear-off sheet is sent with this letter to be returned with the parent signature so the ENL teacher can monitor that parents have received the invitation to the orientation. A follow-up phone call is made if the tear-off sheet signed by the parent is not returned within two school days. If the parent is not reached within 1 week the ENL teacher along with the parent coordinator make another phone call to the child's parents to remind them to return the letter and attend orientation. If the parent is unable to attend the scheduled orientation, alternate times are offered to accommodate the parent's schedule. If a parent speaks a language other than English or Spanish then we utilize the other teachers and paraprofessionals in the building to provide translation or the DOE translation unit as needed.

Once at the orientation site, the certified ENL Teachers Ian Gold and Rebecca Baez, along with the bilingual (Spanish/English) Parent Coordinator Mirta Rosales welcome parents to view the Parent Orientation Program Selection DVD from the EPIC toolkit. Parents view and listen to the DVD in their native language. The Parent Choice Survey and Program Selection (PCS/PS) form is given out, explained via translation or given in their native language when necessary and returned on site with their choice. The forms are

collected immediately after parents answer all the pertaining questions and decide on the program of instruction for their children. The original forms are filed in the respective cumulative records along with the HLIS, one copy is filed in the Main Office and an ELL File is maintained by the ENL teacher. The Student Intake Process and Parent Choice Process are supervised by Ms. Suany Ramos, Principal of the Island School.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our school invites parents to a parent orientation once the NYSITELL test is scanned and scores are received. Parents are notified within five school days with an entitlement letter in the parent's preferred language. The bilingual (Spanish/English) parent coordinator, Ms. Mirta Rosales, follows-up immediately with a telephone call. If the parent speaks a language other than Spanish then a teacher who speaks that language is asked to notify the parent or the DOE translation unit is called to assist. If the time of the orientation is inconvenient for the parent then an alternate time is agreed upon. If parents do not attend the orientation then follow-up calls are made. The ENL teachers maintain a spreadsheet of all new ELL students. Parent choice is recorded in this spreadsheet to track preferences over several years. This spreadsheet is maintained year after year so parent choice can be reviewed multiple times each year. This way, changing parent preferences can be easily observed. If a TBE or Dual Language program becomes available and a parent has previously chosen this program then a letter is sent to alert the parent of the new program along with a follow-up phone call to discuss student placement. All correspondence is sent in the preferred language of the parent or guardian. Additionally, the ELPC screen in ATS is updated once a parent choice is made. This screen maintains a list of parent choices for each ELL and can be referred to throughout the year.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teachers and parent coordinator work together to contact parents who have not attended the first parent orientation. All correspondence is in the parents preferred language. If follow-up attempts to contact parents are unsuccessful then the principal of the school is notified that a parent is not returning the Parent Survey and Program Selection form or attending the parent orientation. The principal will become involved with contacting the parent either by sending a letter home or additional phone calls always in the parents preferred language. If a form is still not completed then the parents will be notified by letter in the preferred language that the child will be placed in the dual language program (K-2 only) or the ENL freestanding program (3-8). On our spreadsheet of ELL information, it will be noted that the Parent Survey and Program Selection form was not received and that the parent choice is by default. This will also be noted on the ELPC screen but never before multiple attempts have been made to receive the form. All Parent Survey and Program Selection form originals are kept in the student's cumulative record and copies are kept in the ELL binder.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement letters are sent by the ENL teachers to parents immediately following the parent orientation and parent choice of program in the parent preferred language. At that time, the letter is sent home and a copy is filed in the ELL binder. The date the letter is sent is recorded on the ELL intake spreadsheet. Our school keeps an intake spreadsheet that lists all new ELLs. The spreadsheet includes a section for each intake procedure. For example, HLIS, NYSITELL, Entitlement Letter, Parent Orientation, Parent Choice, and Placement Letter. Next to each item, the date that the item is completed or sent is noted.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school keeps a master ENL binder that contains ELL documentation for each child. This includes copies of HLIS, entitlement letters, non-entitlement letters, parent survey selection forms, placement letters, parent orientation agendas, NYSESLAT scores, and various other ELL data. Additionally, original HLIS and parent survey selection forms are kept in the student's cumulative record. Finally, a second copy of the HLIS and parent survey selection forms are kept in the main office ENL file.
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.
To ensure that all section of the NYSESLAT are administered to ELLs, the ENL teachers print the RLAT report for all entitled students. Once the teachers receive the NYSESLAT they immediately create a testing schedule based on the RLAT and the testing window. In the case that any new students arrive during the testing window, they are quickly identified as ELL's or not ELL's so that if they are entitled to NYSESLAT testing then they would receive it. If a new student is a transfer from another school within the NYCDOE then that school is contacted to ensure the student is not tested twice. Once the testing schedule is created it is then sent to all teachers and administrators in the building. The testing schedule is followed with help from all ENL teachers and additional classroom teachers as needed.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
At the beginning of each school year, NYSESLAT scores from the previous year are printed by the ENL teachers. According to the cut-off scores, all students scoring Entering, Emerging, Transitioning, or Expanding are sent a continued entitlement letter in the parents preferred language by the ENL teachers. Students who scored Commanding are sent a transitional support letter in the parents preferred language. This includes students who received a score of Commanding from the previous year since transitional support is provided for two years after. Copies of these letters are kept in the ENL binder.
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).

At this time PS 188 only provides an ENL program based on the number of ELLs enrolled at each grade. The ENL teacher conducts a periodic review of the Parent Choice Letters and should there be enough Parent Choices for a TBE or DL Program – the school will open a program as per CR PART 154 in order to ensure that all ELLs receive services as part of CR PART 154 and parent choice. For many years the trend in program selection was Freestanding ENL but in the past few years parents have been expressing interest in dual language programs. To respond to parent interest, PS/IS 188 opened a dual language (Spanish/English) pre-kindergarten classroom in the 2012-2013 school year. In 2013-2014 we have expanded that program to kindergarten. In 2014-2015 we expanded the program to first grade and in 2016-2017 the program is expanding to second grade. We are planning on growing the dual language program by one grade per year since, after meeting with parents over the past three years, there appears to be significant parent interest in a dual language program. Our goal is to align our program offerings with parent choice.

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.
 - a. The freestanding ENL program at PS/MS 188 is organized using a push-in and pull-out model to deliver stand-alone ENL and integrated ENL services. Students are placed in heterogeneous classes along with non-ENL students allowing for strong social interaction and development of L2 language skills. From these classes students are grouped into ENL pull-out groups that are homogenous proficiency levels and bridge two grades. For example, one ENL group may be fourth and fifth grade “Entering/Emerging” while another pull-out group might be second and third grade “Expanding”. The instructional units provided to these groups are aligned with CR Part 154. Depending on scheduling needs, some classes will have the ENL teacher push-in. During this time, the ENL teacher will push-in to provide integrated ENL services for those students by co-teaching with the general education or content area teacher. Stand-alone ENL services are provided using research based ENL strategies. Integrated ENL services are provided by working closely with classroom teachers to develop and integrated Common Core Curriculum that supports ELLs in the content areas. Since our school uses the CKLA and Expeditionary Learning curriculum for ELA which is highly integrated with science and social studies, our ENL teachers focus on these content areas. Specific stand-alone ENL strategies used include: Natural Language Approach, Language Experience Approach, Cooperative Learning, TPR (Total Physical Response) and QTEL Scaffolding Strategies. Specific integrated ENL strategies used include: co-teaching, QTEL scaffolding, explicit vocabulary instruction, sentence frames, and content-related cognates. Building on best practices in ENL pedagogy, project-based learning and the arts are infused within instruction to enhance engagement and understanding, and as an entry point to acquiring “academic” language. Our school believes that it is crucial for our English Language Learners to enter project-based learning activities through their strengths (e.g., visual arts, dance, music, interpersonal, linguistic, etc.) thus fostering engagement, confidence and self-esteem. Specific ENL instructional materials used include materials that are used in conjunction with grade appropriate curriculum (e.g., English Now, Getting Ready for the NYSESLAT) ELL students have full access to technology, with increasing attention to use of software to differentiate instruction, and multi-media software to facilitate product development. PS/MS 188’s ENL curricula are fully aligned with NYS ENL standards. The school’s ENL Coordinator, in collaboration with school administration, facilitates program development and implementation (identification and placement of ENL/Bilingual certified teachers, scheduling, content, materials, etc.).
 - b. TBE program. *If applicable.*
 - b. At this time PS/IS 188 does not offer a TBE program.
 - c. DL program. *If applicable.*
 - c. Our dual language program is currently in Pre-Kindergarten to Second grade. EPs and ELLs are integrated for the entire instructional day and students are grouped heterogeneously. The self-contained 50/50 dual language model is used. Language is separated using the 50/50 model each day. This time is divided between morning and afternoon. For example, Monday may be Spanish in the morning and English in the afternoon. Tuesday would then be reversed with English in the morning and Spanish in the afternoon. The dual language teachers will determine if students may benefit from a different

schedule three months after the start of the year. If students are determined to be progressing in both languages then the model may change so that instruction on each day of the week is in one language alternating every other day. For example, Monday may be Spanish all day, then Tuesday may be English. This is left at the discretion of the dual language teacher after assessing the needs of her class.

The stand-alone and integrated ENL services are provided to our dual language students throughout the day in the self-contained environment using the following curriculum. Emergent literacy is taught in both languages at the same time (simultaneous). The Estrellita program is used for teaching Spanish and the Core Knowledge program is used for teaching English, Social Studies, and some Science. Additionally, the Core Knowledge Language Arts program is supplemented with Spanish books and materials so that students will learn about the same thematic topic simultaneously in Spanish and English. For example, one Core Knowledge unit is about seasons and weather. Students will participate in the read aloud in English on Monday and on Tuesday listen to a related but different read aloud in Spanish that will build on their knowledge. The 100 Book Challenge program is used in English and Spanish with corresponding assessments to determine independent reading levels. The IRLA is the English assessment and the ENIL is the Spanish assessment. Go Math is used for the integrated ENL math component. Additional ENL integrated science instruction is provided by units that coordinate with the CKLA curriculum.

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)?

a. The organization of our staff is designed in order to ensure the mandated number of instructional minutes are provided according to CR154, the ENL teacher creates groups of students combined by grade level and language proficiency. The stand-alone classroom is made up of these bridge groups (example: 4/5 Entering/Emerging Group or 6/7 Expanding Group). ELA content is taught through ENL methodologies and techniques. When one general education classroom has a large number of ELL's, a push-in or integrated ENL program is implemented whereby the ENL teacher provides in-class ENL support for these students. In order to ensure all students receive mandated services, students may receive both push-in and pull-out services. The K-5 ENL teacher is dually certified in ENL and Common Branch so can provide integrated ENL services when appropriate. The integrated ENL focuses on thematic ELA units that are closely integrated with social studies and science. Our school uses CKLA and Expeditionary learning for the ELA instruction. These two programs also teach science and social studies which is the focus of our integrated ENL. In 6-8th grade, the ENL teacher provides some integrated ENL services in the content area of science. All "entering" ELL's receive 2 units of study per week (350 minutes) of ENL instructional time. These include 1 unit (180 min.) of stand-alone ENL taught by a K-12 certified ENL teacher. They also receive 1 unit of study of integrated ENL. In K-5 this is taught by a dually certified K-12 and Common Branch teacher but in 6-8, a co-teaching model is used whereby an ENL teacher is working alongside a content area teacher. All "emerging" ELL's also receive 2 units of study (360 minutes) per week. These minutes include .5 units (90 min) of stand-alone ENL and 1 unit (180 min.) of integrated ENL. The remaining .5 unit of study will be taught either stand-alone or integrated depending on the needs of the particular group of students. All "transitioning" ELL's will receive 1 unit of study per week. These minutes include .5 units of study as integrated ENL and .5 units of study either as integrated or stand-alone ENL depending on the needs of the particular group of "transitioning" students. All "Expanding" ELL's will receive 1 unit of integrated ENL. All "commanding" ELL's will receive .5 units of integrated ENL. In all grades, stand-alone ENL will be taught by a certified K-12 ENL teacher. In grades K-5 integrated ENL will be taught by a dually certified K-5 and Common Branch teacher. In grades 6-8, integrated ENL will be taught using a co-teaching model with one certified ENL teacher working alongside a certified content area teacher. Per CR 154 native language support is provided to these students through bilingual dictionaries, translations, and a native-language library of literature.

Dual Language Program

The dual language program includes 45 minutes of home language arts instruction each day. ENL is taught by the bilingual teacher using an integrated model.

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.

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

In Grades K-5, GO math is utilized. Connected Math is used in Grades 6-8. Grades 6-8 ELL Curricula in Science and Social Studies are fully aligned with NYS learning standards. The K-5 Social Studies curricula infuse performing arts and visual arts through teaching artist residencies. ELL students participate fully in all supplemental programs which include music, and LEAP. Additional supplemental programs, specifically designed for ENL students include a 14-week arts-infused curricula focusing on a cultural awareness social studies program infused with language development activities and project based learning. To support reading foundational skills, ENL students who are struggling with decoding and fluency use Mindplay software.

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

Dual Language Program

The dual language program follows the CKLA curriculum for Kindergarten through Second Grade for English language arts. The listening and learning units are adapted to be used in both languages, Spanish and English, using a simultaneous model. For Spanish native language arts Estrellita is used in Pre-K and Kindergarten. Go Math has a Spanish component that is used to teach math in English and Spanish in the dual language classes. Social studies and science are closely integrated with the CKLA curriculum and supplemented as needed. The listening and learning strand of CKLA includes thematic units that are closely integrated to social studies and science. For example, one unit may focus on Native Americans and another unit on the life cycle of a butterfly. These units are taught both in English and Spanish and supplemented with social studies and content books. The English curriculum includes read-alouds, hand-outs, videos, hands-on activities and assessments. Teachers are adapting this curriculum for the target language by using Spanish language read-alouds, activities, hand-outs, and assessments that are closely aligned but different than the English language materials.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

4. Our ELLs are appropriately evaluated in their native language so that classroom teachers and the ENL teacher are better able to meet the needs of our ELLs. Upon initial enrollment an informal interview is conducted in the child's native language to evaluate basic conversational skills. After students complete the NYSITELL a Spanish Lab is administered to Spanish speaking students who do not score commanding on the NYSITELL. This allows the classroom teachers, dual language teachers, and ENL teachers to gauge what level the students are at academically in their native language. In the dual language program several home language assessments are used at the beginning and throughout the year. These assessments include Estrellita for phonics and phonemic awareness, 100 Book Challenge Spanish for independent reading levels, Go Math for mathematic proficiency, and pre and post unit assessments aligned to the ELA, social studies, and science CKLA curriculum.

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

5. ELLs are evaluated in all four modalities based on assessments that are aligned with the common core curriculum. For example, in the third grade Expeditionary Learning curriculum, students are assessed on their ability to participate in small group discussions. These students are evaluated by their ability to speak in complete sentences in English about the lesson content. They are assessed using a checklist in their general education classes and also assessed in a similar way during their ENL class. This is an assessment that is focused on the speaking modality. There are similarly focused assessments on each modality throughout one unit. Another example is a first grade assessment where students are listening to words and must circle the appropriate word match. This is a reading assessment that focuses on decoding skills. Writing assessment happens frequently as students are often responding in writing journals to a prompt connected the unit topic. Writing assessments also typically happen at the end of a unit in grades 3 to 8. For example, students will be asked to write an informative essay about the topic they have been studying. Reading is assessed in multiple ways. Foundational skills are assessed using word recognition and word reading assessments. Fluency and comprehension are assessed with running records followed by comprehension questions. The IRLA is used by classroom teachers to assess the independent reading level of all students. Listening is assessed during classroom activities that involve listening comprehension. For example, in the CKLA curriculum for grades K-2, students listen to several read-alouds. After several activities and class discussions, students are asked questions verbally and respond by choosing a correct answer. This assessment measures their listening comprehension.

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

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

in the academic setting and after-school.

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

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

d. Long-term ELLs are another group that must receive appropriate differentiated instruction. The first step in targeting this group of ELLs is looking at assessment data closely to understand why they are still classified as ELLs. This means examining NYSESLAT scores, informal assessments, and having discussions with teachers and service providers to pinpoint student needs. Instruction is truly tailored to student's individual needs. While some students may need extensive vocabulary support and little else, other students may still be struggling with decoding skills and require reading intervention services. PS 188 has several programs in place to target whichever skill such students may need. These programs include a partnership with Reading Partners, extended day tutoring, computer assisted learning programs such as Reading A-Z, IXL Math, Compass Learning and Time to Know. CTT classrooms, an AIS teacher, and counseling services are also a mainstay of instruction for long-term ELLs at PS 188. This is in addition to small group guided reading, vocabulary development, project-based learning, and writing workshop that the ENL teacher provides during the pull-out program. Long-term students also have access to the Title III supplementary program for ELLs which is designed specifically to differentiate for students struggling in reading and writing.

e. Former ELL's are provided support that is integrated with ELA. These ELL's are capable of completing work in their ELA classrooms but may need extra support with vocabulary development, writing grammatical essays, or reading academically rigorous texts. ELL's are provided ENL support that targets these specific areas or other areas these students may struggle with. The ENL teachers work closely with all general education teachers to make sure these ELLs receive additional support in the classroom and are provided with modifications, when appropriate. This may include the use of bilingual dictionaries, extra-time to study vocabulary, and extra time given during assessments. When pulled-out, the ENL teacher helps these students with strategies for doing well in their class. This may include teaching them how to keep a vocabulary notebook and reviewing words from a weekly reading. It may also include helping them to organize an essay about a book they have been reading in ELA class. These students are given additional time on qualifying state assessments as outlined in CR Part 154. ELL's who have tested at a commanding level on the NYSESLAT are also invited to Title III programs.

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.
 7. After a child has been re-identified as an ELL or non-ELL, a meeting is held between 6-10 months of re-identification. The meeting is held with the ENL teacher, classroom teacher and principal. During this time, the teachers will present information about the progress this child is making to the principal. This will include the child's report card, reading level, classwork, and anecdotal evidence collected from all the teachers this child interacts with during the school day. If there are no concerns about the child's academic progress then the child will remain in the current program (ELL or non-ELL). If the principal believes that the student may have been adversely affected by the re-identification determination, the principal will provide additional support services to the student and may reverse the determination within the 12 month period. The principal will consult with the superintendent and notify the parent, guardian, in the parent's preferred language 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?

The ENL teachers and classroom teachers of ELL-SWDs use instructional strategies and grade-level materials to provide students with access to academic content and guide students in accelerating English language development. Teachers of ELL-SWDs follow students' IEPs in regard to academic and language goals for individual students and mandated services that these students are obligated to receive. These outside services such as SETTS, Speech, and ENL, provide students with additional

Chart

support. Classroom teachers and service providers discuss with one another the student's progress and continued needs. Classrooms with SWDs are CTT classes where classroom teachers provide differentiated instruction in the classroom to target specific needs and IEP goals of SWDs. Other programs that target these students include Reading Partners, Compass Learning, IXL, Time to Know, Raz Kids, and Mindplay. The ENL teachers makes special effort to collaborate with the classroom teachers to modify tasks and plan appropriate scaffolds. To facilitate collaboration the ENL teacher will be using a new collaborative Google Doc where classroom teachers can input monthly instructional needs for students. Monthly informal "luncheons" will also be held to facilitate ongoing collaboration and communication about student needs. The ENL teachers also attends PPT meetings that involve ELLs to ensure the needs of these students are taken into consideration during the planning process.

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?

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

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	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(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. 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.

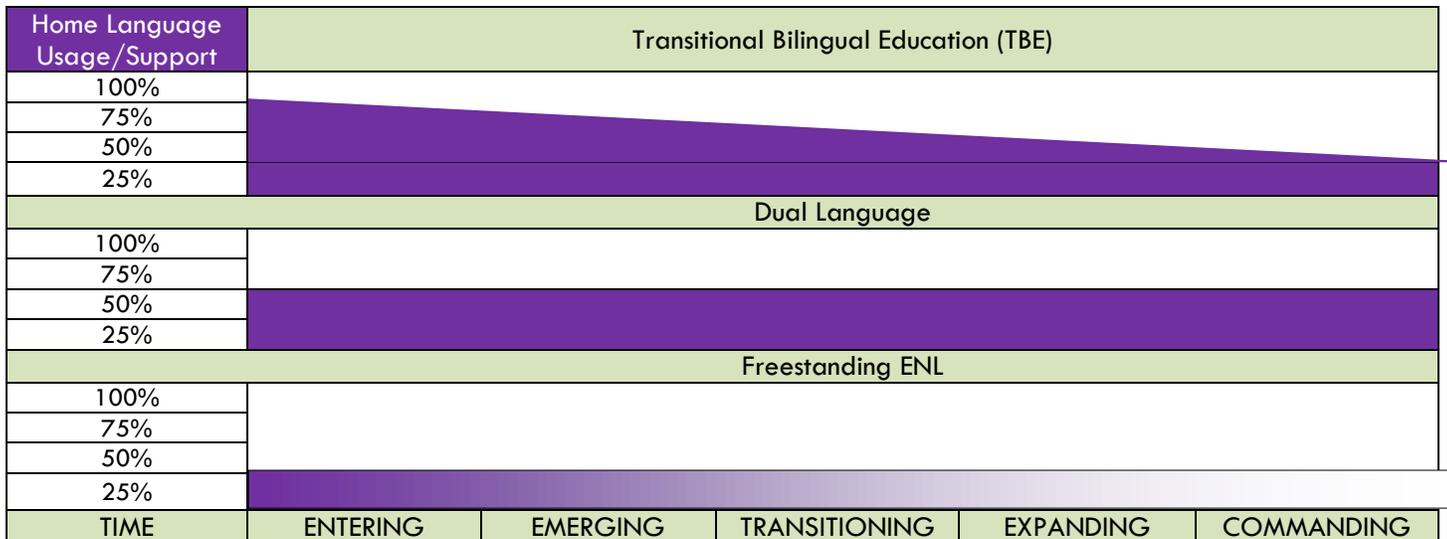


*Note: “other approved services” does not apply to New York City at this time.

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.
- Our school offers a range of targeted intervention programs in English for ELLs in ELA, math, and science focusing on ELLs at risk for not attaining one year of value added growth. Targeted intervention services are given to our 4-6 year ELLs. These services include extended day, working with in-class volunteers through the America Reads Program at NYU, and one-on-one reading intervention through a partnership with Reading Partners for K-3 students. Additionally, these students are provided with computer assisted learning programs such as RazKids, IXL Math, and Mindplay. These students also are invited to attend the Title III supplementary program which is designed to target reading and writing skills for struggling students. Additionally, all teachers log academic intervention services weekly in digital tracking sheets based on a schedule of three tiers. Tier one is grade level and above which requires guided reading at least once each week. Tier two is below grade level and requires guided reading at least twice each week. Tier three is more than a year below grade level and requires guided reading at least three times per week and one-on-one support. Our newcomer and SIFE subgroups are provided in-class intervention with help from the ENL teachers. The ENL teachers work closely with classroom teachers to develop modifications for in-class assignments and activities. For example, while the majority of students may be doing independent reading, a newcomer ELL might be at a listening station. SIFE and newcomer students use the Mindplay software program for reading foundational skills intervention. The long-term ELLs fall in grades 6-8 where the ENL teacher uses a push-in program model so they may receive modifications to class-work without missing crucial content area. The ENL teacher uses a variety of methods which include graphic organizer, vocabulary strategies, translations, individual bilingual word walls, writing journals, and sentence frames. Counseling, after-school programs, and weekend enrichment programs are also available to all at-risk students.
- Interventions for ELLs in math include small group instruction, bilingual dictionaries and glossaries, assessment and remediation lessons, differentiated instruction for Tier two and three students, and the IXL computer program. Interventions for ELLs in social studies include small group instruction, home language cognates, bilingual dictionaries and glossaries, and differentiated instruction for Tier two and Tier three students. In lower grades we offer partner arts organizations like the LEAP program who integrate social studies and science with ELA to provide interventions for students with disabilities and our Tier three students.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The teachers and staff at PS/MS 188M are constantly taking steps to meet the individual needs of our ELLs and target the ELL subgroups. We believe the program to be effective and meeting the needs of ELLs. 2014-2015 marks the first year where PS/MS 188 has a dual language program in three grades alongside two ENL teachers. This will allow our program to target student needs more effectively. This will also allow the LAP team to analyze data more closely in Spring of 2017. We hope to closely examine the ELL periodic assessment data to see what trends and patterns it reveals. This year we are also using baseline data that will be evaluated and analyzed to track the progress of our ELLs. PS/MS provides PD to all teachers about ELL needs and so they are aware that all teachers are teachers of ELLs. Common planning time, info-sessions, and informational bulletin boards are all provided at our school to make teachers aware of ELL needs and strategies.
12. What new programs or improvements will be considered for the upcoming school year?
- This upcoming school year we will be continuing our school-wide curriculum. This improvement allows ENL teachers to collaborate more closely with classroom teachers since the curriculum follows similar protocols in the K-2, 3-5, and 6-8 grade bands. For example, Expeditionary Learning teaches students to evaluate their progress by using learning "targets" before and after each lesson. This language is reinforced in ENSL pull-out classes since it is a standard feature of the Expeditionary Learning curriculum. Various note-taking methods, graphic organizers, reading strategies, and discussion protocols are also reinforced by the ENL teacher so that students may strengthen these skills in a sheltered environment and then transfer them to their general education classroom. Go Math will be used this year since it offers a Spanish component that can be used in the dual language classrooms. We also are opening a second grade dual language classroom this year which will help ELLs learn English by using their L1 to make connections between the two languages.
- Looking forward to the next school year we hope to continue thinking about how we can strengthen our curriculum to better meet the needs of ELLs and how we can supplement the curriculum to help our ELLs achieve more. PS 188 we are always looking for new programs and services to better meet the needs of our ELLs. As reflective practitioners the ENL team is constantly evaluating programs and taking steps to improve ENL offerings for future years.
13. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. All students, including ELLs at PS 188 participate in the following curricular program: K-2 classes follow the Core Knowledge Curriculum and 3-8 classes follow Expeditionary Learning. All ELLs have access to these curricular models and participate, with modifications, in these programs. PS 188 uses a cognitive based math program, Go Math and Connected, along with weekly math exemplars to provide hands-on real world experiences with academic math concepts. Our science teachers implement the FOSS/Delta program of science discovery and investigation taught in self-contained

science labs. Social studies is incorporated into the literacy curriculum in all of our classes. PS 188 follows the New York State curriculum in this area. All students, including ELLs, receive instruction in computers, physical education, music, and art.

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

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.

ELLs also receive support through instructional materials. In the ENL classroom ELLs are provided with a leveled library of literature in multiple genres. Books are arranged by levels, themes, and genres. Guided reading books from the Scholastic Program, Harcourt Trophies, and Reading A to Z are also available. Bilingual books, dictionaries, and kid-friendly newspapers are made available. ELLs have access and regularly use of a Smart Board, 20 Ipads, 10 netbook computers, 10 desktop computers, RazKids software, Reading A to Z software, Mindplay software, and Vocabulary Spelling City online. ELLs also have access to the instructional materials that are part of the core-curriculum of PS/IS 188 described above. This includes CKLA, Expeditionary Learning, Go Math, and Connected Math. The Smart Board is used to support classroom instruction by creating interactive visual presentations that are especially helpful to ELLs who require visual support and interactive activities to develop language. Laptops are used for ELLs as listening stations to listen to books read aloud through RazKids, research for project based learning, and other language learning software.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Although ELLs at all grade levels are at various language proficiency levels, the services, support, and resources provided are at their appropriate grade and language level. Curriculum maps are aligned to Common Core Standards based on student grade level to ensure ELLs are receiving grade appropriate support. Additionally, instruction is tailored to meet student needs, it is always done so in a grade appropriate way. For example, some older students in sixth grade struggle with phonics. For these students, phonics support designed for older students is used and phonics is taught using age-appropriate materials such as using products from stores that represent English word sound patterns. Phonics support for Kindergarten children looks very different than phonics support for middle school students. This kind of differentiation by grade is applied throughout the ENL program. ELL-SWD's are supported similarly by adapting services and resources. Grade-level texts are adapted by teachers so they are accessible by SWD's, photographs are used as a support, and informational texts are used since they can often be accessed by a variety level of students because of their photographs and captions.

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).

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- 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.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. Our dual language program is currently in Kindergarten to Second grade. The model used is the self-contained simultaneous model. The instructional day is divided where 50% of the instruction is in English and 50% is in Spanish. EPs and ELLs are integrated for the

entire instructional day.

b. Language arts is taught using the Core Knowledge Language Arts (CKLA) program which has two strands. The skills strand focuses on phonics, decoding, phonemic awareness, and spelling. This is taught in English. To teach emergent literacy in Spanish, “Palabras a su Paso” is used. The Listening and Learning strand of CKLA focuses on interactive read-alouds connected to various thematic units. This strand of the program is taught in English and Spanish. The CKLA curriculum is supplemented with engaging Spanish language read alouds and activities that follow the same theme taught in English. For example, on Monday children may learn, in English, about how the four seasons change according to the rotation of the Earth. On Tuesday, students might learn, in Spanish, how animals can adapt in different seasons. The CKLA Listening and Learning strand integrates science and social studies into thematic units. Math is taught using Go Math in English and Spanish using the simultaneous dual language model. The majority of our EP’s are at the emerging level. They are assessed in the target language using the ENIL independent reading assessment, Estrellita for foundational reading skills, Go Math assessments, and pre and post unit assessments.

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

d. Emergent literacy is taught in both languages at the same time (simultaneous). The Estrellita and or Palabras a su Paso program is used for teaching Spanish and the Core Knowledge (skills strand) program is used for teaching English.

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.)
 1. Teachers and school staff are provided professional development through the DOE, outside workshops at Teachers College and BETAC. In addition, they attend in-school professional development each Monday and Tuesday after school. Our ENL teachers are also involved with the ongoing work at the Understanding Language Initiative at Stanford University, and the online resources provided on the EngageNY website.

In the 2015-2017 school year, the ENL teachers at PS 188 will lead monthly workshops focused on working with ELLs and strategies teachers can use in the classroom to engage ELLs. Additionally, the ENL teachers will lead a study group using the book "English Language Learners Day by Day K-6 A Complete Guide to Literacy, Content Area and Language Instruction" by Christina Celic. Teachers will be invited to meet once a week for 14 weeks during lunchtime to discuss this text. In addition, the ENL teachers are making an extensive library of professional books and resources available to teachers. This includes digital articles shared on Google Docs, rubrics useful for working with ELLs, lists of websites helpful for ELLs, and a physical library where books can be checked-out. The tentative schedule for eight monthly workshops is below and includes training time to show teachers how to use the online and physical resources provided for them:

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

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

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

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

March -- Vocabulary Myths and Solutions for ELLs

April -- Easy Ways to Adapt Curriculum for ELLs

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

June -- How the NYSESLAT and other assessments help us plan for instruction
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?
 2. Common Core professional development is provided to all teachers, including ENL teachers, by the curriculum specialists from Core Knowledge, Expeditionary Learning, Go Math, and Connected Math. Additionally, teachers participate in professional development offerings through the department of education, webinars provided by Engage NY, and various opportunities provided by outside organizations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. Professional development is provided by the guidance counselors, schools staff, and the parent coordinator for staff to learn about ELLs and assist them with the transition from elementary to middle school.
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.
 4. General education teachers receive 15% of their PD hours with an ELL focus and ENL teachers receive 50% of total hours for ELL specific professional development. To ensure these mandated hours have been met the school keeps a log of ELL professional development attended by each teacher. Trainings held at PS 188 have a sign-in sheet that is kept on file for verification. The training program consists of attending professional development programs that focus on ELLs by outside providers and workshops led by the ENL certified teachers at PS 188. In the previous school year teachers attended ENL training from workshops led by Teacher's College and other outside organizations. Teachers provide the school secretary with workshop agendas to keep on file.

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?

Our school provides annual individual meetings to parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs by scheduling one-on-one meetings during the Tuesday afternoon parent engagement sessions. Each Tuesday time is set aside between 3:30 and 4:10 to meet with the parents of ELLs. Each Tuesday two parents are scheduled to meet with each ENL teacher by sending a request home in their preferred language. If the parent is unable to meet during that day or time, then they are asked to suggest either an alternate Tuesday or an alternate time. The ENL teachers try hard to meet all parent requests and set certain time aside for meetings before school, during the school day, and in the evening. The meetings will begin in November so teachers and parents will have student work samples to discuss during the meeting.

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.

Each year letters are sent home in the parents preferred language to notify them of their annual ELL meeting. If parents do not respond with a time they would like to meet then a follow-up letter and phone call is made in their preferred language. When parents attend the annual meeting they are given an agenda to outline the important parts of the meeting. Parents are presented with the ENL newsletter, student work and assessments for their child. There is opportunity to ask questions and have discussions about their child's academic progress. Parents sign-in at the meeting and a sign-in form is kept in the ELL binder to document when parents meet with teachers.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our parents participate in services provided through partnerships with Learning Leaders, New York Cares Computer Classes, and ENL instruction provided by BMCC. We have and will continue to sponsor numerous workshops throughout the school year with a focus on the parents of our ELLs. Translation services are provided at all events in the parents preferred language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our parents participate in services provided through partnerships with Learning Leaders, New York Cares Computer Classes, and ENL instruction provided by BMCC. We have and will continue to sponsor numerous workshops throughout the school year with a focus on the parents of our ELLs. Translation services are provided at all events in the parents preferred language.
5. How do you evaluate the needs of the parents?

In the 2014-2015 school year, PS/IS 188 became a Community School as part of the DOE initiative and United Way grant. As part of this process, we have been performing needs assessments with parents and community members involved. In the spring of 2015 we held a community forum where parents and community members discussed what services and supports they would like to see as part of the new Community School. Additionally, parents are active participants in our School Leadership Team where they voice their concerns and ideas about school-wide issues. Parents are invited to attend PTA meetings where they are able to communicate with other parents and the parent coordinator. During the frequent parent workshops held at PS 188, the principal and parent coordinator are available to listen to parent requests and concerns. Finally, parents complete school surveys yearly and the results are analyzed to determine parent needs. Translation services are provided for all evaluations.

6. How do your parental involvement activities address the needs of the parents? Parents have expressed a strong interest in English classes, computer classes, and even a GED program. Through our partnership with NYCARES and BMCC we have been able to provide these first two services and hope to be adding a GED program this year. We have responded to parent requests for more communication by scheduling Curriculum Day in the morning when more parents are able to attend and by providing weekly newsletters. Curriculum this year was a success and drew a significantly higher number of parent attendees than in prior years.

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.

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

To guarantee the ENL program at PS 188 is growing and improving, the LAP team is already setting goals for upcoming school years.

These goals include providing more time for ENL teachers to collaborate with classroom teachers, more ways to modify Common Core curriculum for ELLS, and investing in new technology and programs that are proven to help ELLs.

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

School DBN: **01M188**

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)
Suany Ramos	Principal		10/16/15
	Assistant Principal		
Mirta Rosales	Parent Coordinator		10/16/15
Ian Gold	ENL/Bilingual Teacher		10/16/15
Marleny Peralta	Parent		10/16/15
Silvia Elsayed/Dual Language	Teacher/Subject Area		10/16/15
Dilifer Inoa/Dual Language	Teacher/Subject Area		10/16/15
	Coach		
	Coach		
Ana Perez	School Counselor		10/16/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
Rebecca Baez	Other <u>ENL Teacher</u>		10/16/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **01M188** School Name: **PS**
Superintendent: **Daniella Philip**

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.

When families enroll their child at PS/MS 188, the Home Language Identification Survey is administered in the language preferred by the family. As part of the survey parents are asked which language they prefer when receiving communications from the school. The parent coordinator tracks the language preferences of each family using this form.

Families also complete the Student Emergency Contact cards at registration that contain language preferences of parents. Since PS/MS 188 is a community school, we also administer parent surveys during the year to determine the needs of families at our school.

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.

Current language preferences of parents at PS/MS 188 include Spanish, Chinese, Bengali, and Mandinka.

Spoken Language Requests:

131 Spanish
6 Chinese
4 Mandarin
1 Cantonese

4 Bengali
2 Mandinka

Written Language Requests:
128 Spanish
11 Chinese
3 Bengali
2 Mandinka

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.)

Our school disseminates the following documents throughout the school year:
September: Annual Handbook, School Calendar
January/February: New York State Testing Dates and Information
Monthly: Classroom Newsletters, Community School Newsletter, School Leadership Team Announcements
Quarterly: Parent-Teacher Conference Announcements
Periodically: Special Event Flyers, Workshops

While this is a sample of typical documents, all correspondence sent to families throughout the year is translated.

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.

Parent-teacher conferences for 2015-2016 will occur on the following days:

September 17th
November 4th
March 2nd
May 12th

During parent teacher conferences all support staff such as paraprofessionals, guidance counselors, and the parent coordinator who speak languages other than English are available for translation. In instances of lower incident languages, the parent teacher conferences are scheduled so the Chinese or Bengali speaking teacher and staff members can be present.

Each Tuesday there is time set aside between 3:30 and 4:10 for parents to meet with teachers. During this time translators are available. Since the most common language in our school needed for translation is Spanish, there are always Spanish/English bilingual staff or teachers available to translate in person during this time. If a parent requires a different language then the teacher will schedule the meeting so one of our staff is available to translate at that time.

Parent workshops take place at PS/IS 188 throughout the year. Parents are asked about language preferences when registering for workshops and translators are provided as needed.

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.

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

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

With respect to our two Bengali, two Chinese families, we utilize the services of a Bengali staff member from the other school in the building, and our three Chinese speaking teachers and paraprofessional.

We also use the Translation and Interpretation Unit at the DOE to translate documents. Documents that require translation that we can not provide at our school are submitted two to three weeks in advance to the translation unit to ensure documents are distributed at the same time as English documents.

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

2. Describe 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.

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

In the case that a staff member is not available or if a low-incident language is needed, our teachers and staff are trained to call the over-the-phone interpretation number available through the DOE. The main office has a sign alerting parents and staff to translation services and teachers have received a copy of the "I speak..." card which they can use to call the interpretation phone number.

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.)

Staff members are trained and aware of how to use translation services through PD offered at PS/MS 188. A Monday afternoon PD session is set aside to provide teachers with the T&I Brochure and training. Teachers are given copies of the "I speak . . ." card so they are able to access over-the-phone translations. The Language Access Coordinator is available to answer teacher and staff questions and assist when necessary. Teachers are also provided with a list of teachers and staff in the building who speak a language other than English. This can facilitate translation depending on need throughout 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

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

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)

Feedback from parents is gathered in several ways. Since PS/MS 188 is a Community School, parent surveys are given about the quality and availability of translation services. Also, parent teacher

conferences are a time for parents to provide feedback to teachers and staff about how their language preferences are being met. In addition, Tuesday afternoon parent meetings and the school surveys provide another source of feedback.