

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

26Q188

School Name:

P.S. 188 KINGSBURY

Principal:

JANET CARAISCO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 188Q Kingsbury School Number (DBN): 26Q188
Grades Served: PK-5
School Address: 218-12 Hartland Avenue, Bayside, NY 11364
Phone Number: 718-464-5768 Fax: 718-464-5771
School Contact Person: Janet Caraisco Email Address: jcaraisco@schools.nyc.gov
Principal: Janet Caraisco
UFT Chapter Leader: Stacy Jacobson Gangi
Parents' Association President: Ann Marie Dalton
SLT Chairperson: Janet Caraisco
Title I Parent Representative (or
Parent Advisory Council
Chairperson): n/a
Student Representative(s): n/a
n/a

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street, Bayside, NY 11364
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 718-631-6943 Fax: 718-631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North, Queens, NY 11101
Director's Email Address: lpender@schools.nyc.gov
Phone Number: 718-391-8222 Fax: 718-391-8320

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)
Janet Caraisco	*Principal or Designee	
Stacy Jacobson Gangi	*UFT Chapter Leader or Designee	
Tracy Stefandl	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
n/a	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>	
n/a	CBO Representative, if applicable	
Margarita Matos	Member/Parent	
Ann Marie Dalton	Member/Parent	
Alexandra Papadopoulos	Member/Parent	
Cynthia Bishop	Member/Parent	
Gina Fini	Member/Parent	
Ann Marie Zovich	Member/Staff	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tracy Dykeman	Member/ Staff	
Bettina Siciliano	Member/ Staff	
Dorothy Darbouze	Member/ Staff	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

1. Contextual Information : At P.S. 188Q, we enrich our instructional program with a number of community and parent resources. We welcome and encourage partnerships with families and community-based organizations. The goal is to further engage students and to help students connect classroom learning to their life experiences and cultural understanding.

P.S. 188Q Mission Statement: At Public School 188Q, our mission is to create a school community with staff, parents, and students actively working together in decision making. Additionally, students are empowered to have input on ideas to improve the school and help the outside community. Our varied energies are dedicated and focused on educating a well-rounded child. By providing standards-driven instruction within a nurturing environment, as well as developing civic and social skills, we are creating a community of life-long learners.

The P.S. 188Q staff works with communities resources to create enriching experiences for the students.

- P.S. 188Q classroom teachers and the art cluster teacher have an ongoing partnership with New York Historical Society for students in grades 2, 3, 4, and 5. This includes in-school experiences with NYHS staff and follow-up visits to NYHS. Themes include Westward Expansion, Immigration, Lenape Indians, and Transportation.
- P.S. 188Q second grade teachers have a partnership with the Long Island Children's Museum. Curators will visit the school and work with students, parents, and teachers on recreating a Freedom Quilt that was used by the Underground Railroad to help free slaves.
- P.S. 188Q early childhood teachers have a partnership with Bricks for Kidz, an organization that teaches students to build age-appropriate robotics. This aligns with our science curriculum.
- P.S. 188Q art cluster teacher has a partnership with the Morgan Museum for an afterschool program that teaches students about the history of book-making while students create their own books. Student work may be displayed in the Morgan Museum.
- P.S. 188Q fourth- and fifth-grade teachers have a partnership with the Math Olympiads and work with students to compete against other teams across the country.
- The art cluster teacher, Parent Coordinator, and parents visit Materials for the Arts periodically to obtain supplies for in-school projects.
- P.S. 188Q teachers invite parents to visit the classrooms and share their occupations. This aligns with our goals of preparing students for career readiness by exposing them to different jobs available.
- P.S. 188Q students attend several cultural events/ plays and visit places such as the Poppenhusen Institute and Botanical Gardens on field trips.

P.S. 188Q administrators and teachers create opportunities for students to participate in extra-curricular clubs and activities during the school day and after school. This helps staff members to further create a nurturing environment for students; an environment where students feel safe and trust staff members to value them and their concerns.

- Recess clubs include:

- o Art Club – Students work with a community-based artist and the art cluster teacher to explore ceramics and pottery and create artwork which is displayed in the school community.

- o Yearbook Club – Students work with the technology cluster teacher and the vendor, Lifetouch, to layout yearbook from cover to cover.

- o Chorus – Students work with the music cluster teacher on vocal presentations. Students participate in evening events for families at the school, auditorium productions during the school day for students and community-based events such as singing at Barnes and Nobles in December.

- o Basketball – Students (boys and girls) participate in competitive basketball under the supervision of the PE cluster teacher and a grade 5 teacher. Students experience playing at other school sites and at home games.

- o Student Council – Students work with the PE cluster teacher on various campaigns with a focus on stewardship and charity such as collecting food for the local food bank and recycling.

- o Lunchtime Book Clubs – Second- and third-grade students spend time with the principal while she reads aloud in the library. Periodically, students have the opportunity to respond to the texts through art.

- o Lunch with the Principal – Each week, seven fourth- and fifth-grade students eat lunch with the principal in her office for fellowship and to discuss the events of the day. Students have the opportunity to share their opinions on school procedures and to make suggestions for future events.

- After school clubs – Provide our students with rich activities through the arts and physical activity. These activities include: guitar, cooking, basketball, Zumba, drama, paper-art club and Morgan Museum.

- Suzuki violin is coordinated with staff and the PTA so that strings instruction is offered three days a week during recess and one afternoon a week after dismissal time.

P.S. 188Q has a hard-working and effective PTA. Parents plan with P.S. 188Q staff to provide enrichment and to create a wide range of opportunities for students and families. The P.S. 188Q PTA purchases in-school performances for students. For 2014-2015, they purchased a Japanese Drum performance for grades 1-5, a laser light show for grades K-5, and a puppet show for grades PK and KG.

- The P.S. 188Q PTA hosts large-scale family events to bring families and communities together, often focusing on culture, diversity and literacy. These include Fall Family Night, Lunar New Year, Spring Family Night, Holiday Fair, Barnes & Noble Night, Movie Days, an evening at Panera and Applebee's. The PTA outreaches to local businesses, inviting them to participate in the celebrations.

- The P.S. 188Q PTA hosts several smaller family events as well. These events include Election Day Bake Sale, Committee Chair and Class Parent Orientations, and Summer Play Dates.

- The P.S. 188Q PTA supports reading by sponsoring a Read-a-Thon event that includes reading and a student art contest. Parents volunteer to read storybooks in the classrooms during the month of January. They also sponsor two Book Fairs that permit students to peruse and purchase reading materials.

- The P.S. 188Q PTA help to ensure an efficient and friendly student arrival, meal time, and recess every day.
- o The PTA Stop-Drop-and-Go committee members stand outside the school in all weather conditions to open car doors for students so parents can quickly and safely drop students at school.
- o The PTA Recess committee volunteers partner with school staff to set up games and activities for indoor recess days and helps monitor outdoor recess games.
- o Members of the PTA also volunteer to help in the lunchroom, especially with the PK and Kg students who need assistance opening packages and eating in a timely manner.
- o The PTA Library committee volunteers partner with teachers to maintain the school library. They shelve books and help students during library periods to check out and return materials.
- The P.S. 188Q PTA maintains a beautiful and bountiful science garden that enriches the school’s science curriculum. Students help plant seeds and nurture the seedlings to adult vegetables.
- The P.S. 188Q PTA continues to fund our School Messenger service which allows the school to keep parents informed regarding upcoming events and important information. School Messenger is a telephone relay system.
- The P.S. 188Q PTA host monthly meetings and in an effort to raise attendance, the PTA provides child care.
- The P.S. 188Q PTA creates and distributes a yearly school calendar which includes important dates and information.

P.S. 188Q Parent Coordinator works closely with administration and staff to communicate high expectations and partner with families to support student progress towards those expectations.

- The P.S. 188Q Parent Coordinator and teachers facilitate parent and parent/child workshops throughout the school year. Workshops include: scrapbooking, Time Management, Effective Discipline, Preparing for Middle School, and workshops about science, art, music, PE, and technology. These events at times allow for students and parents to attend, emphasizing the importance of family and enhancing the trust between the school and families here at P.S. 188Q.
- The P.S. 188Q Parent Coordinator sends out frequent emails to inform families of various events, both cultural and educational, taking place at the school and throughout NYC to strengthen the school and community connections.

2. Special Student Populations:

- Gifted and Talented – There are GT classes in grades K-5 in the 2015-2016 school year. Grades K-3 have two GT classes on each grade. Grades 4-5 have one GT class on each grade. By 2017-2018, there will be two GT classes on each grade. The specific needs for GT students include motivating and enriching learning experiences and challenges from their teachers and peers.
- Self-Contained Special Education – There are two 12:1:1 special education classes in the 2015-2016 school year. There is a grade 1 & 2 bridge class and a grade 4 & 5 bridge class. The specific needs for 12:1:1 students include targeted instruction to maximize student progress in critical thinking within an environment where students feel safe and supported.
- ICT Special Education – There is an ICT class in grades K-5 for the 2015-2016 school year. The specific needs for ICT students include rigorous instruction with active student engagement that is aligned to CCLS.

Framework for Great Schools:

During the 2014-2015 school year, P.S. 188Q made the most progress in Rigorous Instruction and Collaborative Teachers.

Rigorous Instruction

- P.S. 188Q took steps taken to align the curricula to the Common Core Learning Standards and/or content standards and instructional shifts. We used curriculum that was aligned to CCLS, the NYC Scope and Sequence for Social Studies, and the NGSS Science Standards. Our reading, writing, and math materials were 100% aligned to CCLS. We selected our teaching materials so they could be customized and were inclusive for our special populations (GT, SWD, ELLs). We also selected teaching materials that supported student active engagement, student critical thinking, and student intellectual activity. P.S. 188Q administrators supported the faculty in implementing CCLS-aligned curricula in many ways including providing differentiated PD for the teachers on implementing CCLS-aligned new programs (Envisions, Reading Street, i-Ready). Our school's approach to integrating the instructional shifts and college and career readiness skills included educating students, staff and parents on CCLS through PD and workshops and teachers using teacher and student rubrics across the curriculum areas. Administrators leveraged teacher capacity at P.S. 188Q to better engage in the curricular implementation work this year by scheduling and supporting grade level and vertical inquiry teams and providing differentiated PD for staff on CCLS implementation (new teacher, senior teacher, teachers with limited technology, etc.)
- P.S. 188Q promoted higher order thinking skills across all grades and subjects. We ensured vertical and horizontal curriculum alignment and coherence through the integration of Blooms Taxonomy and DOK for teachers to increase high-level questions and activities in lessons and the use of questioning stems for students to support them in creating peer questions. The P.S. 188Q staff designed school projects and classroom activities to promote thinking skills for all students across grade levels. Examples include writing assignments requiring text evidence on all grade levels and Exemplars requiring students to explain their mathematical thinking. The staff ensured higher-level thinking for ELLs and SWDs through curricula and academic tasks by purchasing materials that aligned to CCLS with specific components for differentiating for GT, ELLs and SWDs and using choice boards that were differentiated by interest and level.

Collaborative Teachers

- P.S. 188Q teacher teams promoted the implementation of the CCLS and the instructional shifts and used data within teacher teams to improve instruction. Administrators and teachers structured teacher team meetings to ensure that they were effective and productive. For example, the P.S. 188Q Professional Development Committee ensured that teacher team training included skills, strategies, and resources they needed to make their meetings highly effective including the assignments of team leaders and protocols for looking at student work. Professional learning was conducted within a culture of respect. Administrators held teachers accountable for the implementation of team decisions regarding next steps. For example, administrators and IT leaders helped teams take ownership for using data and student work and to use this data for continuous refinement of teaching. At P.S. 188Q, all inquiry teams are centered on the school's instructional focus and CEP goals.

The key areas of focus for the 2015-2016 school year are creating effective school leadership and creating strong family-community ties.

Effective School Leadership

- P.S. 188Q would like to continue creating structures to support distributive leadership. Administrators and teachers would like to ensure more teacher voice in key decisions. We would like to strengthen the role of the hiring committee in recruiting, hiring, and supporting highly effective teachers who share the school’s vision. We would also like to recruit a strong central leadership team and develop its skills and commitment to improving student outcomes and preparing students for college and career. P.S. 188Q teachers and administrators would like to win over resistant staff members who feared change or harbored low expectations through their participation on school committees and to foster a sense of urgency and responsibility among teachers and students for achieving goals.

- Improving P.S. 188Q’s shared leadership practices will have a positive impact. For example, shared leadership at P.S. 188Q will support open communication, honest feedback, empowerment of staff and tap all resources to support the school’s mission and strategic plan. Shared leadership practices such as creating grade and curriculum leaders will build strong relationships with district and community personnel. This will help all stakeholders to get excited about the school’s mission. Shared leadership such as the professional development team and curriculum leaders will ensure that all teachers have high-quality curriculum materials, technology, and training on how to use them.

Creating Strong Family-Community Ties

- P.S. 188Q’s administrators and teachers would like to continue establishing stronger partnerships with families to support students’ progress towards college and career readiness. We would like to keep families informed of their children’s progress towards those expectations. For example, teachers will regularly engage students and families in discussions regarding student progress and improvement plans including parent meetings, emails, and phone calls home. Teachers will provide ongoing information from a variety of sources for students and families such as diagnostic information from i-Ready, TC assessment letters, and results of classroom Dojo. P.S. 188Q teachers will make families feel welcome and respected by inviting them to partake in schools activities such as: celebrations, concerts, Field Day, field trips, Read-Alouds, and parent run workshops. They will respond to parent concerns immediately, and get a number of parents actively involved in the school. This will help P.S. 188Q to keep families engaged in the school and more open to specific conversations about their children’s progress. Teacher will inform parents of periodic learning expectations and specific ways parents can support their children’s learning through class newsletters and email updates.

26Q188 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	694	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.3%	% Attendance Rate		96.6%
% Free Lunch	16.0%	% Reduced Lunch		9.2%
% Limited English Proficient	3.7%	% Students with Disabilities		10.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.3%
% Hispanic or Latino	7.2%	% Asian or Native Hawaiian/Pacific Islander		56.3%
% White	32.8%	% Multi-Racial		1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.9	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		6.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	73.5%	Mathematics Performance at levels 3 & 4		88.9%
Science Performance at levels 3 & 4 (4th Grade)	100.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
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	X	Recognition		
In Good Standing		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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

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

Teachers, Inquiry Teams, Supervisors, and the Data Specialist reviewed students’ writing progress as of June 2015. Students were assessed using a *Reading Street* 4-Point Argument Writing Rubric. This was a standardized assessment used across all grades. It was noted that a large number of children were below grade level. There were also a large number of children far-below grade level. Our analysis revealed that:

Student Writing Scores as of June 2015

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

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

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, 90% of grade K-5 students will demonstrate their ability to analyze multiple text sources and cite evidence from the texts to write opinions, reviews, persuasive paragraphs, and/or argumentative essays as measured by scoring a level 3 or 4 on the Reading Street 4-Point Argument Writing Rubric (Grades K-2) and the NYS Writing Evaluation Rubric (Grades 3-5).

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>
<p><u>Instructional Programs:</u></p> <ul style="list-style-type: none"> • Classroom teachers will assign student reading response assignments in each of the three writing genres – Informational Texts; Opinions/Literary Texts; and Narratives/Biography with an emphasis on developing critical thinking skills. • Teachers will incorporate components of the Reading Street program into their writing unit and lesson plans to support all learners. • Teachers will design coherent instruction in reading and writing that challenge students cognitively, and employ a range of strategies that are differentiated for individuals and instructional groups of students including high achievers, ELL’s and SWD’s. • Teachers and students will demonstrate and build a trusting relationship by working collaboratively and fulfilling their responsibilities. 	<p>Classroom Teachers Clusters Support Teachers Paras Students</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Strategies to Address SWD and ELL:</u></p> <ul style="list-style-type: none"> • Teachers will assist students (including SWD and ELLs) in identifying clear learning goals to improve their ability to respond in writing to informational text. Students will set learning goals on a regular basis. • AIS teachers in grades Kg-5 will be employed to support students who need Tier II intervention to improve reading and writing skills. • High Standards will be set in every classroom with a focus on engaging all students including ELL’s, SWD and high achievers in ambitious intellectual activity and develop improved critical thinking skills that will support their reading, writing and listening skills and improve proficiency by utilizing the Danielson Framework 	<p>Classroom Teachers Clusters Support Teachers</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>

<p>components for Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction as measured by regular observations and evaluations by supervisors.</p> <ul style="list-style-type: none"> • Meet at least monthly with PPT, special education and ELL liaisons to ensure that students with IEP's or special needs are provided with the supports and resources needed to succeed. 	<p>Paras Students</p>		
<p><u>Engaging Families:</u></p> <ul style="list-style-type: none"> • Grade K-5 teachers will plan parent workshops on persuasive/argumentative writing to support parents in working with students at home. • Teachers will communicate with parents during parent engagement time on Tuesdays, preps and during parent conferences and meetings to engage parents in their child's education and share the writing rubric and best practices on how they can support their child at home in argumentative/persuasive writing. 	<p>Classroom Teachers Clusters Support Teachers Paras Parents</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Professional Learning and Trust:</u></p> <ul style="list-style-type: none"> • Lead teachers, data specialist, ELL and special education liaisons will turnkey and provide professional development for teachers and paraprofessionals in argumentative/persuasive writing to enhance students' engagement during writing. • Full day professional development in November and June in addition to at least 40 additional hours during PD time on Mondays and Tuesdays will be used to support pedagogy and develop content knowledge leading to improved instructional practices. PD Committee will meet throughout the year to assess teacher needs and plan collaborative professional development based on staff survey. • Teachers and administrators will demonstrate and build trust by collaboratively identifying areas of need and planning professional learning around writing. 	<p>Classroom Teachers Clusters Support Teachers Paras</p>	<p>Sept 2015- June 2016</p>	<p>Teachers Paraprofessionals Administrators</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.

- Inquiry Teams will each meet regularly beginning in September 2015 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.)
- Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature.
- OTPS monies (FSF) will be budgeted for purchasing professional books for teacher.

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

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

Part 5 – Progress Monitoring

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

By March 2016, 75% of grade K-5 students will demonstrate their ability to analyze multiple text sources and cite evidence from the texts to write opinions, reviews, persuasive paragraphs, and/or argumentative essays as measured by scoring a level 3 or 4 on the Reading Street 4-Point Argument Writing Rubric.

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.

In order to achieve a healthy and safe learning environment, all stakeholders must feel supported as they work collaboratively to improve student outcomes and performance. After analyzing the data from our 2014-2015 NYC School Survey, we determined that our strengths included student safety. One of the areas in need of improvement is students working calmly. Teachers also indicated that students needed more opportunities to provide constructive feedback to their peers. By incorporating peer-rubrics in the classroom, students will have the opportunity to work with each other on a focused task and provide feedback to their peers.

Part 2 – Annual Goal

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

By June 2016, 95% of students, including SWD and ELLs, will be supported and challenged by rubric-based peer-feedback on written assignments as measured by students’ peer-assessed rubrics and teacher anecdotal records.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs:</u></p>		<p>Sept 2015 – June 2016</p>	<p>Teachers Paraprofessionals</p>

<p>Students will create and use student-made rubrics to assess themselves with teacher support and feedback.</p> <p>Students will create and use student-made rubrics to assess their peers with teacher support.</p> <p>Feedback will be verbal (K-2) or written (grades 3-5)</p> <p>Students will learn how to give positive comment and a next step in a polite manner.</p>	<p>Classroom</p> <p>Teachers</p> <p>SE & ESL</p> <p>Teachers</p> <p>Students</p>		<p>Administrators</p>
<p><u>Strategies to Address SWD and ELL:</u></p> <ul style="list-style-type: none"> • Differentiated rubrics will be created and activities modified for SWD. • ELL students will receive a word bank and support from ESL teacher so they may fully participate in peer assessment. 	<p>Classroom</p> <p>Teachers</p> <p>SE & ESL</p> <p>Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers</p> <p>Paraprofessionals</p> <p>Administrators</p>
<p><u>Engaging Families:</u></p> <ul style="list-style-type: none"> • Teachers and the Parent Coordinator will provide information to parents (e.g. phone calls, conferences, newsletters) regarding the use of rubrics and to learn more about their children’s education. • Parent workshops will be developed to explain the purpose of using a rubric as an assessment tool. 	<p>Classroom</p> <p>Teachers</p> <p>SE & ESL</p> <p>Teachers</p> <p>Parent Coordinator</p>	<p>Sept 2015 – June 2016</p>	<p>Parents</p> <p>Students</p>
<p><u>Professional Learning and Trust:</u></p> <ul style="list-style-type: none"> • All Teachers and paraprofessionals will participate in at least 40 hours of PD on rubric-building throughout the school year including Monday PD time, Tuesdays, Chancellor Professional 	<p>Classroom</p> <p>Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Parents</p> <p>Students</p>

<p>Development Days in September, November and June, district professional development and Citywide workshops.</p> <ul style="list-style-type: none"> • A Professional Development Committee will survey all teachers and provide a thorough needs-assessment to identify specific areas for improvement and differentiated rubric-building within an environment of trust. A second mid-year survey will be completed by staff in January to plan a meaningful rubric-building PD and assess effectiveness of PD from September – January. • Common Preps will be scheduled on each grade level to provide opportunities for teachers to meet and share best practices on rubric-building that will improve teaching using rubrics and student self- and peer-assessment. 	SE & ESL		
	Teachers		
	Parent		
	Coordinator		
	Parents		

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> <ul style="list-style-type: none"> • Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature. • OTPS monies (FSF) will be budgeted for purchasing professional books for teachers. 											
<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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, 80% of students, including SWD and ELLs, will receive peer feedback at least two times as measured by students’ peer-assessed rubrics and teacher anecdotal records.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 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.

After reviewing the 2014-2015 NYC School Survey results, we determined our areas of strength and areas of focus for the new school year. One area of strength is teachers’ abilities to modify instructional activities to meet the needs and learning interests of all students. An area of focus will be providing teachers with focused professional development that allows them to work productively with their colleagues. According to the 2014-2015 Survey:

- 16% of teachers did not feel they had sustained, focused professional development.
- 12% of teachers did not feel they had enough time to think about, try, and evaluate new ideas.
- 12% of teachers did not feel they had opportunities to work productively with colleagues.

In the Framework for Great Schools Report 2015, 28% of teachers felt the school needed to improve in the quality of professional development. Based on this analysis, P.S. 188Q needs to increase teacher participation in collaborative committees and grade-level or vertical level professional learning with their colleagues.

Part 2 – Annual Goal

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

By June 2016, 95% of teachers will participate in professional development that includes opportunities for them to work productively with colleagues as measured by an increase of at least 2% on the 2015-2016 N.Y.C. School Survey Collaborative Teachers section.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs:</u></p> <ul style="list-style-type: none"> • The vast majority of teachers will participate in professional, collaborative teams including grade level Inquiry Teams, Vertical Inquiry Teams, Grade Leaders, UFT Consultation Committee, School Leadership Team , Professional Development Committee, Pupil Personnel Team, RTI Team, Safety Team, BRT Team, MOSL Team, and/or Central Inquiry Team to develop instructional systems that will impact change and support improved student learning. Teachers will develop common goals and a shared vision of excellent learning. • ELA math and special education liaisons will attend monthly meetings and turnkey information to teachers. Teachers will be scheduled to attend district and citywide workshops. They will have opportunities to improve and enhance their own teaching. Teachers will share with their colleagues in collaborative and collegial environments. • Teachers will receive at least 40 hours of PD opportunities to collaboratively meet with colleagues. Professional learning will improve teacher practice and student learning. 	<p>Classroom Teachers Cluster Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers Paraprofessionals Administrators</p>
<p><u>Strategies to Address SWD and ELL:</u></p> <ul style="list-style-type: none"> • Congruence conferences will be scheduled by supervisors for ESL, AIS, SE teachers and speech therapists to meet with classroom teachers to share best strategies and next steps and discuss the impact of current program on student learning. • All members of Inquiry Teams will analyze student data obtained from summative- and formative- assessments , portfolios, student work projects, and teacher notes to collaboratively address strategies that will address needs of all learners and provide instructional supports needed for improvement by analyzing current practice, plan RTI strategies and follow up to review the impact of the RTI. 	<p>Classroom Teachers Cluster Teachers Principal</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers Therapists Administrators</p>

<ul style="list-style-type: none"> Alternative Intervention Service (AIS) teachers will be utilized in grades K-5 to provide Tier II support to struggling students. Integrated Classroom Teaching, 12:1:1 instruction and flexible scheduling will be used to provide LRE support to students when needed. PPT committee will meet monthly with teachers to provide support and specific Tier 1 strategies that will enhance instruction and collaboratively design a plan to support student learning. Assigned staff from PPT Committee will be designated liaisons to communicate plans to teachers and parents and follow up within a designated time frame to readdress and analyze impact of RTI. 			
<p>Engaging Families:</p> <ul style="list-style-type: none"> Parent and staff members of the SLT will review the specific goals of the CEP to ensure there is rigorous teaching within a supportive environment throughout the school. SLT minutes will be available for all families and staff to view on the SLT Bulletin Board. The minutes will also be posted on the school website and are emailed out to staff and parents. 	Parents SLT Members	Sept 2015 – June 2016	Teachers SLT Members Administrators
<p>Professional Learning and Trust:</p> <ul style="list-style-type: none"> An environment of trust will be strengthened through collaborative practices. Inter-visitations will be scheduled for teachers to observe other classroom practices which will enhance their own teaching and support student growth and continue professional conversations. Teachers will meet in learning-groups to share best practices and analyze data. This sharing will build trust among colleagues which will increase student progress. 	Teachers	Sept 2015 – June 2016	Teachers

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>											
<ul style="list-style-type: none"> Inquiry Teams will each meet regularly beginning in September 2015 to continue the investigation into student learning. Funds will be allocated for teacher coverages and per session activities (ARRA RTTT Data Specialist, ARRA RTTT Citywide Inst Exp.) Per session monies (TL Fair Student Funding) will be budgeted for professional development activities and purchase of resources and professional literature. OTPS monies (FSF) will be budgeted for purchasing professional books for teacher. 											
<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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

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

By February 2016, 70% of teachers will participate in professional development that includes opportunities for them to work productively with colleagues. This will be measured by a school-created survey.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		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.

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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.

Families play a critical role in helping their children to prepare for school and a lifetime of success. School leaders, parent coordinator, teachers, staff and the PTA must work together to improve parent engagement and participation in school activities by collaboratively looking at systems for improvement and our response as a school community. According to the 2014-2015 NYC School Survey 96% of parents reported they have had an in-person parent-teacher meeting. Only 70% of parents reported that they have volunteered time to support the school in the classrooms or at school-wide events. In the Framework for Great Schools Report 2015, 15% of parents expressed the desire for more parent involvement in the school. Since P.S. 188Q and the PTA ask parents to volunteer throughout the year in many different capacities (PTA committee members, class parents, Learning Leaders, library volunteers, etc.), it is clear that we must improve communication so all families are informed about school events and how to become more active participants in the school community.

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, 80% of our parents will volunteer time to support P.S. 188Q as measured by the 2015-2016 NYC School Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p><u>Instructional Programs:</u></p> <ul style="list-style-type: none"> • Parents will be invited to volunteer for parent-child workshops and book clubs throughout the year to support the home-school connection and improve student progress. • The computer teacher will familiarize all students with the P.S. 188Q website so they are more likely to refer to it with their parents at home and parents will see opportunities to volunteer. • Teachers will work with students and families to ensure that notices regarding volunteer-opportunities for parents are sent home and are being read by parents. Volunteer notifications will also be emailed to parents in different languages. This will improve communication between home and school. 	<p>Parents Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers Administrators Parent Coordinator</p>
<p><u>Strategies to Address SWD and ELL:</u></p> <ul style="list-style-type: none"> • Information on available support services to help parents become volunteers will be provided to parents of SWDs and ELLs. • SE teachers and ESL teacher will promote parent communication and volunteerism to actively involve parents in school events • When possible, on-staff translators will be available in Cantonese, German, Greek, Haitian Creole, Hebrew, Icelandic, Italian, Korean, Mandarin, Spanish and Tamil. This will improve communication between parents and teachers. • Parent engagement time will be a venue for promoting parent volunteering opportunities with parents. • NYC Translation Unit Services will be utilized to support parent communication. 	<p>Parents Teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers PTA Administrators Parent Coordinator</p>
<p><u>Engaging Families:</u></p>	<p>Parents</p>	<p>Sept 2015 – June 2016</p>	<p>Teachers</p>

<ul style="list-style-type: none"> • Parent volunteers for workshops and book clubs will be planned throughout the year (at various times of the day) to support parents' busy schedules. • Teachers will be proactive about communication with parents to support parent volunteerism and strengthen the home-school connection using the parent engagement time on Tuesdays for activities such as meeting with parents, phone calls to parents, or co-writing class newsletters. • Staff will build strong external relationships with families and support efforts to increase volunteerism by participating in monthly PTA meetings, fundraisers, Fall Family Night, Spring Family Night, Lunar New Year Celebration, parent workshops, school events, and PTA events. • Parent surveys will be sent out at least three times a year. Parents will be surveyed to determine parent availabilities for volunteering and their interests so appropriate workshop activities and conferences can be developed. Parents will also be surveyed about the times that work best for them to volunteer so that we can increase attendance at all events. • The Parent Coordinator will work with the principal, PTA, parents, the District Family Advocate, and staff to design workshops to increase parent volunteerism. The Parent Coordinator's outreach to parents will include individual emails, email blasts, weekly telephone updates, and one-to-one meetings. • The Parent Coordinator, school staff, SLT members and PTA will work collaboratively together to plan activities throughout the year to increase parent involvement and volunteerism on a variety of topics including the arts, technology, physical education, gifted education, middle school applications, testing, and CCLS. • The PTA Meeting minutes will be emailed to parents and also be available via the school and PTA website highlighting volunteering opportunities. 	Teachers		PTA Administrators Parent Coordinator
<p><u>Professional Learning and Trust:</u></p> <ul style="list-style-type: none"> • Parent and school staff will be respected and supported by the school community. As a result, the home-school bond will deepen and strengthen. 	Parents Teachers	Sept 2015 – June 2016	Teachers PTA Administrators Parent Coordinator

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.

- Per session monies will be budgeted for staff workshops that meet parent needs and wants as assessed on Fall and Spring school parent survey
- Per session monies (TL Fair Student Funding) will be budgeted for parent/teacher-led family involvement events.
- OTPS monies (FSF) will be budgeted for family involvement resources.

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

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

Part 5 – Progress Monitoring

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

By February 2016, 40% of our parents will volunteer time to support P.S. 188Q as measured by a school-created survey.

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.)
<p>English Language Arts (ELA)</p>		<p>ELA AIS service provided during the school day.</p> <p>Fundations/Wilson</p> <p>Reading and writing strategies</p> <p>Small group instruction for reading and writing</p> <p>Comprehension/critical thinking skills.</p> <p>Wilson remediation in decoding and spelling</p> <p>In Tier I, all students are screened using TCRWP Assessments.</p> <p>Instruction in fluency</p> <p>Comprehension</p> <p>Word recognition</p> <p>Decoding</p> <p>Researched based best practices.</p> <p>Readers and Writers Workshop for literacy</p>	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	<p>During the school day, Wilson before and after school (pending funding)</p>

		<p>Tier II interventions are designed for small groups of students who are not responding to Tier I instruction and interventions.</p> <p>Continue to receive Tier I instruction and intervention</p> <p>Pull-out or push-in model</p> <p>Small group by either the classroom teacher or service provider</p> <p>Guided reading</p> <p>Fundations</p> <p>Wilson</p> <p>Books on Tape</p> <p>Leveled Literacy Intervention System</p> <p>The Tier III interventions provide more individualized, intense teaching and learning opportunities for students who are not achieving grade level expectations.</p> <p>Smaller student-teacher ratio</p> <p>Detailed attention to individual learning styles and the social environment</p>		
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		<p>Frequent progress monitoring.</p> <p>Continue to receive core instruction.</p> <p>Leveled Literacy Intervention Systems</p> <p>Wilson</p> <p>Foundations</p> <p>Great Leaps.</p> <p>Support in all three tie</p>		
Mathematics	Results of classroom math tests and Exemplars	Math AIS service is provided during the school day. K, 1 and 2 students work on solving number stories and learning their math facts. They will also review math strategies taught through the Envisions curriculum. Upper grade students (grades 3, 4 and 5) will practice computation skills and solving word problems using different strategies as well as reviewing concepts taught in the Envisions curriculum.	<p>Small Group</p> <p>One-to-One</p> <p>Tutoring</p>	During the school day
Science	Results of formative assessments and test scores - analyzed by classroom teacher and science cluster teacher	Science AIS service is provided during the school day by the science teacher with a focus on content and strategies.	<p>Small Group</p> <p>One-to-One</p>	During the school day
Social Studies	Results of formative assessments and test scores - analyzed by classroom teacher	Social Studied AIS service is provided during the day by teachers with a focus on content and strategies	<p>Small Group</p> <p>One-to-One</p>	During the school day
At-risk services (e.g. provided by the Guidance Counselor,	Referrals by classroom and cluster teachers	At- risk services provided by the Social Worker and School	Small Group	During the school day

<p><i>School Psychologist, Social Worker, etc.)</i></p>		<p>Guidance Counselor will be provided during the day. School Social Worker will meet with students in small groups or individually to promote socially acceptable behavior through games, role playing and/or discussions.</p> <p>Select third-grade students will participate in a DOH program "Open Airways for Schools." This program was developed by the American Lung Association in conjunction with the N.Y.C. Department of Education and the Department of Health to improve the management of asthma in elementary school children. Asthma is the most common chronic illness in school-age children and accounts for more absenteeism than any other chronic illness. The school nurse runs the program during recess time in the months of December and January.</p>	<p>One-to-One</p>	
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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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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. **P.S. 188Q** 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. **P.S. 188Q** 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)

P.S. 188Q, 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>P.S. 188Q</u>	DBN: <u>26Q188</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>28</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>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The school did not receive any Title III funds for 2015-2016

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: _____ The school did not receive any Title III funds for 2015-2016

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: _____ The school did not receive any Title III funds for 2015-2016

Part E: Budget

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

Allocation Amount: \$ _____

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 	\$0	_____
Purchased services	\$0	_____

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> 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. 	<u>\$0</u>	_____
Educational Software (Object Code 199)	<u>\$0</u>	_____
Travel	<u>\$0</u>	_____
Other	<u>\$0</u>	_____
TOTAL	<u>\$0</u>	_____

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 26	Borough Queens	School Number 188
School Name The Kingsbury 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 Janet Caraisco	Assistant Principal Nicole Colon
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Colleen Chan	School Counselor Aimee Winnick
Teacher/Subject Area Jamie Cannata/ Gr 4	Parent Anne Tien
Teacher/Subject Area Ann Marie Zovich/ Gr 1	Parent Coordinator Myrna Perez-Fung
Related-Service Provider	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	691	Total number of ELLs	40	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input 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):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	39	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	39			1						0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

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

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - Our school uses TCRWP benchmarking to assess the early literacy skills of our students. We also use the TCRWP to level our students to find out what reading level they are reading on. We use the information to determine how much vocabulary an ELL knows, how well the ELL can spell grade appropriate words, how well the ELL can comprehend a story and retell it, and we also determine if a child can follow directions. All these assessments provide valuable insights for the teachers as they plan lessons. In grades K-2, teachers also assess students on sight words and letter/sound recognition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Based on the May 2014 and May 2015 NYSESLAT results for our students, we can see that many ELLs are making steady progress. Many of our students performed at the Commanding level and the majority of all ELLs tested performed at either the Expanding level or at the Commanding level. Only 8 students out of 40 tested at the Transitioning level. Only 2 students tested at the Emerging level. It is our belief that the increased use of Thinking Maps and a cohesive ESL pull-out program, rich in reading and writing and word study has helped our students to achieve at the highest level possible.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the data inputted, we use the AMAO to evaluate student progress and the effectiveness of the ESL program. The data for AMAO 1 reveals that the Grade 3 ELL students who took the state level exams performed at a Level 3 on the ELA and at Level 4 on Math. This shows that the students both made strides academically across the year, not only in ESL but also in the classroom in reading, writing, and in math. Their ability to read and comprehend, read and respond by writing an essay as well as their ability to read and interpret math word problems have significantly increased since the practice tests they took in the beginning of third grade. The fourth grade ELLs performed at their expected levels on the ELA and Math state exam based on the progress in the classroom through the year. One fourth grader scored Level 2 on the ELA and a Level 2 on Math. This is consistent with his classroom work and teacher reports as well as his progress report. This student did however make huge gains in Science and showed that on the Science state test by scoring a Level 4. The other fourth grade student is a newcomer from Israel and scored at a Level 3 on Science, a Level 1 on ELA and Level 2 on Math. We found this was also consistent with the progress he was making in the

classroom. We are pleased that both fourth grade students achieved so highly on the science state test and attribute the success of this to the strides they are making in the ESL program. Their NYSESLAT scores both reflect an improvement and increase in level from intermediate to expanding (advanced) for both of the fourth graders. From this data you can see that all our Gr3-5 ELLs have made strides on standardized testing and show overall improvement with the exception of the newcomer student from Israel who only has 2 years of English under his belt. The # of ELLs who scored at or below the 25th growth percentile and scored at level 1 or 2 on the ELA are only two ELL students. The # of ELLs who scored at or below the 25th growth percentile and scored at Level 1 or 2 on Math is only one ELL student.

The The ESL teacher has devoted a larger portion of time in the ESL program to practice reading and writing academic English. Rather than spending 40% of the time practicing speaking and listening skills, the ESL teachers will now adjust the curriculum so that more time may be devoted to helping ELL students develop their reading and writing skills. Shared reading, guided reading, and shared writing activities will be increased across grades to ensure that we reach this goal. Additionally the implementation of Reading Street and its texts will aide in the development of ELLs' academic language. The practice of deconstructing and reconstructing difficult sentences has also helped students to pay closer attention to the quality and academic caliber of their reading and writing in the classroom . Teachers will modify instructional time to meet the needs of their ELL students as they keep track of their progress throughout the year in each modality, using both formal and informal assessments to adjust their goals and teaching strategies for each ELL. Based on the testing data from AMAO 1 and the AMAO 2 data you will see presented below, you can see that these adjustments, teaching strategies and programs are highly effective in helping our ELLs make progress.

The data for AMAO 2 shows tremendous progress for our school as many of our students were able to "graduate" from the ESL program and passed the NYSESLAT in May 2015 and now receive 2x/week services as commanding level students/proficient students. We have 4 out of 8 first graders at the commanding level. We have 10 out of 11 second graders at the commanding level. We have all third grade ELLs at the commanding level and 2 out of 3 fourth graders at the commanding level. At the school level, the data shows that 20 out of 40 of our ELLs have achieved the commanding level, 9 out of 40 are at the expanding level, 8 out of 40 are at the transitioning level and only 2 ELLs are at the emerging level, and only 1 student is still at the entering level. You can see that half our students are proficient at the commanding level and nearly 3/4 of the ELL population are either at the commanding or expanding level this year! We are pleased to report that the strong rapport between students and their ESL teacher and between the ESL teacher and her fellow colleagues, along with effective planning and strong academic programs and administrative support have led us to overall improvement and success in all our ELLs.

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?

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

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

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

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

All teachers and administrators are aware of which students are ELLs at our school. Both ELLs and struggling readers' needs are deeply considered as we make instructional decisions. Our Reading Street literacy program has a built in differentiation scaffold for ELLs in the curriculum. Teachers also do best practice by scaffolding students to begin independent work or group work through multiple points of entry. We assess the students and we differentiate based on need. Bilingual dictionaries are also available to ELLs for use during any content area work. Grammar and vocabulary games and programs on Ipads and the ESL Reach curriculum we use also provides additional support for ELLs and we use these tools as we develop lesson plans that are differentiated in order to meet individual ELL needs.

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?

N/A

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

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

Part IV: ELL Identification Process

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

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.

All students have a completed Home Language Identification Survey (HLIS) in their cumulative folders that the parent or guardian completed when the child was initially enrolled at the school. Pedagogical staff have been trained to administer the HLIS when a parent comes to our school to enroll their child. They help parents with the completion of the HLIS. Usually the ESL teacher and/or Laura Kennedy, trained pedagogue will assist with the HLIS completion and interview process. Debra Hecht, Cynthia Barber and Irene Simone who are some of our SETTS teachers are also trained pedagogues who can assist in the HLIS because they are in an ICT classroom with 2 teachers. The principal is also a trained pedagogue. Based on the responses on the HLIS, and the pre-screen interview, the ESL teacher determines which students are to receive NYSITELL testing (based on the responses collected on the HLIS and/ or the RLER report on ATS and the pre-screen interview) when they enter the school in kindergarten or as a student new to the NYC Public School system. The children who must take the NYSITELL exam will either pass or fail. If the child fails the test s/he is entitled to ESL services at our school and will be placed in either the Entering, Emerging, Transitioning, Expanding, or Commanding category based on the test score. The children who pass the NYSITELL are NOT entitled to ESL services and this information will be recorded onto the HLIS and updated on the ATS system. The NYSITELL is completed within ten days of the child's enrollment in school. We do not have a need for the administration of the Spanish LAB thus far. There are currently no ELLs in our school that speak Spanish. If the Spanish LAB needed to be administered we would follow the same timeline as the NYSITELL and test the Spanish speaking students that are eligible.

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

2. 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).
When parents enroll their child and the HLIS Interview is conducted, we also conduct the SIFE questionnaire as needed. Parents will indicate where they are relocating from and we ask follow up questions to ensure a child is not a SIFE. The EPRG is referenced in order to identify SIFEs. Thus far, we have not had any students enter our school with indications SIFE status or even needing the SIFE questionnaire as all the students we have received have come from a place having received consistent formal education and parents have indicated financial stability as well as a permanent residence.
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).
Our school PPT team, 408 team, and RTI team meet monthly to discuss and plan for students with IEPs. The team assesses the circumstances for each child and uses classroom data, social data collected from the student's family and social worker, as well as teacher feedback and parent feedback to not only identify newly enrolled students with IEPs but also to ensure their services are up to date and their individual needs are met based on the latest IEP. Our Director of Special Education is our Interim Acting Assistant Principal, Nicole Colon. Our school psychologist is Caren Metzger. Our school social work is Sonja Dreiblatt. The ESL teacher, special ed teachers and related service providers are also members of the PPT/408/and RTI teams. Parents who attend these meetings are always asked if they need a translator present. We have a multilingual staff and often use various staff members to translate. We also use the Translation and Interpretation telephone service if needed or if that language is not available via staff member. We have 20 days for placement as per ELL Reference Guide and that is the timeline followed for LPT recommendation. The LPT includes the chairperson, the ENL teacher, Colleen Chan and the following members: Janet Caraisco, principal; Nicole Colon, AP; Myrna Perez Fung- Parent Coordinator; Anne Marie Zovich- grade 1 teacher; Jamie Cannata- grade 4 teacher; Aimee Winnick- guidance; and Anne Tien-PTA President/parent representative.
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.
Parents of new ELL students receive entitlement letters which they must sign and return to the school once the NYSITELL testing is completed. The letter informs them that their child has been tested and indicates that their child must receive state-mandated services either in ESL, transitional bilingual or dual language programming. The classroom teacher places the entitlement letter (from the ESL teacher) into the child's home folder. Parents of students who are eligible for these language services are then invited to the Parent Orientation in September within the timeframe allotted to us by the NYCDOE, where they view an informational video informing them of their choices. There are three programs available in NYC: the TBE (Transitional Bilingual Education) Program, the Dual Language Program and the Freestanding ESL Program. Parents are given information about each program and then complete a Parent Selection Survey at the end of the orientation. All videos, materials and forms are presented in both English and in the parents' home languages. After viewing the video in their home language and/or in English (some language are not represented in the DOE ELL parent orientation video), parents complete a Parent Selection Survey to indicate their top choice for their child. All parents at PS 188 have chosen the freestanding ESL program and did not opt to switch schools in order for their child to participate in a TBE or Dual Language class. Parents are also informed about the NYSESLAT, a test their child will take in May to determine their continued eligibility for ESL services. The ESL teacher also presents strategies and activities parents can use at home to help support their child's English language acquisition. As new students enroll throughout the school year, we continue to follow this protocol of testing and parent orientation within the allotted timeframe.
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).
The ESL teacher sends home letters to inform parents. Parents are informed of their right to appeal in the same letter that is sent home to indicate that their child is entitled to ESL services once a child has taken the NYSITELL and it has been processed and scored. Parents have a full 45 days to respond and can choose to appeal the decision. The ESL teacher oversees this process and letters are translated based on the HLIS. If a parent has requested to communicate with our staff in their home language, every effort is made to send home materials in their home language as available through the DOE and/or our multilingual staff who help the ESL teacher with translations. The principal also compiled a list of every staff member that is fluent in another language so that we can utilize our own in-house bilingual resources to meet any translation needs for the parents of our ELL students. There are staff members who speak Cantonese, Mandarin, Korean, Spanish, Greek, Hebrew, Italian, and Haitian Creole. We also utilize the Translation and Interpretation Services offered by the NYCDOE.
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.
Please see the response to question #4 and 5 above.
It should also be noted that the bilingual program is the default placement when a parent survey is not returned as per regulations. We have never had an unreturned parent selection survey at this school. We have 100% participation every year at the Parent Orientation or via informal 1:1 PTC as initiated by the ESL teacher to outreach to the parents of ELLs in September and

October. The principal also compiled a list of every staff member that is fluent in another language so that we can utilize our own in-house bilingual resources to meet any translation needs for the parents of our ELL students. There are staff members who speak Cantonese, Mandarin, Korean, Spanish, Greek, Hebrew, Italian, and Haitian Creole.

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.
Please see the response to question #4 and 5 above and #9 below.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL teacher carefully tracks the return of forms using a checklist and calls or emails any parent who has not yet returned the Parent Survey and Program Selection forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are backpacked home and require the parent to sign that they have received the notification and return the tear-off at the bottom of the notification form. The ESL teacher follows up with a phone call to each ELL household to ensure that the letter has been received and to personally invite the parent to attend the parent orientation or set up an individual PTC to discuss questions, concerns, and academic needs/progress of their child.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL teacher and the school office staff work together to maintain up to date records and documentation for the ELLs. File cabinets in both the main office and in the ESL classroom are used to store such documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher schedules the administration of each section of the NYSESLAT by grade during the time frame we are given to administer the test. She administers each section of the test one section at a time, one grade at a time. Some years, when the budget permits, we hire retired ESL teacher, Susan Kazin to help with the administration of the NYSESLAT exams. Every year we are able to test all ESL students in each section of the NYSESLAT successfully and in a timely manner. ATS reports are printed to ensure that all eligible students will take the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters of continued entitlement are also backpacked home with students. Parents sign and return the tear-off at the bottom of the letter and return it to school. The ESL teacher follows up with a phone call if a form is not returned by the end of the week and another notice is sent home.
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).
Parents at PS 188Q consistently select the ESL stand-alone program They are well aware of the excellent reputation we have here for high caliber academics and devoted teachers and staff. In 2013, 2014, and 2015 all parents of new admits and kindergarten ELLs selected ESL stand alone programming and did not opt to leave our school to pursue a dual language program or transitional bilingual program at a neighboring school. All new admits/ incoming kindergarten ELL entitled families selected the ESL model. In years past, we have never had a parent choose to leave our school to pursue a different program for their child's language needs. The program model at our school seems completely aligned with parent requests We are in complete alignment as per Aspira Consent Decree based on the parent selection survey results year after year in which the parents in our community select the ESL stand alone program offered at our school. If a parent ever opted to select the dual language or bilingual program, we would schedule a meeting with Dorothy Werner, ELL Service Coordinator at the Queens Field Service Center and/or An Ying Ying, the Deputy Director of ELLs to help place the child in a program within the district either at PS 173Q or outside our district as close to the child's residence as possible.

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.

At PS 188 we only have one program model- Freestanding ESL. We have a pull-out program only due to the nature of the ELL population and due to our limitations of having only one ESL teacher on staff. We do not have any TBE or Dual Language programs in our school. Our IA Assistant Principal, Nicole Colon has created the ESL schedule to fulfill and meet all the required integrated and stand-alone ENL as per CR Part 154.2 The ESL teacher has a dual license and can fulfill multiple requirements while teaching the Grade 1-5 ENL students at the main building while Cynthia Barber, also dually licensed is instructing the kindergarten ENL students. The groupings are heterogeneous on each grade level. The children are grouped by grade (or closest grade) and receive small group instruction in English only by a certified ESL teacher/ dually certified GE and ESL teacher. A workshop model in reading and writing is followed in all classes. The REACH ESL program created by National Geographic with a strong focus on nonfiction is being used. The ESL teacher supports this model in her class by using guided reading, read alouds, shared reading, shared writing, close reading of short, complex texts and zooming in on juicy sentences. She also uses vocabulary word walls, word work and grammar lessons using Cunningham and Snowball's methodology, accountable talk and role play/TPR. She also coaches the children in writing through individual conferences and small group strategy lessons. The ESL teacher also supports classroom instruction and schoolwide curriculum by reviewing math, science and social studies content lessons with ELL students using sheltered English and scaffolding techniques to ensure that they are learning the essential subject-based vocabulary and core concepts. Teaching strategies include: (1) scaffolding-modeling, bridging, contextualizing, use of realia, schema building; (2) graphic organizers or thinking maps; (3) tape recorder/CD player/MP3; (4) TPR; (5) nursery rhymes; (6) cooperative food preparation; (7) puppetry, songs, and jazz chants; (8) bookmaking; (9) role play and readers' theatre; (10) using JUICY sentences to teach complex sentence structure and the purpose of phrases and sentence stems. (11) Whole Brain Teaching (formerly called power teaching) to engage all students. All of these strategies lead to greater language acquisition and enriched language communication and expression.

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

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our assistant principal plans the ESL schedule with input from the ESL teacher and coordinates groupings based on the grade and the proficiency level of the ELL students. NYSESLAT and NYSITELL results and data are adequately utilized for planning and scheduling to ensure that all mandates are met for each student. Additionally, the ESL teacher is dually certified as a common branch teacher and can teach both stand alone ENL as well as integrated ENL/ELA. The fourth grade SETTS teacher is also ESL certified and the kindergarten SETTS teacher is also ESL certified. Both are also common branch certified and may teach integrated ENL/ELA or stand alone ENL to various ELLs in the grade or in the building. A push in and pull out model are employed to meet all the needs of our students.

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.

Due to a lack of funding, we have only one full time, certified ESL teacher. She happens to be dually licensed and can teach both ENL and ELA as is the case with the 4th grade SETTS teacher and the kindergarten SETTS teacher. These teachers include a wide variety of instructional approaches and methods to make content comprehensible to foster language development and meet the demands of the CCLS. The REACH ESL program is a CCLS program. All materials selected by our staff are designed to satisfy CCLS from our Reading Street program to our Envisions Math program to Foundations to writing workshop to our word study units, author studies, and science and technology programs. Minilessons are taught to ELLs and specific reading and writing strategies are taught to help them make gains in their academic language. The National Geographic REACH ESL texts and the Reading Street Literacy Program as well as all other content area textbooks are age and grade appropriate as deemed by New York State standards and CCLS were carefully selected by both administration and teachers on multiple grade levels. The Ipad and Apple TV as well as the internet provide multiple resources and videos and games that are broken down specifically by

age level or by grade. For example, we use BrainPop for Gr 3-5 and BrainPop Jr. for Gr K-2. The ESL teacher and classroom teachers also employ different teaching strategies and styles to meet the needs of the students by age and grade, providing texts, tasks and facilitating academic conversations that are appropriate for students in that particular grade. Additionally, ELLs with IEPs have specific and individual mandates that ensure that the support and resource they receive are appropriate for their specific needs.

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

We do not have any ELLs that require evaluation in their home language throughout the year. We do not have any students that take assessments in their home language. The only exception would be during a NYS level exam, during which a grade 3-5 ELL student is entitled to have a translated version of the exam if that home language is available through the DOE. Most parents of these ELLs have asked us not to provide the exam in the home language, as the child is not literate in the home language, and only literate in English. Most of our ELLs only speak the home language and cannot read or write in the home language. We did however have a Hebrew translator come for translation last year for state exams for 3 students that were literate in the home language as per ELL testing regulations.

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

Every unit of study is carefully designed by the ELL teacher to help students practice and make gains in speaking, listening, reading and writing. Students are given ample opportunities to read independently, in guided reading groups, and in shared reading with the class. Students practice their speaking skills in most every unit. For example, in the poetry unit, students perform a piece of their writing at the conclusion of the unit. Students also practice communication skills as they turn and talk with a reading partner or work on group research projects together. Students also engage in developing listening skills as they view videos and take notes on the topic and have debates about a pre-selected topic related to the unit of study. You can see that ELLs learn and practice everyday using all four modalities. Informal and formal reading and writing assessments are also given throughout the year. Students use self-created and teacher created rubrics to evaluate their writing, as well as their speaking. Students also do peer critique and evaluate each other using a similar rubric. Listening skills are also tested as we do practice for the NYSESLAT exam and prepare for the ELA.

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

We differentiate instruction for all our ELL students based on their individual and group needs.

6a. We do not have any SIFE students. Should we have SIFE students we would:

- First assess to determine specific needs
- Offer parent workshops
- Mandate AIS programs
- Offer Saturday school
- Offer peer tutoring
- Offer Learning Leaders (parent volunteers) help in the classroom

6b. Many of the ELL students we serve at PS 188 are "newcomers" and have been in US public schools for three years or less. These students learn best through stories, songs, and chants. The ESL teacher focuses instruction on letter recognition, consonant and vowel sounds, phonemes, blends, digraphs and utilizes picture index cards to help build a rich vocabulary. We also do a lot of guided reading and shared reading work. For newcomers we also:

- Provide the students with a tour of the school to meet staff and see classrooms/ gym/ lunchroom etc.
- Buddy up the student with someone who speaks their language
- Label objects around the classroom and in the halls
- Provide parent workshops to model for parents what is going on in classroom and advise them on how they can support their child
- Publish monthly newsletters from classroom teacher to parents to keep parents apprised of curriculum
- Parent coordinator does outreach work and provides letters in different languages

Additionally, third, fourth and fifth grade ELLs who are required to take the NYS exams in May receive additional guidance and learn test sophistication strategies to help them through standardized tests. The ESL teacher helps these upper grade ELLs become familiar with the format of the exams and she conducts mini practice tests with them throughout the year to help solidify a few core test taking skills.

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

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

6d. We do not have any long term ELLs who receive 7 years or more of service. Almost all of our ELL students usually "graduate" from ESL after 3-4 years of ESL service. If we were to have any long-term ELLs, the ESL teacher would try to use push-in programming to ensure the students are not missing any classwork. She would work alongside the students in a small group setting and approach the classwork with a co-teaching mentality, particularly in social studies, science, and in both reading and writing workshop. This is to ensure deep academic rigor for the student and to provide the greatest amount of scaffolding with the goal that the child would pass the NYSESLAT before moving onto middle school.

6e. We have many ELLs who have passed the NYSESLAT and are now receiving mandated extended services for up to two years after passing the exam as per CR Part 154.2. These ELLs receive service two periods each week and will allow for a smooth transition out of the ESL program. These commanding level ELLs usually receive a push-in model when possible or receive pull-out instruction that supports the common core standards and the work they are doing in their classrooms. The ESL teacher provides support by scaffolding/coaching the students as they work on reading comprehension and writing tasks as assigned by the classroom teacher. The ESL teacher also engages these students in higher order thinking questioning and teaches the deconstruction of "juicy" text to lift the level of each reader.

It should be noted that all ELLs receive ELL Testing Accommodations such as extended time (1.5x) on formal tests including State exams, separate location and access to bilingual glossary or translator if needed when the home language is not available via a printed copy of the state exam.

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.

The school would establish an initial re-identification team and that same team will re-evaluate at the end of 6-12 months to see how much progress the child has made and in what areas the child is succeeding or struggling. We would use this data as a team to determine the next best steps for the child. The members of this team would include the classroom teacher, ESL teacher, a SETTs teacher, the assistant principal/director of special education, other related service providers as needed depending on the child and if she/he receives other services. The ultimate decision is up to the principal and the team would present all information and data to our principal for the final decision regarding the student. We have never encountered this issue, however, due to the rigor of academics here at 188 and continued cohesiveness and communication among staff and supporting staff, a student's academic progress would never suffer based on re-identification. We always strive to help each student achieve at his or her highest level possible. A change in ESL status would not adversely affect the student as we would do everything possible to continue a rigorous level of education.

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?

We use a writer's workshop model as well as word study and CCLS based texts and programs. Small group instruction and guided reading provide even more support for ELLs both in the classroom and in the ESL room. All students including ELLs take a computer class at least once a week to improve technology skills. There is also an afterschool computer club for students to participate in. In addition, the ESL teacher uses audio visual equipment to enhance instruction such as book on tape, Scientific Learning CDs, and many other materials. Please see the list here:

- Ipad Apple TV, Apps and games
- National Geographic's REACH ESL series K-5
- Reading Street Literacy program for K-5
- White boards and Expo markers
- Letter People
- Puppets

- STARS series
- NYSESLAT Test Prep by Antanasio
- Envision Math
- Oxford Picture Dictionary
- Open Sesame Picture Dictionary
- Maps and Atlases
- Big Books
- “Ranger Rick” Children’s Magazine by National Geographic
- Social Studies and Science Textbooks from Grades 1 -5
- Jazz Chants and Songs
- Related Educational Games and Puzzles
- Word Walls and Vocabulary Charts
- Photo Cards and Index Cards
- TC Leveled Books for independent reading/ assessment

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?

ELL-SWD students who have special needs are given differentiated instruction in different modalities. After identifying the particular need(s) through multiple assessments with the school psychologist, classroom teacher, and ESL teacher, along with indications on the IEP, students are grouped by need and given appropriate individualized instruction by special-ed support teachers while simultaneously being enrolled in the ESL program. All of our ELLs who are identified as having special needs are also grouped together by grade. There is only one SWD in first grade this year and also one in grade 2. They are both part of a 12:1:1 class. The one ELL in grade 3 that is SWD is in an ICT class and receives ample support from the co-teachers in that room as well as additional support from the ESL program. There are no special needs ELLs in fourth grade this year. Half the fifth grade ELLs have an IEP. The ESL teacher focuses on literacy rich activities to help bolster vocabulary acquisition and language development. We do a lot juicy sentence work and spend time revisiting and deconstructing text together. This group requires more 1:1 writing conference time and also responds better to games and to multimedia interaction as a way of learning. All in all, much time is spent on reading in book clubs and writing literary responses in all ELL classes. The ESL teacher works in tandem with all the students' classroom teachers and other service providers (e.g. speech, OT, PT, guidance) to support all content based work going on in the classroom. The ELL teacher is active about pursuing up to date information on the emotional/social and physical well being of each student, especially that of her ELL-SWD students since many of them receive multiple services throughout the day.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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 Dually 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.

Chart

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 Dually 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.

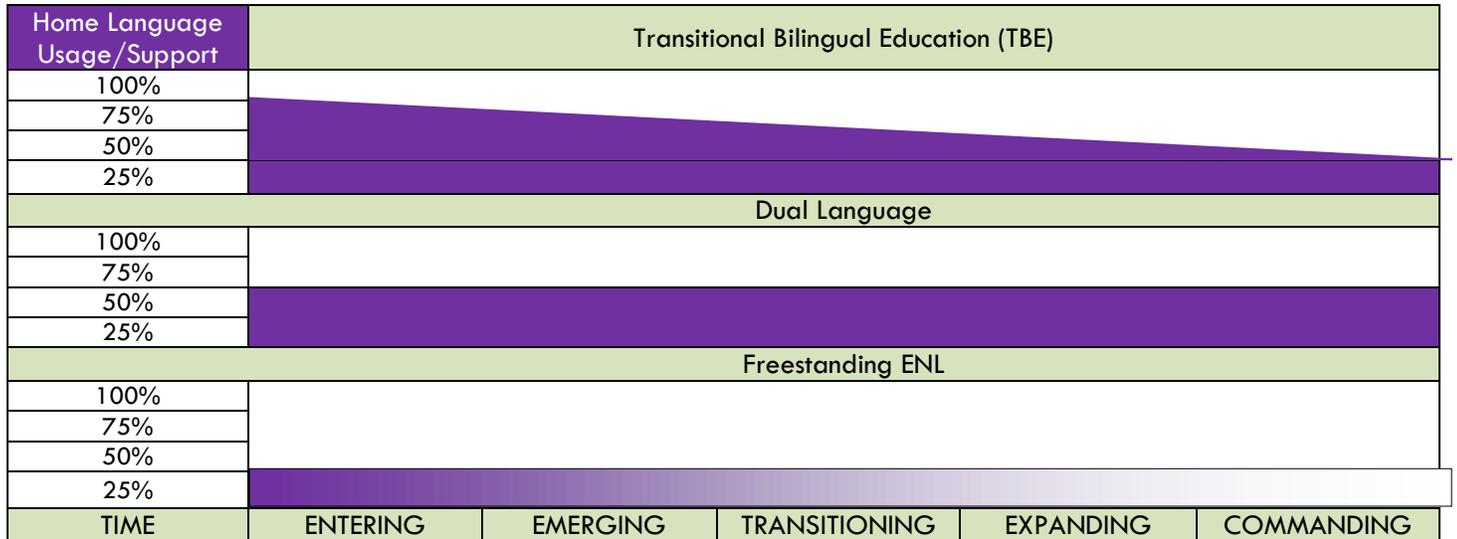


*Note “other approved services” does not apply to New York City at this time.

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.
Aside from our AIS and extended day programs, we now have multiple ICT classrooms that house two pedagogues. Some of our special education ESL students truly reap the benefits of having the attention and instruction of two teachers in the classroom as these teachers are able to provide more small group instruction and provide more one to one instruction to the ELLs who may need the extra support particularly in social studies and in science, where the vocabulary and concepts are often difficult for ELLs to tackle on their own. Our school offers early morning tutorial classes at 7:30 am as part of a targeted intervention program to help ELLs and other students requiring additional support in reading, writing, and math during part of the academic year. These AIS classes start in mid-December or January and run until March or April depending on funding. They focus specifically on test sophistication strategies and help students to become familiar and more comfortable with the format of the NYS exams and offer them another opportunity to practice their test taking skills in another small group setting. These programs are offered in English only. All ELL subgroups are invited to participate. Many ELLs and reading at risk students also participate in the extended day program offered at our school three afternoons a week. During extended day, students receive small group instruction, targeted strategy lessons to help improve writing and reading skills in content areas like science and social studies. It is also a time for review for students that need the repetition of the subject matter and intense vocabulary work. Extended day is from 2:40 to 3:17pm on Mondays, Tuesdays, and Wednesdays from September to June. This year intermediate ELLs meet in a separate group in order to provide them with more support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current ESL program is quite effective as we have seen improvement in reading comprehension, writing, and greater vocabulary output in just a few short weeks since we started in September. More than half of our kindergarten ELLs passed the NYSESLAT in May 2015 and are now receiving the 2x/week services under commanding level as per CR Part 154.2 regulations. All of our first grade students passed the NYSESLAT in May 2015 except for one newcomer student on the grade. All our third and fourth grade ELLs also passed the NYSESLAT in May 2015 and are receiving 2x/week services as commanding level students with the exception of one newcomer on grade 3. In grade 4, all four ELLs improved on their NYSESLAT scores in all 4 modalities. This data clearly shows that the ESL teacher is working effectively with her students to help them achieve the highest level of academic progress possible in acquiring the speaking, listening, reading and writing skills they need to exit the ESL program in a timely fashion. The ESL teacher and the classroom teacher work together to support the ELLs in content areas and in language development by holding them to high standards and by exposing them to as much academic language as possible. The Reading Street program and the National Geographic REACH ESL texts are both content and language rich instructional materials that provide a solid foundation for effective instruction. We have a science cluster teacher who also provides additional science support to classroom teachers as they work together to ensure quality science instruction throughout the grades. The ESL teacher also provides the classroom teachers with a variety of strategies such as TPR, deconstruction/ reconstruction of juicy sentences, and other small group reading and writing strategies that can help bolster the learning and performance of an ELL in their classroom. We have also incorporated the use of more multimedia in our instruction using the Smartboard, Apple TVs and ELMOs in order to provide our ELLs with more visual and video based support which has been proven to make instruction more effective for ELLs in Pre-k to second grade, particularly during read-aloud vocabulary instruction. See "Unlocking the Research on English Learners" by Claude Goldenberg in the Summer 2013 issue of American Educator. Due to quality instructional materials, collaborative pedagogy, and addition of more multi-media instruction, you can see that our ESL program is quite effective. It provides ELLs with motivation to learn and equal access to academic language in the curriculum required by the Common Core.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to implement the Reading Street Literacy program and texts this year. We also have a new math program called Pearson Realize that is more readily aligned to the common core standards. The ESL Classroom will continue to provide multimedia support through the use of an Apple TV and an ELMO projector. The ESL teacher, Colleen Chan has also begun reading and learning about Carol Dweck's "The Growth Mindset" on her own time and will begin to implement a few of the strategies discussed in the text with her ELLs on a trial basis to increase student motivation and level of independence.
13. What programs/services for ELLs will be discontinued and why?
ReadyGEN was discontinued early last year. We found that Reading Street was a more suitable program for all our students. There are no plans to discontinue any other programs at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are afforded equal access to all school programs. We have an anti-bullying schoolwide program that all students participate in. We also have special shows and assemblies sponsored by the PTA which all the children enjoy watching. We have many afterschool programs including OST, Blueberry, and our own self sustaining afterschool program that are fun and educational for ELLs and other students to participate in. Children receive help with their homework from trained staff, counselors, and teachers. They also participate in different activities and sports or games that help enrich language development in a less academic, less formal setting. Other programs that ELLs particularly benefit from in our school are the wonderful art program, the

dance program, the music program, computers and physical education. All cluster teachers are aware of who the ELLs are in our building and ensure that they are attentive to their individual language needs in class. For example, the art teacher will repeat a set of directions for an ELL student and model for the student what to do rather than just give oral directions which may exclude the ELL from full participation. ELLs can express themselves in languages other than English in art and through movement during the school day as well as at recess and afterschool. We also offer wonderful lunch programs like basketball and cheerleading, computer club, and book clubs. ELLs are able to choose an area of interest and participate during recess. All of these programs are in addition to the foundation of academics here at PS 188. We have a rigorous Teacher's College Reading and Writing Workshop model throughout the school in every classroom. We use Envision Math which contains the use of many manipulatives, helpful to ELLs in their learning. We also have social studies word walls and texts and supportive non-fiction libraries to help ELLs with social studies content learning. We have science with Mrs. Weber in addition to the science covered in classroom curriculum. ELLs fully participate in all areas with scaffolding and support from their classroom teachers, cluster teachers, afterschool program counselors, paras, school aides, administration and office staff and especially from the ESL teacher throughout the day

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.

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

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

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

ELL students' native languages are highly valued at our school. We only have a stand-alone ESL program. We have many books and materials about other countries in our library. We also provide foreign language dictionaries for our ELLs to use throughout the day. We have dictionaries in Chinese, Korean, Spanish, Hebrew, Japanese, Russian, and Farsi. Translation services and translated documents and letters home are also provided for parents of ELLs. The ESL teacher is also partially fluent in Spanish and in Cantonese. It is helpful for those families that speak those particular home languages. We are also lucky enough to have a multilingual staff available to provide translation support whenever parents come into the school.

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

The National Geographic REACH ESL texts and the Reading Street Literacy Program as well as all other content area textbooks are age and grade appropriate as deemed by New York State standards and were carefully selected by both administration and teachers on multiple grade levels. The Ipad and Apple TV as well as the internet provide multiple resources and videos and games that are broken down specifically by age level or by grade. For example, we use BrainPop for Gr 3-5 and BrainPop Jr. for Gr K-2. The ESL teacher and classroom teachers also employ different teaching strategies and styles to meet the needs of the students by age and grade, providing texts, tasks and facilitating academic conversations that are appropriate for students in that particular grade. Additionally, ELLs with IEPs have specific and individual mandates that ensure that the support and resource they receive are appropriate for their specific needs.

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).

We provide all our students with a summer reading list. All newly enrolled ELLs and their families are encouraged to visit the public library and begin reading from this list. The ESL teacher also tried to contact the student and his or her family once she has received information about the new student. The parent coordinator is also informed of the home language of newly enrolled ELLs and will prepare to provide the family with as many translated documents as necessary. As ELLs enroll throughout the year, the new student is assigned a class buddy who also speaks the home language. The buddy helps the new student with any question he/she may have and helps the ELL acclimate to routines in the classroom the first few weeks of school. The cluster teachers are informed of the new ELL student and the ESL teacher begins to work with the student immediately after testing to find out what level the ELL is functioning on via the NYSITELL or NYSELAT score in the student's exam history.

19. What language electives are offered to ELLs?

We are not currently offering any language electives.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

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

1. and 2. All teachers, para-professionals and administrators attend several ESL workshops presented by the ESL teacher throughout the year at faculty conferences. In addition, the ESL teacher attends multiple workshops (through the CFN 205, no BFSC) or through the DOE throughout the year that focus on ESL/ Literacy instruction. The ESL teacher turnkeys workshop information with the entire staff at monthly faculty conferences. The administrators also attend several of these ELL workshops. For example, the principal, the AP and ELL teacher attend CFN workshop series led by ELL expert, Maryann Cucchiara about building academic language for ELLs through text, talk, and tasks. Cucchiara is currently co-authoring a book with the legendary "great-grandmother of ESL", Dr. Lilly Wong-Fillmore. The ESL teacher also attends monthly ESL meetings as the ESL liaison to discuss issues and problems, and also gets training from the Bilingual Special Education Office. ELL teachers also attend workshops sponsored by the NYCDOE's Division of English Language Learners at various locations throughout the city, offered throughout the school year.
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?

The entire staff receives a copy of the listing of ELL students in our school by grade each year. All teachers are informed about the level of the ELL and what home language the ELL speaks. Cluster teachers and classroom teachers tailor their curriculum so that they can differentiate for the needs of many different learners in their class, including ELLs. Repetition of directions, modeling, movement and music is often used throughout the day to support ELL learning. Professional development is provided by the NYCDOE Division of ELLs and Support Services as well as by our district.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

 - A) Reading Workshop Conferences with ELLs
 - B) Writing Workshop Conferences with ELLs
 - C) TPR (Total Physical Response) Storytelling/ Role Play and Other Activities with ELLs
 - D) Vocabulary Word Play
 - E) Helping ELLs Look at Figurative Language
 - F) How Virtual Field Trips Can Help ELLs
 - G) Mapping Meaning to Text to Help Our ELLs
 - H) How to Help Deconstruct and Reconstruct JUICY sentences
 - I) Helping ELLs to Identify the Language Function of a Phrase or Clause
 - J) Language Frames and How They Can Help ELLs with Inferencing
 - K) How ELLs Can Pay Attention to Shades of Meaning: Building Vocabulary Knowledge
 - L) What is the NYSITELL and the NYSESLAT? (every year)
 - M) What is the Purpose of the HLIS? How to Read/Help Complete the HLIS (every year)
 - N) Unlocking Research on ELLs
 - O) Text, Talk, and Tasks for ELL Success in the Classroom
 - P) What is ELAND and what will it mean for some of your ELLs?
 - Q) What is the LAP and the LTI ?
 - R) What Apps are Useful for ELLs on the Ipad in the Classroom?
 - S) Carol Dweck and How to Use a Growth Mindset to Improve Student Motivation and Boost Learning
 - T) Using Reader's Theatre to Help ELLs Become Stronger Readers and Speakers

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?

The ESL teacher contacts ELL parents regularly on Tuesday afternoons to do a telephone conference to discuss goals, assessments, language development and content area academics. She keeps a log of the PTC phone conferences and also invites parents to come in person to meet to discuss their child's progress. Translation services are provided via telephone services through the NYCDOE Interpretation and Translation Unit or by one of our staff members. We are lucky enough to have a multilingual staff. The ESL teacher also uses her prep period to contact parents and gives her own time to come early in the morning to meet with parents and classroom teachers before the start of the school day.

Parents of ELLs are informed about wonderful citywide events and workshops that are offered by the NYCDOE. Letters are sent home in both English and in the child's native home language so that all parents have access to these citywide or district wide events. Some of these events include free ESL classes for parents of ELLs who want to improve their own language skills. There is also the Blueberry afterschool program that is operated in our building. The director has many clients that are the parents of our ELL students. They provide extended afterschool care for children of parents who work extra long days whereas our OST afterschool and self sustaining afterschool programs end at 5pm or 6pm at the latest.

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.

The ESL teacher keeps an attendance record for every Parent Orientation and PTC throughout the school year. She also keeps a log of parent communication for Tuesday Parent Engagement activities. Records of letters sent home and parent selection surveys are also on file in the ESL classroom. Also please see answer to question #1 above for further details.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of ELLs are in constant communication with the ESL teacher through telephone conferences and/or meetings in person. Sometimes dialogue also occurs through a handwritten note or letter or email. Parents, in general also communicate their need to the parent coordinator at our school and at PTA meetings. At parent teacher conferences, parents who do not speak English often bring a family member or family friend to translate. The school also uses the free language translation telephone services offered by the DOE on parent teacher conference days. The staff at 188 is multilingual and we also provide translation support for one another whenever possible at parent meetings. Parents are also provided with a monthly newsletter that updates them on everything that is happening in the classroom. The newsletter provides information about each subject taught, about homework policy and more. Our school also has a website that provides parents with a great deal of information about the school and all available resources. The principal also has her own blog and uses it to communicate with parents about schoolwide news. The principal also compiled a list of every staff member that is fluent in another language so that we can utilize our own in-house bilingual resources to meet any translation needs for the parents of our ELL students. There are staff members who speak Cantonese, Mandarin, Korean, Spanish, Greek, Hebrew, Italian, and Haitian Creole.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Parents of ELLs are in constant communication with the ESL teacher through telephone conferences and/or meetings in person. Sometimes dialogue also occurs through a handwritten note or letter or email. Parents, in general also communicate their need to the parent coordinator at our school and at PTA meetings. At parent teacher conferences, parents who do not speak English often bring a family member or family friend to translate. The school also uses the free language translation telephone services offered by the DOE on parent teacher conference days. The staff at 188 is multilingual and we also provide translation support for one another whenever possible at parent meetings. Parents are also provided with a monthly newsletter that updates them on everything that is happening in the classroom. The newsletter provides information about each subject taught, about homework policy and more. Our school also has a website that provides parents with a great deal of information about the school and all available resources. The principal also has her own blog and uses it to communicate with parents about schoolwide news. The principal also compiled a list of every staff member that is fluent in another language so that we can utilize our own in-house bilingual resources to meet any translation needs for the parents of our ELL students. There are staff members who speak Cantonese, Mandarin, Korean, Spanish, Greek, Hebrew, Italian, and Haitian Creole.

5. How do you evaluate the needs of the parents?

We evaluate the needs of parents through the HLS as well as through parent interview and conversations with the PTA. We also get feedback from our parent coordinator regularly about the needs and interests of our parent community.

6. How do your parental involvement activities address the needs of the parents?

Our parental involvement activities address the needs of our parents. They are always informed about curriculum, academics and ways to help their child at home. We provide workshops on how to encourage your child to read at home and the ESL teacher sends support material home at the parent orientation including a list of K-1 sight words, how to work with your child on discussing and paying attention to story elements while reading, and how to discuss a book with your child eg higher order thinking questions that parents can ask at home while reading. Our parent coordinator also provides various workshops based on parent surveys and parent request.

D. Additional Information

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

Paste response here:

School Name: PS 188Q The Kingsbury School

School DBN: 26Q188

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)
Janet Caraisco	Principal		10/16/15
Nicole Colon	Assistant Principal		10/16/15
Myrna Perez Fung	Parent Coordinator		10/16/15
Colleen Chan	ENL/Bilingual Teacher		10/16/15
Anne Tien	Parent		10/16/15
Jamie Cannata/ Gr 4	Teacher/Subject Area		10/16/15
AnnMarie Zovich/ Gr 1	Teacher/Subject Area		10/16/15
	Coach		
	Coach		
Aimee Winnick	School Counselor		10/16/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q188** School Name: **Kingsbury**
Superintendent: **Danielle Giunta**

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.

Our school conducted a needs assessment for both oral and written translation services. We interviewed parents mainly through the parent coordinator to assess what translation needs our parent population has. We have also information from the HLIS and the Emergency Blue Cards. As per Chancellor's Regulations, the primary language of the parents are determined within 30 days of enrollment and recorded onto ATS and the blue emergency cards at our school. The school also consults the ESL teacher to see what other written or oral translations may be needed throughout the building. Our school has limited translation needs. About 75% of our parent population speak English only. About 25% speak another language at home but the majority of bilingual parents at our school prefer home-school communication in English and have made the school aware of their preference through conversations/ request through the classroom teacher or by informing the office staff. The ESL teacher follows up with any parents of ELLs to see if they require any translation services as well. About 97% of our parent population speak and read English. There are only a handful of parents who require oral and written translation services at our school. This finding is in alignment with the percentage of ELL students we have at our school which is currently just below 5 %. We ensure that these parents are provided with appropriate and timely information in their primary language as detailed below.

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.

There are 717 students enrolled at our school this academic year 2015-2016. 517 out of 717 families speak English only according to our ATS data and HLIS data. In summary, about 87% of the parent population speak English only at home. Here are the number of families who speak another language at home: Bengali=5, Cantonese= 6, Chinese dialect unknown = 4, Any Chinese= 68, Greek = 1, Gujarati = 1, Hebrew = 17, Hindi = 1, Hungarian =1, Japanese =2, Korean= 16, Mandarin =23, Russian = 8, Sinhalese= 1, Spanish= 2, Telugu = 2, Turkish=4, Unknown= 39. You can see that we mainly have a need for oral and written translation in Korean, Hebrew, Mandarin (spoken dialects) and Chinese (written). We also have a small number of parents who feel more comfortable communicating in the other languages.

We use staff as well as parent volunteer's to translate all important documentation sent from the principal.

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.)

Parents of students who feel more comfortable communicating in their native home language receive oral translation, where possible, in order to help them better understand their child's academic performance and approaches to increasing achievement, both at school and at home. They also receive notices in their home language that have been translated by a member of our staff or printed from the NYCDOE set of online resources. We use in-house school staff, parent volunteers and online resources as well as the NYCDOE Translation and Interpretation Unit's resources to provide written translation services for our parents. This year using Datacat, teachers will be able to email parents in their home language as well as share important academic information with parents.

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.

We use in-house school staff, parent volunteers and online resources as well as the NYCDOE Translation and Interpretation Unit's resources to provide oral and written translation services for our parents. Our ESL teacher is fluent in Cantonese and partially fluent in Spanish. She makes herself available for oral translation via telephone conferences, at parent-teacher conferences, IEP meetings, annual review meetings etc. We also make use of other bilingual staff, including administrators, teachers, paras, parent coordinator, and school aides on staff. Our staff can speak Cantonese, Mandarin, Korean, Spanish, Russian, Hebrew, Italian, and Greek. The staff works as a team and we are flexible so that we can help one another to provide oral translation during parent meetings if there is a need for a translator. The parent is asked if they prefer a translator to be present at the meeting. If the

answer is yes, we offer a translator from our staff and we ask if the parent would prefer to bring his/her own translator. Very often, the parent asks to bring their own translator in lieu of having a member of our staff translate. These parents feel more at ease with a family friend or relative by their side. This feeling is not uncommon amongst parents of ELLs who are often new to the country themselves. If the parent agrees to a staff member translating, the administration provides coverage for the teacher that is needed for translation services during the parent-teacher conference, IEP meeting/ Annual Review or other meeting. We also make use of the NYCDOE Translation and Interpretation Service via telephone during official parent teacher conferences in November and in March every year. Parents are also encouraged to bring along a trusted friend or family member who is fluent in English if they feel more comfortable doing that. There are also parent volunteers that help with translation during parent-teacher conferences and at other meetings. In summary, we use in-house staff resources, parent volunteers, and the NYCDOE Translation Unit services. All in all, there are many resources to help parents with limited English understand their child's specific learning needs. Findings were shared with the LAP Team and with the School Leadership Team.

ALL Tuesday Afternoons - Parent Engagement Time
September 17, 2015 - Parent Evening Event 4:30 - 7:30
November 4, 2015 - Parent Teacher Conference 4:30 - 7:30
November 5, 2015 - Parent Teacher Conference Afternoon
March 2, 2015 - Parent Teacher Conference 4:30 - 7:30
March 3, 2014 - Parent Teacher Conference Afternoon
May 12, 2015 - Evening Parent Event 4:30 - 7:30
Other Parent Workshops - TBD
Staff Meeting on Translation and Interpretation - TBD

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.

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

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.

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

Part D: Training Staff on Policies and Procedures

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

All staff will be sent information via DOE email. We will also create Youtube video clips for staff to watch where applicable. As well as a Reference Binder will be created and kept in the Main Office. Any staff member who may need further assistance can meet with the ESL Teacher or Assistant Principal.

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

Our school has posted signage in multiple languages in the main office and by the security agent's desk to notify parents about the translation and interpretation services we have available. As per chancellor's regulations, within 30 days of school enrollment, a parent's primary language is assessed via interview and recorded on ATS and on the blue emergency cards. The ESL teacher and the parent coordinator work together to ensure that parents are informed about translation services both at PS 188 and online through the Department of Education website where several important documents have already been translated and made available in several languages. For example, the HLIS is available in multiple languages at our school. The Parents' Bill of Rights, notification of special services forms, notification of citywide ELL parent meetings, ELL parent orientation forms and the parent selection survey are also all provided in multiple languages- Spanish, Chinese, Russian, and Korean are the languages we receive

requests for translation in at our school. Again, we use in-house school staff, parent volunteers, online resources through the DOE and the DOE Translation and Interpretation Unit's services to provide oral and written translation resources for our parents. Although we do provide all these resources, it should be noted again, that 97% of our parent population is able to read, write, speak, and understand English and have made it known to the school that their personal preference is to have communication with the school in English.

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)

Our school plans on using the Parent Survey as a primary source of information. We also plan on having the Parent Coordinator conduct interview with parents to gather their feedback on the quality and availability of services. When parent workshop are conducted, we will collect satisfaction surveys and analyze the data. The Parent Coordinator will schedule a focus group, inclusive of all cultures and languages to gather feedback and best practices on communicating with families. The PTA will also be a great resource for us and will be able to provide with a lot of data regarding quality and availability.