



**PUBLIC SCHOOL 188  
THE MICHAEL E. BERDY SCHOOL**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

REVISED 1/123/11

**SCHOOL: 21K188  
ADDRESS: 3314 NEPTUNE AVENUE, BROOKLYN, NY 11224  
TELEPHONE: 718 266 6380  
FAX: 718 266 7103**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 188      **SCHOOL NAME:** Michael E. Berdy

**SCHOOL ADDRESS:** 3314 Neptune Avenue, Brooklyn, NY 11224

**SCHOOL TELEPHONE:** 718 266 6380      **FAX:** 718 266 7103

**SCHOOL CONTACT PERSON:** Fred Tudda      **EMAIL ADDRESS:** ftudda@schools.nyc.gov  
**CFN # 605**

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Noemi Medina

**PRINCIPAL:** Fred Tudda

**UFT CHAPTER LEADER:** Noemi Medina

**PARENTS' ASSOCIATION PRESIDENT:** Sonia Maldonado

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 21      **CHILDREN FIRST NETWORK (CFN):** ICI

**NETWORK LEADER:** Wendy Karp

**SUPERINTENDENT:** Isabel DiMola

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Fred Tudda	*Principal or Designee	
Noemi Medina	*UFT Chapter Chairperson or Designee	
Sonia Maldonado	*PA/PTA President or Designated Co-President	
Fran Axelrod	Teacher/Upper Grades	
Goldie Friede	Teacher/Funded	
Andrew Friedland	Teacher/Early Childhood	
Erica Maswary	Teacher/Early Childhood	
Lucy Moorhouse	Teacher/Out of Classroom	
Susan Abadia	Parent	
Margaret De Simone	Parent	
Altovise Green	Parent	
Ivy Hecker	Parent	
Marla Ramos	Parent	
Bernice Suphal- Ramkishun	Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Michael E. Berdy School, P.S. 188, was built in 1923. The building is old, but in good repair. The entire building, including many classrooms, has been painted, giving our school a fresh, new look and giving our staff and students a bright, cheerful learning environment. Most of our classrooms have furniture with tables conducive to our Balanced Literacy and Math Programs. Three of our Early Childhood classrooms have lofts. Our hallways are adorned with literacy areas where our children can work independently within the Comprehensive Literacy Program. Our school auditorium, lunchroom and many of our classrooms have been air-conditioned. P.S. 188 is a Pre-Kindergarten through Grade 5 Title 1 Elementary School located in the Coney Island section of Brooklyn. We have two Pre-Kindergarten classes. In addition to our mainstream classes, we have one SIGMA class on each grade from Grade 2 through Grade 5. As outlined in the New Continuum, we have six self-contained special education classes; five are 12:1:1, and we have five collaborative team teaching classes.

Our student population is as follows: we have a total of 553 students, 45.2% Black, 11.9% White, 30.4% Hispanic and 9.4% Asian. 49.9% of the population is male, and 50.1% is female. 25 of our students are English Language Learners. 97 of our students are either Resource Room students or students receiving related services. We are fortunate to be located in the seaside environment of Coney Island with close proximity to both the Coney Island Aquarium and the home of the Brooklyn Cyclones.

The student body is served by 78 professionals and support staff, including one principal, one assistant principal, 52 teachers, 1 coach, 1 guidance counselor, 11 paraprofessionals, three secretaries, two school safety officers, two part time deans, one parent coordinator, 4 school aides/Family Assistants, 1 full time and 1 part time speech teacher. 100% of our teachers are fully licensed, certified and permanently assigned to our school. 99% of our teachers have more than two years teaching in our school. 76.9% of our teachers have more than 5 years teaching experience, and 96% of our teachers possess a master's degree or higher. We also have an in house U.F.T. Teacher's Center with a full time U.F.T. teacher in charge. Our staff attendance is excellent – the number of staff absences has decreased from last year,

We set high expectations for all our students at P.S. 188. The partnership between our parents, community and school helps all of our students to reach their potential.

The philosophy of No Child Left Behind lends itself to our school mission and vision.

Our school has selected and is now participating in the Integrated Curriculum Instruction (ICI) Network. Isabel DiMola is our Superintendent, and our Network Leader is Wendy Karp.

There are presently 6 students receiving Resource Room/Consultant Teacher services. This is being conducted through both “push-in and pull-out” models.

Some of the ways that we use to improve student performance in literacy is by combining the Pearson Learning Reading Streets Program, a whole language based approach, in Grades K-5, with a Comprehensive Literacy approach consisting of: independent/shared reading, guided reading, literacy centers, literacy circles, writer’s workshops, interactive read aloud, word study and running records with a new and innovative basal reading program. This will give our students the best of both worlds. We will continue to use Author, genre and thematic studies to enhance our literacy programs. The SRA Reading Program, the Wilson Reading Program as well as Wilson Foundations are used for those children in need of Academic Intervention. Our Kindergarten classes are using a special program – The Early Childhood Reading Streets – Big Book Series. Our school library, classroom libraries, smaller class sizes, support personnel, a literacy coach, staff developer and school librarian all work together to support literacy instruction.

One of our goals for the forthcoming school year is to increase our school’s reading scores. Our aim is to increase the number of students at Levels 3 and 4 in reading and decrease the number of students at Levels 1 and 2. Academic Intervention Services will help us achieve these goals.

Presently our entire school is using the Envisions Math Program. Our Academic Intervention Personnel use the Breakaway Math program with their students. We would like to see our math scores increase on Levels 3 & 4 and move our students on Levels 1 & 2 into Levels 3 & 4.

Our state of the art dance studio continues to be a showplace. Our students utilize this studio for dance and movement. Our teachers and parents have the opportunity to use this studio when it is available. We also have a beautiful Art Gallery as well. This museum allows us the opportunity to showcase the artwork of our students and staff.

At risk students are those performing at the lowest levels (1 and 2) on standardized tests as well as those showing deficiencies. The WRAP program is one tool for assessment. Teacher judgment, as well as the use of ECLAS assessments, plays a major role in determining at risk students in our lower grades.

All AIS services are provided to students by or under the supervision of a certified teacher. The amount of time a student will be provided with services will vary according to individual student needs as well as availability of service. We address the specific needs of those sub-groups that have not met the AYP Safe Harbor

The following **Services** are in place:

- Guidance Services
- Extended Day Program
- After-School and Before-School Programs:
- Summer School
- Academic Interventions Programs
- Literacy Block
- Mathematics
- Academic Intervention Services/Pupil Personnel Team
- Students with Disabilities
- Students Intellectually Gifted Multitalented Achievers (S.I.G.M.A.)

ELL Program  
Library Program  
Music Enrichment  
Project Arts  
Student Government  
Enrichment Programs  
Community Based Partnerships

Additionally, we continue to incorporate the following programs into our school day:

Writing Process - A program emphasizing the writing of stories and books.  
Interdisciplinary Approach- Curriculum areas are webbed together  
Critical Thinking Learning Centers- Higher order activities with independent areas of work  
Peer to Peer Tutoring - older children mentoring our younger ones.  
Dance Club- Expressive, creative dance programs for students in all grades  
Chorus- A body of angelic voices from grades 3-5.  
Homework Help Library Program  
Student Conducted Morning Announcements  
Book Project – Students As Authors – each child will publish a hard-covered literary masterpiece  
Principal Book Club  
School Enrichment Model  
School Bookstore  
Visual Arts Club  
Family Weekend Literacy Events, Math Events, Physical Education Events, Art Events, ELL Events  
Readers' Theater  
Leadership Team  
Professional Development  
School Wide Planning Program

P.S. 188 is committed to effective education through an inter-disciplinary approach to learning. This includes high standards set for all students with an emphasis on Early Childhood literacy. This in turn extends to our upper grade classes thus providing opportunity for success in all grades.

**No child is ever left behind at P.S. 188!**



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 188 Michael E. Berdy				
<b>District:</b>	21	<b>DBN #:</b>	21K188	<b>School BEDS Code:</b>	332100010188

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	41	38	33		90.7	92.0	TBD		
Kindergarten	99	74	98						
Grade 1	97	96	84	<b>Student Stability: % of Enrollment</b>					
Grade 2	96	90	79	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	96	94	85		95.1	93.0	TBD		
Grade 4	113	91	93						
Grade 5	115	106	78	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		82.4	82.4	88.3		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		15	18	TBD		
Grade 12	0	0	0						
Ungraded	1	0	3	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	658	589	553		2	3	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	69	53	49	Principal Suspensions	15	31	TBD		
No. in Collaborative Team Teaching (CTT) Classes	12	28	35	Superintendent Suspensions	9	6	TBD		
Number all others	25	16	13						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	30	31	25	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	6	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	54	52	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	12	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	TBD
	0	0	TBD				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.1	100.0	TBD
American Indian or Alaska Native	0.6	0.3	0.4	Percent more than two years teaching in this school	83.3	88.6	TBD
Black or African American	48.8	48.6	45.2	Percent more than five years teaching anywhere	66.7	76.9	TBD
Hispanic or Latino	29.6	30.7	30.4				
Asian or Native Hawaiian/Other Pacific Isl.	9.3	8.8	9.4	Percent Masters Degree or higher	93.0	96.0	TBD
White	11.7	11.2	11.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	97.1	TBD
Multi-racial	-	-	-				
<b>Male</b>	47.7	48.7	49.9				
<b>Female</b>	52.3	51.3	50.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	✓	✓	-				
Multiracial	-	-					
<b>Other Groups</b>							
Students with Disabilities	✓ <sup>sh</sup>	✓	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	90.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.5	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	50.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

A comprehensive review of our school's educational program regarding student performance trends indicates a weakness in the following areas: vocabulary, listening comprehension, reading accuracy, and writing. Our NCLB/SED accountability status is in good standing. Our DOE accountability status is in good standing.

28 of our Grades 3-5 students did not score up the standards on the Spring 2010 State Tests, therefore they were mandated to attend summer school. 11 of these children passed the tests in summer school and were promoted.

A Fall and Spring ECLAS-2 assessment tool is used to determine the progress of each student. ECLAS-2 is the Department of Education's Early Childhood Literacy Assessment System that is given to children in grades Kindergarten through 3. It helps the teachers look at individual students' progress in learning the skills necessary to read and write and to help the teachers develop an appropriate instructional program. It consists of activities that measure progress in literacy skills, including phonemic awareness, phonics, reading and oral expression, listening and writing. Those students in Grades 2 who score a Level 5 in reading and oral expression are required to take the EPAL reading assessment in the spring. All of Grade 3 will be taking the EPAL reading test. We had 43 Grade 2 children take the EPAL test in the spring of 2010, and all our Grade 3 children took the EPAL. Through the examination of the above data sources, we conclude that many of our Early Childhood students are weak in those areas highlighted in the ECLAS 2 assessment, especially writing.

### **THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE ALL TESTED STUDENTS GRADE 3 – ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd
	%	%	%	%	%	%	%	%	%	%
2010	17.9	69.6	28.4	30.4	40.3	0	13.4	0	53.7	0
2009	5.3	6.7	19.7	53.3	65.8	40.0	9.2	0.0	75.0	40.0
2008	1.5	35.7	18.2	39.3	72.7	21.4	7.6	3.6	80.3	25.0

By analyzing the last 3 years, we are aware that the percentage of students scoring on Levels 3 & 4 has declined. We strive to move our students from Levels 1 & 2 into Levels 3 & 4. The same trend applies to our Students with Disabilities. We will continue programming to ensure future growth.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE  
ALL TESTED STUDENTS GRADE 4 – ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd
	%	%	%	%	%	%	%	%	%	%
2010	11.1	34.8	48.6	56.5	29.2	8.7	11.1	0	40.3	8.7
2009	0	14.8	19.4	63.0	75.8	22.2	4.8	0	80.6	22.2
2008	5.4	33.3	19.6	38.1	63.0	28.6	12.0	0	75.0	28.6

By analyzing the last 3 years, we are aware that the percentage of students scoring on Levels 3 & 4 has declined. We strive to move our students from Levels 1 & 2 into Levels 3 & 4. The same trend applies to our Students with Disabilities. We will continue programming to ensure future growth.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE  
ALL TESTED STUDENTS GRADE 5 – ELA PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd
	%	%	%	%	%	%	%	%	%	%
2010	9.3	16.7	55.6	58.3	27.8	25	7.4	0	35.2	25
2009	0	0	18.6	44.4	73.3	55.6	8.1	0	81.4	55.6
2008	0	7.1	11.9	53.6	82.1	39.3	6.0	0	88.1	39.3

By analyzing the last 3 years, we are aware that the percentage of students scoring on Levels 3 & 4 has declined. We strive to move our students from Levels 1 & 2 into Levels 3 & 4. The same trend applies to our Students with Disabilities. We will continue programming to ensure future growth.

**THREE YEAR TRENDS ANALYSIS OF MATH PERFORMANCE  
ALL TESTED STUDENTS GRADE 3 – MATH PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpED	GE	SpEd
	%	%	%	%	%	%	%	%	%	%
2010	22.4	58.3	26.9	37.5	38.3	4.2	19.4	0	50.7	4.2
2009	0	0	2.6	7.1	68.4	78.6	28.9	14.3	97.4	92.9
2008	0	11.5	6.0	11.5	83.6	76.9	10.4	0	94.0	76.9

By analyzing the last 3 years, we are aware that the percentage of students scoring on Levels 3 & 4 has declined. We strive to move our students from Levels 1 & 2 into Levels 3 & 4. The same trend applies to our Students with Disabilities. We will continue programming to ensure future growth.

**THREE YEAR TRENDS ANALYSIS OF MATH PERFORMANCE  
ALL TESTED STUDENTS GRADE 4 – MATH PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd
	%	%	%	%	%	%	%	%	%	%
2010	5.5	13	31.5	65.2	35.6	21.7	27.4	0	63	21.7
2009	0	14.3	6.6	14.3	44.3	46.4	49.2	25.0	93.4	71.4
2008	1.1	0	14.1	66.7	54.3	28.6	30.4	4.8	84.8	33.3

By analyzing the last 3 years, we are aware that the percentage of students scoring on Levels 3 & 4 has declined. We strive to move our students from Levels 1 & 2 into Levels 3 & 4. The same trend applies to our Students with Disabilities. We will continue programming to ensure future growth.

**THREE YEAR TRENDS ANALYSIS OF ELA PERFORMANCE  
ALL TESTED STUDENTS GRADE 5 – MATH PERFORMANCE ON STATE ASSESSMENTS**

Year	Level 1		Level 2		Level 3		Level 4		Levels 3&4	
	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd	GE	SpEd
	%	%	%	%	%	%	%	%	%	%
2010	0	8.3	30.9	62.5	45.5	29.2	23.6	0	69.1	29.2
2009	1.2	0	7.0	16.7	64.0	83.3	27.9	0	91.9	83.3
2008	2.4	10.7	10.8	28.6	59.0	60.7	27.7	0.0	86.7	60.7

By analyzing the last 3 years, we are aware that the percentage of students scoring on Levels 3 & 4 has declined. We strive to move our students from Levels 1 & 2 into Levels 3 & 4. The same trend applies to our Students with Disabilities. We will continue programming to ensure future growth.

Challenges for the Instructional Program:

In order to assure that all our students meet with success and can achieve at the state standards, the curriculum and instructional strategies we will be using include: Professional Development and teacher/parent workshops to target those sub-groups demonstrating weaknesses in particular areas. We assess past professional workshops for their relevance and effectiveness and make changes according to needs. The following are some of the most significant aids contributing to our continuous improvement:

New Programs

- \*American Ballet Theater
- \*Capezio Costumes
- \*Applied for dance program grant
- \*Student Incentives – Nets Basketball tickets, Mets Holiday breakfast, City programs
- \*Ballet Tech
- \*After school – “Read On” focusing on ELL student population – 2x wk/1 ½ hrs.
- \*After school – CBO – YMCA – M-F and Holidays, 3-6 P M
- \*Learning Leaders
- \*Family Saturday programs
- \*Physical Education grant – “Move to Improve”

Continuing Programs

- \*A.I.S. for Special Needs – Corrective Reading in SRA for ELA
- \*Academic Intervention Services
- \*Writing portfolios and journals
- \*Enrichment programs
- \*Parent workshops
- \*ELA and writing clusters
- \*Continued use of literacy block
- \*Professional development
- \*Teachers’ use of ACUITY
- \*Faculty and grade conferences
- \*Principles of Learning

- \*Smaller class size
- \*Improving attendance
- \*Focused walk-throughs
- \*Quality review
- \*School Leadership Team
- \*Instructional team
- \*Response to Intervention (RTI)
- \*Special needs population
- \*Professional development on Orton-Gillingham approach
- \*Corrective reading from SRA
- \*Wilson Reading Program
- \*Foundations Reading Program
- \*Network Support Specialists
- \*Orton-Gillingham Approach
- \*Family Weekend Programs
- \*Classroom Leveled Libraries
- \*Implementation of U.F.T. Teachers' Center
- \*Implementation of U.F.T. Teachers' Center Coach
- \*Learning Leaders reading volunteers
- \*Principal-Teacher 1:1 Conference 3x/year

The barriers to our school's continuous improvement include: our children's lack of experiences and language necessary for their success in working to the standards. We have a wonderful parent coordinator who is working hard to help rectify this situation. She conducts parent workshops and provides an open line of communication with all parents. We have newsletters translated into many languages, and our ELL teacher is always available to help those parents who do not speak English. In order to help improve our students' experiences and language, we have instituted an Adopt a Student program. Each teacher will "adopt" several students, providing quality time or conversation. Our classes participate in many school trips to broaden our children's horizons. We also have many assembly programs, both in house and utilizing outside vendors.

Although we are seeing growth for our students on certain levels, we strive to increase the percentage of children working on or above State Standards. Our accomplishments include showing this growth by our children.

Our greatest accomplishment for the 2009-2010 school year is increased parent involvement. We have also had an increase in the use of technology as an instructional tool – we are using Smart Boards and our grade 5 students have netbooks. Another of our accomplishments for the 2009-2010 school year is that our grade 4 students have met Safe Harbor in the Grade 4 Science test.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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Our CEP goals will be aligned with the school budget.

### **1. ELA**

By June 2011 our grades 3, 4, and 5 students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the Spring NYS ELA Exams. This will be measured by the ECLAS, EPAL, and ACUITY/Periodic Assessments. After conducting our Needs Assessment, the School Leadership Team found that our general education students over the past 3 years have demonstrated some progress. We are always striving to improve. We will accomplish this through: use of Reading Streets program grades K-5, Comprehensive Literacy Program including literacy blocks. AIS services, flexible reading groups, before and after school programs, and Saturday enrichment programs, small group instruction, parent involvement, attendance and lateness outreach, parent coordinator, early intervention strategies, author studies, leveled libraries, Principal Book Club, integration of writing in all curriculum areas, ELA and Writing clusters, professional development for staff and parents for techniques on working with ELL students and Students With Disabilities, coach modeling lessons, Foundations and Wilson Reading Programs, assessment binders, AIS/PPT meetings, increased use of graphic organizers, school book store, Data Inquiry Team, Instructional Team Meetings, Collaborative Inquiry Team Meetings, Think Tank collaborative sessions with teachers, best practices shared and modeled, SEM club hours, principal one on one meetings with teachers, use of technology in all areas.

### **2. Mathematics**

By June 2011 our grades 3, 4, and 5 general education students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the May NYS Math Exam. After conducting our Needs Assessment, the School Leadership Team found that our general education students over the past 3 years have demonstrated some progress. We are always striving to improve. We will accomplish this through: Use of Math: Envisions - Grades K-5, a standards based program, Academic Intervention in the area of mathematics, small group instruction, increased use of manipulatives, cooperative learning groups, interdisciplinary approach to math instruction, sharing of best practices, student's portfolios, professional and staff development, grade and faculty conferences, use of technology, use of higher level questioning, coach modeling lessons, intense professional development in those areas where the student did not meet the standards, students becoming evaluators of their own work, School Enrichment Model, increased use of graphic organizers, student run book store, ACUITY, increased attendance, parent workshops, trips, assemblies, candy sale, ongoing "Think Tank" collaborative sessions with teachers, professional development in goal setting..

### **3. Students With Disabilities**

By June 2011 our grades 3, 4, and 5 Students With Disabilities will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the Spring NYS ELA Exam. After analyzing the last 3 years test results we see that there is an upward trend in the scores of our Students With Disabilities. However, we want to ensure that this trend is maintained. During the 2009-2010 school year, we will maximize instruction in English Language Arts for our Students With Disabilities subgroup in grades 3, 4, and 5, in the areas of identification of literary elements, collecting data and information, drawing conclusions, summarizing the main idea. We will accomplish this through: Monthly professional development for teachers of the S.W.D. population in ELA from internal and external educational sources, coach will target teachers who serve the S.W.D. population. Technology (classroom computers and SMART boards) will be used to address the visual, auditory, and kinesthetic tactile learners. Differentiated instruction will be implemented in these classrooms and in all related programs. Articulation between AIS and classroom teachers. Skills based reading program (Reading Streets) with ongoing professional development. Special needs SIN-AIS personnel, SRA/Corrective Reading Direct Instruction Program. Before and after school and Saturday programs. AIS/PPT Team, assemblies, trips. Our school librarian will be working in small group settings with our Students With Disabilities 6x a week, We will also have ongoing "Think Tank" collaborative sessions with teachers, professional development in goal setting.

#### **4. Technology**

By June 2011, there will be an improvement in student performance in literacy, language development, and math skills as a result of the use of content software and the internet, professional development, and parent workshops. There will be an incremental increase in the number of teacher who are prepared to integrate technology effectively into curriculum and instruction as measured by the number of ongoing sustained professional development activities.

#### **5. Parent Involvement**

By June 2011, there will be an increase of 25% of parent involvement and attendance at school events in our school, resulting in higher academic achievement for our children. We will accomplish this through: parent coordinator, Family Assistant, Saturday classes and programs, School Leadership Team, parent workshops, use of translated documents, ESL teacher translating at PTA meetings, school carnival, holiday and community shows, parent orientations, Author's Day.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 our grades 3, 4, and 5 students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 &amp; 4 on the Spring NYS ELA Exams. This will be measured by the ECLAS, EPAL, and ACUITY/Periodic Assessments.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Launch Professional Development with classroom teachers in goal setting in the area of ELA. Train teachers in how to identify students’ strengths and remediate their weaknesses. Develop and implement a parent notification system on individual student goals. Comprehensive literacy program including literacy blocks, innovative Pearson Learning Reading Streets Program, AIS services, flexible reading groups, before and after school and Saturday enrichment programs, small group instruction, parent involvement, attendance and lateness outreach, parent coordinator, early intervention strategies, author studies, leveled libraries, Principal and Assistant Principal Book of the Month Club, integration of writing in all curriculum areas, ELA and Writing clusters, professional development for staff and parents for techniques on working with ELL students and Students with Disabilities, coach modeling lessons, Foundations and Wilson Reading Programs, assessment binders, AIS/PPT meetings, increased use of graphic organizers, school bookstore, Data Inquiry Team meetings, Instructional Team meetings, best practices shared and modeled, SEM club hours, Principal one on one meetings with teachers, use of technology in all curriculum areas, ongoing “think tank” collaborative sessions with teachers to further and modify this initiative, goal setting charts, student goal setting index card boxes, parent notification letter of each goal setting cycle, benchmark assessment from the Reading Street program. Responsible staff members include: AIS personnel, classroom teachers, administration, parent coordinator, SEM teachers, AIS/PPT Team, Wilson and Foundation teachers. Target population: all students</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> Administrators, Classroom teachers, Academic Intervention Personnel, Speech teacher, SETSS personnel, school psychologist, guidance counselor, coach, deans, paraprofessionals, ELA and Writing clusters, library teacher, parent volunteers, Family Assistant, Parent Coordinator, Data Inquiry Team, Instructional Team, Leadership Team, UFT resource room, RTI advisor</p> <p><b>Staffing/Training:</b> turnkey training for teachers, best practices shared, Data Inquiry Team, faculty and grade conferences, Orton Gillingham training, Scott Foresman representative training, RTI personnel, School Enrichment Model training, one on one Principal/Teacher meetings, coach, articulation with ELL teacher, deans, attendance teacher.</p> <p><b>Schedule:</b> Literacy block, 5 days a week for 90 minutes, infused into all curriculum areas throughout the day. AIS – 45 minutes, minimum 3 times a week.</p> <p><b>Budget:</b> Coach - Contract for Excellence money \$76,691, Data Specialist/Testing Coordinator - \$38,641., Writing and ELA clusters - \$74,549. each teacher.  Classroom teachers (15) @ \$76,691. totaling \$1,150,365 A.I.S. teachers (2) @ \$76,691 totaling \$159,082,  OTPS: TBD</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Movement of students to a higher level on ECLAS, EPAL, Spring 2010 assessments. Minimum of 2% decrease in students in grades 3, 4, and 5 scoring on levels 1 and 2 on standardized tests. Evidence of growth in reading: fluency, vocabulary, quality of reader response, student portfolios, writing folders including writing samples, daily teacher observations of class work and homework, teacher made exams as measured by teacher assessments, Academic Intervention Personnel assessments, increased number of students working up to the standards, Orton Gillingham assessments, assessments for Foundations, Wilson, ECLAS, EPAL, WRAP, Predictives 3 times yearly, bi-monthly AIS assessments.</p> <p><b>Chapter 57 School Quality Review (SQR) recommendations:</b> school should consider how to turnkey to share differentiated instructional approaches; examine research based programs used for instruction of SWD; focused classroom observations on how SWD and at risk students are being instructed through differentiated strategies.</p>

<b>Subject/Area (where relevant):</b>	<b>Mathematics</b>
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011 our grades 3, 4, and 5 general education students will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the May NYS Math Exam.</p>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Launch Professional Development with classroom teachers in goal setting in the area of ELA. Train teachers in how to identify students’ strengths and remediate their weaknesses. Develop and implement a parent notification system on individual student goals.</p> <p>Use of Envisions – Grades K-5, a standards based math program, Academic Intervention in the area of mathematics, small group instruction, increased use of manipulatives, cooperative learning groups, interdisciplinary approach to math instruction, sharing of best practices, student’s portfolios, professional and staff development, grade and faculty conferences, use of technology, use of higher level questioning, coach modeling lessons, intense professional development in those areas where the student did not meet the standards, students becoming evaluators of their own work, School Enrichment Model, increased use of graphic organizers, student run book store, ACUITY, increased attendance, parent workshops, trips, assemblies, candy sale.</p> <p>Responsible staff members include: AIS personnel, classroom teachers, administration, parent coordinator, SEM teachers, coach. Benchmark assessments from Everyday mathematics program, Principal one on one meetings with teachers, use of technology in all curriculum areas, ongoing “think tank” collaborative sessions with teachers to further and modify this initiative, goal setting charts, student goal setting index card boxes, parent notification letter of each goal setting cycle.</p> <p>Target population: all students</p>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<p><b>Resources:</b> Administrators, Classroom Teachers, AIS personnel, coach, deans, ELL teacher, Special education and resource teacher, CTT, guidance counselor, school psychologist, SETSS, Leadership Team, Instructional Team, Data Inquiry Team, parent coordinator, Family Assistant, UFT Resource Room.</p> <p><b>Staffing/Training:</b> turnkey training for teachers, best practices shared, Data Inquiry Team, faculty and grade conferences, RTI personnel, School Enrichment Model training, one on one Principal/Teacher meetings, coach, articulation with ELL teacher, deans, attendance teacher.</p> <p><b>Schedule:</b> 60 minute math block, 5 days a week. AIS – 45 minutes, minimum 3 times weekly.</p> <p><b>Budget:</b> Coach - \$76,691., 100%Contract for Excellence money is used for coach. These budget items are above and beyond classroom, AIS, and support monies.</p> <p>Classroom teachers (15) @ \$76,016. totaling \$1,150,365. A.I.S. teachers (1) @ \$76,691totaling \$308,064.OTPS: TBD</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Movement of students by 3% on Spring, 2010 NYS Math Standardized test. Evidence of growth in math: GROW report, student portfolios, teacher exams, daily observations, teacher assessments, flexible groups, increased number of parents at workshops, improvement of students in the areas of problem solving and critical thinking as noted through assessments, Predictives 3 times yearly, bi-monthly AIS assessments, Family Fun Saturdays.</p> <p><b>Chapter 57 School Quality Review (SQR) recommendations:</b> school should consider how to turnkey to share differentiated instructional approaches; examine research based programs used for instruction of SWD; focused classroom observations on how SWD and at risk students are being instructed through differentiated strategies; more hands on activities; more instruction on how to read and interpret math word problems.</p>
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<b>Subject/Area (where relevant):</b>	<b>Students With Disabilities</b>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 our grades 3, 4, and 5 Students With Disabilities will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at Levels 3 % 4 on the Spring NYS ELA Exam</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Launch Professional Development with classroom teachers in goal setting in the area of ELA. Train teachers in how to identify students’ strengths and remediate their weaknesses. Develop and implement a parent notification system on individual student goals.</p> <p>Monthly professional development for teachers of the S.W.D. population in ELA from internal and external educational sources, coach will target teachers who serve the S.W.D. population. Technology (classroom computers and SMART boards) will be used to address the visual, auditory, and kinesthetic tactile learners. Differentiated instruction will be implemented in these classrooms and in all related programs. Articulation between AIS and classroom teachers. Skills based reading program (Reading Streets) with ongoing professional development. Special needs SINI-AIS personnel, SRA/Corrective Reading Direct Instruction Program. Before and after school and Saturday programs. AIS/PPT Team, assemblies, trips.</p> <p>Responsible staff members include: Administrators, special education teachers, CTT teachers, SAT teacher, paraprofessionals, special needs SINI-AIS personnel, parents, RTI personnel, coach, guidance counselor, school psychologist.</p> <p>Principal one on one meetings with teachers, use of technology in all curriculum areas, ongoing “think tank” collaborative sessions with teachers to further and modify this initiative, goal setting charts, student goal setting index card boxes, parent notification letter of each goal setting cycle.</p> <p>Target population: all students with disabilities</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> Administrators, Classroom Teachers, AIS personnel, coach, deans, ELL teacher, Special education and resource teachers, CTT teachers, guidance counselor, school psychologist, SETSS, Leadership Team, Instructional Team, Data Inquiry Team, parent coordinator, Family Assistant, UFT Resource Room, ELA and Writing cluster teachers, Library teacher., AIS/PPT Team.</p> <p><b>Staffing/Training:</b> turnkey training for teachers, best practices shared, Data Inquiry Team, faculty and grade conferences, Orton Gillingham training, Scott Foresman representative, RTI personnel, School Enrichment Model training, one on one Principal/Teacher meetings, coach, articulation with ELL teacher, deans, attendance teacher.</p> <p><b>Schedule:</b> 45 minute literacy block, 5 days a week. Special needs SINI-AIS personnel – 3 days/ 6 periods per week.</p> <p><b>Budget:</b> Program built into cluster's schedule - \$77,000.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Student is working at or beyond goals set on IEP. ELA scores for the S.W.D. population. Assessments, student portfolios, student binders, teacher observations, ECLAS, Predictives, teacher made exams.</p> <p><b>Chapter 57 School Quality Review (SQR) recommendations:</b> assess and implement after school instructional activities for SWD; implement AIS requirements so that all Level a 1 and Level 2 students receive supplemental instruction in ELA and/or math during the school day or in extended day programs; reallocate resources based on needs and results in all areas.</p>

<b>Subject/Area (where relevant):</b>	<b>Technology</b>
<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an improvement in student performance in literacy, language development, and math skills as a result of the use of content software and the internet, professional development, and parent workshops. There will be an incremental increase in the number of teachers who are prepared to integrate technology effectively into curriculum and instruction as measured by the number of ongoing sustained professional development activities.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>We will use computer technology to support and enhance our Comprehensive Literacy Program and our math programs. Our Academic Intervention Specialists will work with small groups using technology to enhance instruction and to use specialized strategies to meet the needs of those populations not working up to the standards or exhibiting weaknesses in specific areas. We will use the following activities to enhance technology instruction: Interdisciplinary approach to learning, strengthening writing process, computers and laptops in most classrooms and cluster rooms with age and level appropriate software, LAP. P.S. 188 website, all teachers trained in accessing ACUITY information and using it to drive instruction, professional development in the areas of computer technology, use of software, using the internet as a research tool, general trouble shooting, student portfolios.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> : Administrators, computer cluster teacher, classroom teachers, coach, AIS personnel, ELL and Special Education personnel, materials and instructional supplies, Network personnel  <b>Staffing/Training:</b> Technology cluster teacher, turnkey training for teachers, administration, coach, Data Inquiry Team, faculty and grade conferences, School Enrichment Model training, one on one Principal/Teacher meetings, articulation with ELL teacher, deans, attendance teacher.  <b>Schedule:</b> 45 minute period with technology cluster teacher, classroom lessons, SEM.  <b>Budget :</b> 1 technology cluster teacher - \$77,016.00, NYSTL Hardware \$6,816., NYSTL Software \$5,681. These budget items are above and beyond classroom, AIS, and support monies.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Computer work folders, student portfolios, evidence of research work on internet, improved standardized test scores, teacher observation, increase in the number of teachers using computer technology in the classroom, increase in the number of teachers using ACUITY to drive instruction, teacher observation.</p>

**Subject/Area (where relevant):** Parent Involvement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, there will be an increase of 25% of parent involvement and attendance at school events in our school, resulting in higher academic achievement for our children. We will accomplish this through: parent coordinator, Family Assistant, Saturday classes and programs, School Leadership Team, parent workshops, use of translated documents, ESL teacher translating at PTA meetings, school carnival, holiday and community shows, parent orientations, Author’s Day.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Through school workshops, PTA meetings, student/teacher performances, and parent teacher conferences, our parents will be informed and trained on how to assist their children in meeting or exceeding the standards. Our wonderful parent coordinator will play a large role in coordinating workshops and meetings. Parent workshops will include hands-on and practical activities. Our Family Assistant, AIS personnel, SETSS personnel, classroom teachers, Guidance personnel, school psychologist, deans, paraprofessionals will all be involved in parent outreach. There will be flexible times for PTA, Leadership, and other parent meetings. Parent volunteers will be encouraged to assist in classrooms; electronic message board; outside message board; Leadership Team parent resource room; translated memos to parents, Title 1 PAC; ELL teacher will be available to translate at parent meetings; encourage parents to accompany class trips, outreach by parent coordinator, informational updates on school website, monthly parent newsletter, utilize DOE and in house staff as translators as needed, Family Saturday programs, Learning Leaders.          Responsible staff members include: AIS personnel, classroom teachers, administration, parent coordinator, PTA, School Leadership Team, Pre K Social Worker          Target population: all students and parents</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Resources:</b> Administration, Parent Coordinator, PTA Executive Board, Classroom teachers, AIS personnel, PPT Team, ELL teacher, Leadership Team, parent volunteers, Family Assistant, Data Inquiry Team, access to school website on Department of Education website, UFT resource center, parent room, Pre K Social Worker.  <b>Staffing/Training:</b> turnkey training for teachers’ to conduct workshops in all curriculum areas for parents, including ELL and Students with Disabilities, RTI personnel.  <b>Schedule:</b> Monthly parent workshops, monthly PTA meetings, weekly Leadership Team meetings, daily parent volunteers, current messages on message boards, teacher newsletters, school newsletters, parent teacher conferences, parent teas, assembly programs, special classroom holiday activities, school messenger telephone system.  <b>Budget:</b> Parent Coordinator - \$39,000., OTPS - \$500, Family Assistant - \$27,413., Pre K Social Worker - \$16,801., Parent Involvement Funds -\$6,474. These budget items are above and beyond classroom, AIS, and support monies.          OTPS Pre K. \$32,070\$</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

Increased number of parents who participate in parent workshops, increased participation at Leadership team meetings, increased parent outreach by school staff, increased attendance at our Family Fun Saturday events, Spring Carnival, increased parent participation in school events, parent surveys and questionnaires, Learning Environment Survey, In House Quality Review, improvement in student scores on standardized and teacher made tests, attendance sheets at parent workshops, feedback from CEC school liaison, safety agent sign in book.

**Subject/Area (where relevant):** \_\_\_\_\_

**Annual Goal**  
*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*

**Action Plan**  
*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL  
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K		N/A	N/A	N/A	3	N/A	10	N/A
1	24	N/A	N/A	N/A	8		3	
2	24	N/A	N/A	N/A	3		2	
3	14	14	N/A	N/A	10		4	
4	25	25			6		4	
5	30	21			22		0	
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<p><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program – “Flying High”, focusing on Ell students</u> – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p> <p><u>“Move to Improve” – Physical Education grant</u> – instructional student program and equipment</p> <p><u>Wilson Program</u> – a phonics based literacy program, 45 minute period 5 days a week.</p> <p><u>Foundations Reading Program</u> – a phonics based literacy program from Wilson for lower grade students – 45 minute period 5 days a week..</p> <p><u>Summer Academy</u>- A summer program that provides AIS for those children not meeting the standards on the standardized tests. It also provides enrichment for Grades K and 1. This summer our children will attend summer programs at alternative locations as mandated by the Department of Education. 4 hours a day, 4 days a week.</p> <p><u>The Wright Group</u> – reading program incorporating literature of many genres. Coordinated with other reading programs.</p> <p><u>Grades 3,4 5</u> – after school enrichment programs with an emphasis on testing skills and strategies – 2 days a week, 90 minutes</p> <p><u>YWCA</u> – after school program – 5 days a week, 2 hours</p> <p><u>Title 3 ELL</u> – Family fun days</p> <p><u>Principal’s Book Club</u> – a weekly book club for grade 4 and 5 children – 50 minutes</p> <p><u>Book of the Month</u> – monthly ongoing activity</p> <p><u>School Enrichment Model</u> – school enrichment clubs for grades 3,4,5, once a week, 90 minutes</p> <p><u>Breakthrough to Literacy</u> – a computer based Kindergarten program providing individualized instruction, ongoing in classrooms</p> <p><u>Bookstore</u> funded through School Wide Industries, daily – 30 minutes</p> <p><u>Computer Technology</u> – used for Academic Intervention, ongoing</p> <p><u>PRIM</u> – encouraged use of PRIM manual, as needed</p> <p><u>Students as Authors</u> – school wide writing initiative, ongoing</p> <p><u>Assessment binders</u> - ongoing</p>

	<p><u>Scott Foresman</u> reading program – daily, 90 minutes  <u>Infusion of writing</u> in all curriculum areas – throughout school day  <u>Best Practices</u> shared and modeled - ongoing</p>
<p><b>Mathematics:</b></p>	<p>Our funded math program consists of both the push-in and pull-out models. Children work in small groups using hands-on activities to strengthen their math skills and help them work towards meeting the standards. Children receive funded math services three times a week for a 45 minute period.</p> <p><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program – “Flying High”, focusing on Ell students</u> – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p> <p><u>“Move to Improve”</u> – Physical Education grant – instructional student program and equipment</p> <p><u>Breakaway Math</u> – a program to strengthen math skills, 5 days a week, 45 minutes</p> <p><u>Grades 3,4 5</u> after school enrichment program, 2 days a week, 90 minutes</p> <p><u>School Bookstore</u> – students work as store clerks, daily 30 minutes</p> <p><u>School Enrichment Modl</u> – enrichment clubs for grades 3,4,5 – once a week, 90 minutes</p> <p><u>Math Coach</u> – part time</p>
<p><b>Science:</b></p>	<p>We use an interdisciplinary approach to give academic intervention services in the area of science.</p> <p><u>School Enrichment Model</u> - enrichment clubs for grades 3,4,5 – once a week, 90 minutes</p> <p><u>2 Science Cluster teachers</u> – one lower grade (Pre K – 2) and the other upper grades (3-5) who provide staff development to all teachers. - 45 minute periods</p> <p><u>American Ballet Theater</u></p> <p><u>Capezio Costumes</u></p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u></p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u></p> <p><u>After school program – “Read On”, focusing on Ell students</u> – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u></p> <p><u>Family Saturday Programs</u></p>

	<p>“Move to Improve” – Physical Education grant</p> <p>We use an interdisciplinary approach to give academic intervention services in the area of social studies.</p> <p><u>School Enrichment Model</u> - enrichment clubs for grades 3,4,5, once a week, 90 minutes</p> <p><u>School trips and assemblies</u> - periodically</p> <p><u>Guest speakers</u> – periodically</p> <p><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program</u> – “Read On”, focusing on ELL students – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p> <p>“Move to Improve” – Physical Education grant – instructional student program and equipment</p>
<p><b>Social Studies:</b></p>	<p>We use an interdisciplinary approach to give academic intervention services in the area of social studies.</p> <p><u>School Enrichment Model</u> - enrichment clubs for grades 3,4,5, once a week, 90 minutes</p> <p><u>School trips and assemblies</u> - periodically</p> <p><u>Guest speakers</u> – periodically</p> <p><u>American Ballet Theater</u> – in school instruction and trips to ballet</p> <p><u>Capezio Costumes</u> – professional costumes for school productions</p> <p><u>Applied for dance program grant</u></p> <p><u>Ballet Tech</u> –students are trained by a dance professional</p> <p><u>Nets basketball tickets, Mets Holiday Breakfast, City programs</u> – student/parent incentives</p> <p><u>After school program</u> – “Read On”, focusing on ELL students – 2x week/1 ½ hrs</p> <p><u>Learning Leaders</u> – adult volunteer providing AIS</p> <p><u>Family Saturday Programs</u> – student/parent workshops</p>

<b>At-risk Services Provided by the Guidance Counselor:</b>	Our guidance counselor provides general individual counseling for students. In addition, the guidance counselor teaches behavior modification techniques, problem solving skills, anger management skills, decision making strategies, self-esteem activities. Our guidance counselor is a member of our School Academic Intervention/Pupil Personnel Team. 45 minute periods
<b>At-risk Services Provided by the School Psychologist:</b>	Our school psychologist tests our children who are referred to special education. Our school psychologist is a member of our School Academic Intervention/Pupil Personnel Team. As needed
<b>At-risk Services Provided by the Social Worker:</b>	Our social worker is the school's child abuse specialist, provides suicide intervention, takes social histories for special education, conducts parent workshops, and provides sex education. Our social worker is a member of our School Academic Intervention/Pupil Personnel Team. Our Pre-K social worker works with Pre K students and their families who are in need of assistance and/or guidance. As needed
<b>At-risk Health-related Services:</b>	

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.  
See Needs Assessment Page 13-16
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

#### **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$80,407	\$518,975	\$599,382
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$804	\$5,190	\$5,994
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$4,020	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$8,041	*	

- 5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100 %
- 6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine

major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.  
See pages

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
Refer to Needs Assessment Pages 13-16
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

Refer to Action Plan Pages 18-25

3. Instruction by highly qualified staff.

Refer to Action Plan Pages 18-25

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Refer to Action Plan Pages 18-25

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Refer to Action Plan Pages 18-25

6. Strategies to increase parental involvement through means such as family literacy services.

Refer to Parent Involvement Action Plan Page 25

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

We have two Pre Kindergarten classes, a Pre K Social Worker, two Pre K paraprofessionals. All work cooperatively with our three Pre K teachers to help make the transition from Early Childhood Programs as seamless as possible. In the Spring prior to entering Pre K we have ongoing visitations with our community programs and preschools for entering children.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program

We have a strong School Leadership Team, School Instructional Team, Academic Intervention/Pupil Personnel Team. Data Inquiry Team. We also have grade conference, faculty conferences, professional development, workshops, articulation among AIS providers and classroom teacher. Our staff viewed new reading programs for this school year and chose the Pearson Learning Reading Program. We will be implementing "Conceptual Consolidation" of Federal, State, and Local funds.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Our Academic Intervention/Pupil Personnel team meets weekly to identify those student who are having difficulties and to plan strategies to help them. We have frequent analysis of Interim tests, assessments, student portfolios, classwork, parent-teacher meetings. We also have an RTI advisor. By consolidating funds, we will address our needs using all of the available resources.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
By consolidating funds, we will address our needs using all of the available resources.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

	<i>or Local)</i>	<b>in the Schoolwide Program</b> (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	(✓)			\$435,939.00	(✓)	Action Plan P.18-25
Title I, Part A (ARRA)	Federal	(✓)			\$79,603.00	(✓)	Action Plan P. 18-25
Title II, Part A	Federal	(✓)			\$132,136.00	(✓)	Action Plan P. 18-25
Title III, Part A	Federal			(✓)			
Title IV	Federal			(✓)			
IDEA	Federal	(✓)				(✓)	Action Plan P. 18-25
Tax Levy	Local	(✓)			\$2,452,296.00	(✓)	Action Plan P. 18-25

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;

- 
- 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
  - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:**  N/A  **SURR<sup>3</sup> Phase/Group (If applicable):**  N/A

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have 8 Students in Temporary Housing at P.S. 188.

2. Please describe the services you are planning to provide to the STH population.

We provide our STH Population with the following services: Academic Intervention Services, Guidance Service, Attendance Dean, Health and Speech services. Through ACUITY and analyzing test results, we are able to ascertain in which curriculum areas our students are in need of intervention and/or enrichment. Through our parent coordinator we are able to work with the parents of our STH population to help them with the education of their children. We encourage parents to attend parent workshops and PTA meetings and give them accessibility to our ELL and other specialty teachers. We provide our Students in Temporary Housing with school supplies necessary for their academic success, each child is given a buddy in their classroom to help his adjustment to our school, our STH are invited to attend our after school and weekend programs.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

## **APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

THE MICHAEL E. BERDY SCHOOL FOR THE ARTS  
"Where Children Come First"  
P. S. 188  
3314 Neptune Avenue  
Brooklyn, New York 11224  
718-266-6380

Frederick M. Tudda, Principal

Boris Fishman, Assistant Principal

### Mission Statement

The Michael E. Berdy School is committed to creating a school environment which teaches all students to respect and appreciate the diversity of our cultural backgrounds. Our goal is to create a safe, secure environment which will nurture our students to develop to their fullest potential. Through our partnership with our parents and community, we will teach our children to become responsible, educated and informed citizens.

## **P. S. 188's School-Parent Compact 2010-2011**

**The School and parents working cooperatively to provide for the successful education of the children agree:**

### **Public School 188 Agrees**

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of meetings with parents before, during or after the school day.

To actively involve all parents in planning, implementing, evaluating and improving the Title I programs and the parental involvement policy (including parents with disabilities and limited English proficient).

To involve parents in the decision-making process through participation on the School Leadership Team.

To provide parents with timely information about all school and/or district programs (instructional, after school, summer).

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction in a supportive learning environment that enables students to meet the performance standards.

To provide opportunities for ongoing communication between teachers and parents through:

- newsletters, letters to parents
- parent teas, parent-teacher conferences
- frequent reports to parents on their children's progress
- reasonable access to staff
- opportunities to volunteer and participate in their child's class
- observation of classroom activities
- conducting a minimum of five parent workshops

To provide training and educational opportunities for parents (i.e., literacy classes, workshops on reading and mathematics strategies, homework help, computer instruction, parent resource center, etc.).

fc-School-Parent Compact 2010-2011

### **The Parent/Guardian Agrees**

To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.

To share the responsibility for increased student achievement by complying with the goals and expectations set forth in the school's mission statement.

To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1<sup>st</sup> grade students; and listen to and/or read to grade 2 and 3 students for 15-30 minutes per day.

To monitor his/her child's/children's:

- attendance/lateness at school
- homework
- television watching

To communicate with his/her child's/children's teachers about their educational needs.

To attend and actively participate in parent-teacher conferences and other parent meetings.

To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

## **P. S. 188's School-Parent Involvement Policy 2010-2011**

### **Purpose:**

The purpose of the P. S. 188 Title I parent involvement program is to encourage the parents of students receiving Title I services to take an active role in the education of their child/children. Results of educational research confirm that student achievement is linked to parent involvement and that achievement increases as the level of parent involvement increases.

### **Goals:**

- to inform parents of the criteria necessary for their children to participate in Title I programs and the specific instructional objectives and methods used in the Title I program.
- support the efforts of parents, including training to understand program requirements and to work with their children in the home to attain instructional objectives of the program.
- to train parents, teachers and administrators to build a partnership between school and home and to work effectively together.
- to provide opportunities for parents to become informed about the program and to consult with parents on an ongoing basis so that they can work with the school to achieve the program's objectives.

- to ensure opportunities, to the extent practicable, for the full participation of parents including those with disabilities and those who are limited English proficient.

### **The School Will Meet Legislative Mandates By:**

- developing a written policy, after collaboration with parents, to ensure that parents are involved in the planning, design and implementation of the Title I program. This policy will be made available to parents of participating children.
- convening an annual meeting to which all eligible parents will be invited.
- providing information about the program to parents in a timely way.
- reporting to parents on their children's progress including conducting parent-teacher conferences; making accessible other educational personnel to confer with parents; and allowing parents to observe program activities.
- providing opportunities for parental concerns about the program at regularly scheduled meetings.
- providing to the fullest extent possible information, programs and activities in a language and form that parents can understand.

### **Consultation With Parents:**

The school will establish a parent-advisory council in accordance with Title I requirements.

Page 2

School-Parent Involvement Policy 2010-2011

### **Program Activities:**

A needs assessment has been done by the school through distribution of a questionnaire to all parents of participating students. To meet these needs, activities will be conducted under the direction of the District Parent Involvement Coordinator. Activities will reflect the multiethnic, multicultural, and multilingual diversity of the student and parent population. These activities will include but are not limited to:

**Implementing Legislative Mandates of the Title I Program** by providing opportunities such as participation on advisory councils and curriculum review panels and by scheduling meetings, parent-teacher conferences, the annual meeting and other activities on a district-wide or school-by-school basis during, before or after the regular school day.

**Providing Outreach Services** to eligible parents, including those who are not normally involved in school activities, to forge a bond between home and school. These activities may include home visitations and phone contacts, open houses, luncheons, guest speakers, trips, newsletters and announcements of school and community events. Bilingual staff may provide translations into parents' native languages and assist in other outreach services.

**Training Parents** to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title I and regular school programs, dealing more effectively with schools, using the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem.

**Developing Instructional Resources** for use by parents and by parent trainers. These may include handbooks describing Title I programs, skill-building materials which include enrichment skills, learning games and homework helper ideas, and school community resource information such as Dial-A-Teacher services. Establish and run a parent resource center or lending library with materials such as trade books and math manipulatives for parents to use with their children.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK  
FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 188 Michael E. Berdy					
<b>District:</b>	21	<b>DBN:</b>	21K188	<b>School</b>		332100010188

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	38	33	34		90.7	92.0	90.1
Kindergarten	74	98	101				
Grade 1	96	84	107	<b>Student Stability - % of Enrollment:</b>			
Grade 2	90	79	93	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	94	85	96		95.1	93.0	91.3
Grade 4	91	93	92				
Grade 5	106	78	80	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.4	88.3	88.3
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	18	12
Grade 12	0	0	0				
Ungraded	0	3	1	<b>Recent Immigrants - Total Number:</b>			
Total	589	553	604	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	3	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	53	49	49	Principal Suspensions	15	31	34
# in Collaborative Team Teaching (CTT) Classes	28	35	43	Superintendent Suspensions	9	6	13
Number all others	16	13	18				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	54	52	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	12	9
# receiving ESL services only	31	25	TBD				
# ELLs with IEPs	1	6	TBD	Number of Educational Paraprofessionals	6	5	8

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	98.1	100.0	97.9
				% more than 2 years teaching in this school	83.3	88.5	86.8
				% more than 5 years teaching anywhere	66.7	76.9	79.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	96.0	88.7
American Indian or Alaska Native	0.3	0.4	0.3	% core classes taught by "highly qualified" teachers	95.7	97.1	95.1
Black or African American	48.6	45.2	46.2				
Hispanic or Latino	30.7	30.4	32.8				
Asian or Native Hawaiian/Other Pacific	8.8	9.4	7.9				
White	11.2	11.9	11.8				
Male	48.7	49.9	47.8				
Female	51.3	50.1	52.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	33.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	9.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>605/Ruiz</b>	District <b>21</b>	School Number <b>188</b>	School Name <b>Michael E. Berdy</b>
Principal <b>Mr. Frederick Tudda</b>		Assistant Principal <b>Mr. Boris Fishman</b>	
Coach <b>Mrs. Gloria Rentowitz</b>		Coach	
Teacher/Subject Area <b>Mrs. Noemi Medina/ESL Teacher</b>		Guidance Counselor <b>Ms. Stacey Levine</b>	
Teacher/Subject Area		Parent <b>Mrs. Sonia Maldonado</b>	
Teacher/Subject Area		Parent Coordinator <b>Ms. Chiniza Davis</b>	
Related Service Provider <b>Ms. Mimma Gambino</b>		Other	
Network Leader <b>Ms. Wendy Karp</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>605</b>	Total Number of ELLs	<b>35</b>	ELLs as Share of Total Student Population (%)	<b>5.79%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Upon registration the parent or guardian fills out a Home Language Identification Survey form in either English or in their native language, if applicable. If the HLIS indicates a language other than English, our full-time ESL Teacher, who is New York City and New York State ESL certified, interviews the student(s) and parent(s). The interview is conducted in their native language. Our ESL Teacher, who is fluent in Spanish, conducts the interview with families whose native language is Spanish while other teachers, who speak several other languages, conduct interviews in other languages. All have been trained by our ESL Teacher. The outcome of the interview in addition to the parents' responses on the HLIS will determine if their son/daughter is eligible for LAB-R testing. During the interview, the interviewer will also be screening to determine if the student is identified as a SIFE, Students with Interrupted Fornal Education. In addition to speaking a language other than English and being new entrants to the NYC Public School System or an English Language School System, these students must be born in a country other than the USA, must be enrolled in the third grade or above, must have had at least two years less schooling than their peers, must function at least two years below expected grade level in reading and math and may be preliterate in their first language. Those students who are eligible for testing are administered the LAB-R within the first 10 days of admission. Within the same 10 days, letters are sent home to parents in their native language inviting them to attend an orientation for the selection process of ELL placement. The orientation is presented by the ESL Teacher, bilingual interpreters and the Parent Coordinator. Parents view a video in English and in their native language and are given the Parent Survey Form as well as other handouts, all in their native language, explaining the three program choices - Transitional Bilingual, Dual Language and Freestanding ESL. Parents are asked to select a program in the order of their preference. After the parents have made their selection, they will be informed of the program's availability in our school. If their first choice is unavailable (ie. Dual Language or Bilingual) then they will be directed to a location that offers that program, keeping in mind that when enough parents have selected the same program as their first choice, we will be able to form a self-contained class in our school. Parents who are unable to attend the meeting will be invited to a second orientation. If they do not attend either orientation then the information is sent home. The Parent Coordinator will send follow-up letters and will make phone calls to ensure the return of the parent survey forms.

In the past years the trend in parent selection has been the majority of the parents chosing Freestanding ESL as their first choice, Transitional Bilingual as their second choice and Dual Language as their third. In the 2009-10 academic year, 2 out of 2 parents chose ESL as their first choice, in the 2008-09 academic year, 7 out of 7 parents chose Freestanding ESL as their first choice and in the 2007-08 academic year 5 parents chose ESL as their first choice. Out of the 6 newly entitled ELL students for the 2010 - 2011 academic year, 5 parents chose Freestanding ESL as their first choice and 1 parent chose Dual Language. In the Spring all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine continued entitlement for ESL services in addition to his/her level of proficiency. These scores are also used by the ESL Teacher and the School-Based Assessment Team to modify the IEPs of Special Education.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

<input checked="" type="checkbox"/>	<input type="checkbox"/>										
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

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

### ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>	1	6	6	5	10	7								35
<b>Total</b>	1	6	6	5	10	7	0	0	0	0	0	0	0	35

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	35	<b>Newcomers (ELLs receiving service 0-3 years)</b>	28	<b>Special Education</b>	9
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	7	<b>Long-Term (completed 6 years)</b>	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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	28	0	5	7	0	3	0	0	0	35
<b>Total</b>	28	0	5	7	0	3	0	0	0	35

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

**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
<b>TOTAL</b>	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	4	3	4	5	4								20
Chinese	0	1	0	1	2	0								4
Russian	0	1	2	0	1	1								5
Bengali	0	0	0	0	0	0								0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu	0	0	0	0	0	0								0
Arabic	0	0	1	0	1	1								3
Haitian	1	0	0	0	1	1								3
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
<b>TOTAL</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>10</b>	<b>7</b>	<b>0</b>	<b>35</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

Our school uses a pull-out freestanding ESL program which is conducted by a full time licensed ESL Teacher. The program is comprised of 34 students ranging from Grades K-5 with 49% of the students scoring at the Beginners Level, 24% scoring at the Intermediate Level and 27% scoring at the Advanced Level. This is based on the LAB-R and the Spring 2010 NYSESLAT exams. Students are grouped homogeneously. Group One consists of 14 Beginner/Intermediate, Kindergarten through Second grade students. They are pulled out two periods a day, four days a week (Mon., Tues., Thurs. and Fri.) and brought to the ESL classroom. Group Two consists of 11 Beginner/Intermediate, Third through Fifth grade students. They are also pulled out two periods a day, four days a week (Mon., Tues., Wed., and Thurs.) and Group Three consists of 9 Advanced, Fourth and Fifth graders. They are pulled out one period a day, four days a week (Mon., Tues., Thurs., and Fri.). Students on the Beginner/Intermediate Level receive 360 minutes of ESL instruction per week while Advanced Level students receive 180 minutes per week. Instruction is always conducted in English. Programs such as Rigby's: "On Our Way to English" and "English At Your Command" are used to support language instruction across the curriculum to ensure that our students meet the state standards. The lessons are age and grade appropriate and include all levels of proficiency. Emphasis is put on language acquisition from the Beginner to the Advanced level through the use of phonics, guided reading and writing, using writing process skills - prewriting, drafting, revising, proofreading and publishing. All ELL students also receive daily ELA instruction in their classrooms through reading and writing through the program, Reading Street, which includes ELL components. In addition, classroom teachers adapt their

lessons for the ELL student by using prior knowledge and by modifying the materials presented. By using small group instruction, teachers are able to adapt literature activities, use webs, and modify text. Early Childhood teachers use E-CLAS to observe, record and analyze students' knowledge and abilities.

Although we do not offer Native Arts instruction, we do have a wide variety of library books in several languages available to all teachers in the Teacher's Resource Center. Presently, we do not have any SIFE students in our school but we are prepared to provide them with Newcomer support using ESL Newcomer strategies to address the deficiencies in their English language skills. We strive for these students to acquire basic communication and social skills. Because these students lack grade level proficiency in content areas, the classroom and ESL teachers will work closely to provide language support in content areas. Newcomers, ELLs in US schools less than three years, receive additional help in vocabulary and speaking. Rigby's curriculum incorporates beginner level books for Newcomers concentrating on word recognition. Included are themes focusing on immigrant experiences and cultures. Read alouds are provided to familiarize students with the sounds of the English language and to expose students to a higher, more rigorous, level of reading. Special attention will be put on the needs of our special needs students. Every service provider has received a copy of the IEP of their students with special needs. They are required to familiarize themselves with each IEP so they are aware of the needs of each student and can plan accordingly. All service providers, including the ESL Teacher, continually conference with the special needs teacher to ensure that instruction is modified to address the needs of the child. With the variety of instructional materials, in correlation with the Common Core Curriculum Standards and the New York State ESL Learning Standards, these students will use English to acquire information for the content area by developing skills and strategies appropriate to their level of English proficiency. They will collect data, facts and ideas, in addition to using English for self-expression. They will develop skills and strategies to listen to, read and respond to oral and written texts. They will relate texts to their own lives and develop an understanding of the diverse social and cultural dimensions the texts present. These students will learn to express their opinions and reflect on and analyze experiences and information from a variety of perspectives. Through the combination of basic drawings or single word descriptions to the complexity of writing narratives to develop real or imagined experiences, these students, Beginner-Advanced, will demonstrate increasing sophistication in all aspects of language use.

In addition to the mandated ESL service, our ESL Teacher will be providing additional ELL/AIS service for students with 4-6 years of ESL service and long term students alike, concentrating on Reading and Writing components. This will establish a stronger foundation and better prepare them for the standardized tests during this transitional period. These Academic Intervention ESL Services will be provided two periods a week, one period two days a week. In addition, our 4th and 5th grade ELL students who are deficient in the areas of mathematics and literacy, as determined on the state ELA and Math exams as well as teacher assessment, will receive additional AIS services in these areas. These services are provided in a small group setting. The AIS teacher either pushes into or pulls students out of their classroom. In order to ensure alignment of instruction with the classroom teacher, the AIS teacher articulates with the classroom teacher once a week. This will help focus on the students' individual needs as well as help monitor their progress. These AIS teachers will focus on literacy, math and state test preparation.

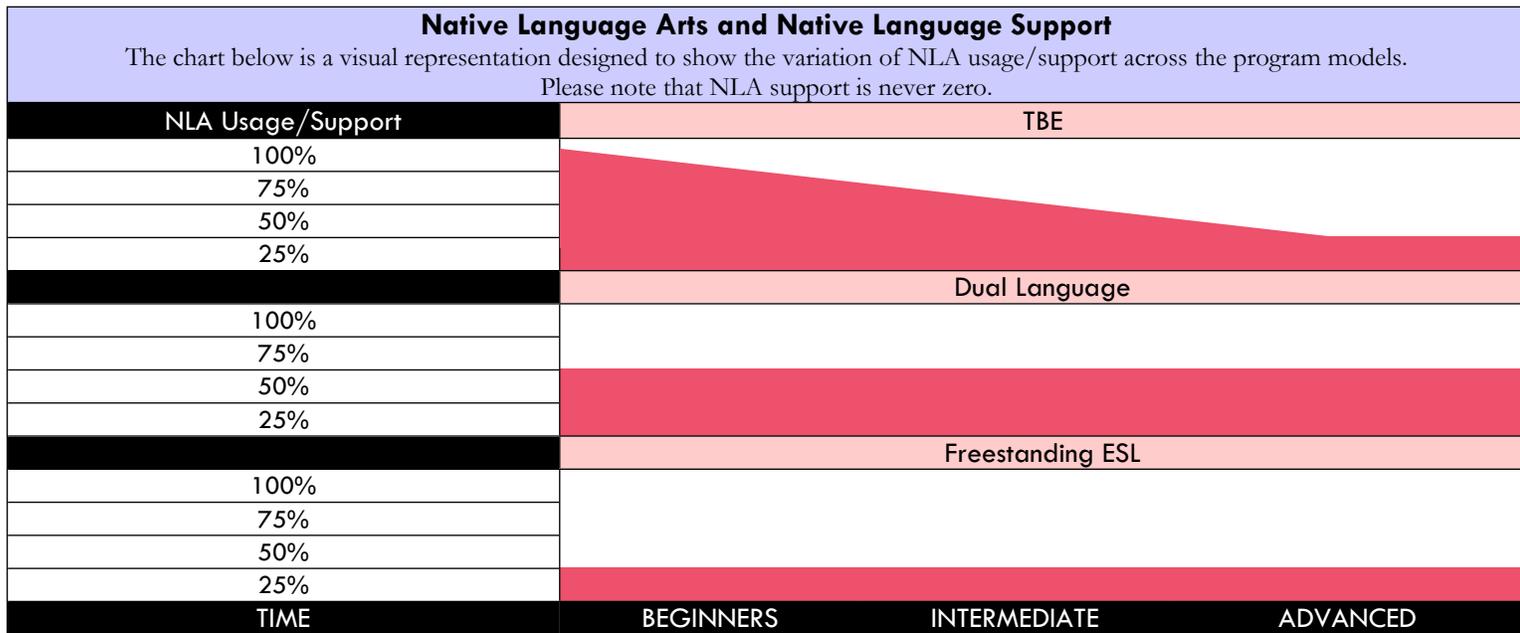
In addition, PS 188 offers a variety of extracurricular programs to assist the ELL student. These afterschool/extended day programs offer small group and individualized instruction to ensure at-risk students' attainment of the state ELA and Math performance standards. Varied instructional strategies and techniques are employed to meet students' learning needs. One program, Lunchtime Tutoring, involves additional instructional time provided through innovative use of the lunch periods under the supervision of a certified teacher. At risk children receive additional reading and math practice with teachers, support staff, intervention specialists and peers. They read and discuss literary works, such as poetry, short stories, chapter books, non-fiction and plays. The Learning Leaders program, parent and community volunteers, works with individual or small groups in reading and math under the guidance of a classroom teacher. In addition, each fifth grade student, including ELLs, is provided with a netbook to support computer-assisted instruction - researching the internet and utilizing technology tools. These skills equip the students with the necessary skills and experiences for success. Integrating the use of technology into curriculum area lessons involves students in real-life applications of the computer.

Prior to administering the NYSESLAT in Spring 2011, Attanasio and Associates test prep materials will be utilized. Teachers also assist students that are deficient in content areas in our after school program which meets 2 days a week for 1.5 hour per session.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In addition to the programs and materials previously mentioned, we will be utilizing the Wilson/Fundations reading program for ELL students on the Beginner/Intermediate level. This program concentrates on the usage of phonics and sentence structure. The Pearson Reading Street program will be used on all grade levels throughout the school. Some strategies used to improve performance in the ELL student in literacy, is the combining of the Comprehensive Literacy Approach, which includes independent/shared reading, guided reading, literacy centers, literacy circles, writer's workshops, interactive read aloud, word study and running records with a new and innovative basal reading program. The SRA Reading Program, the Wilson Reading Program as well as Wilson Foundations are also used for those children in need of Academic Intervention. Our Kindergarten classes are using a special program - The Early Childhood Reading Streets - Big Book Series. Our school library, classroom libraries, support personnel, literacy coach and school librarian all work together to support literacy instruction. In addition, teachers can select materials that can be used with their ELL students from our UFT Teacher's Resource Center. These materials include library books written in the students' native languages, phonics enriched auditory materials and equipment, and several other teaching materials.

One of our goals for the forthcoming school year is to increase our school's reading and math scores. Our aim is to increase the number of students at Levels 3 and 4 in reading and decrease the number of students at Levels 1 and 2. Academic Intervention Services will help us achieve these goals. Presently our entire school is using EnVisions Math Program. Our Academic Intervention Personnel use the Breakaway Math Program with their students, including ELLs, who fall within the transitional period. We would like to see our math scores increase on Levels 3 and 4 and move our students on Levels 1 and 2 into Levels 3 and 4.

After ELL students reach proficiency on the NYSESLAT, they continue to receive testing modifications for two years for transitional support. In addition, they receive Academic Intervention Services in the areas where they are not yet performing on grade level.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Our ESL teacher attends district wide professional development workshops once a month. These workshops focus on the alignment of the Common Core Standards and increasing complexity of texts and performance tasks. These and other professional development workshops ensure professional growth. Our ESL teacher conducts staff development during faculty conferences, grade conferences and on professional development days. Through articulation between the ESL teacher and the classroom teacher, we are able to determine the agendas for our staff development. Our focus is to equip new and experienced teachers with the skills and strategies needed to instruct their ELL students as well as to fulfill the 7 1/2 hours of mandated training for new general education teachers and the 10 hours for new special education teachers. This will also help these teachers develop techniques for differentiating instruction in their classrooms. In addition, teachers will be trained in using manipulatives which promote the use of language. Professional Development will include hands on activities, training and observation in holistic learning methods, scaffolding, second language acquisition themes and different forms of assessments. Topics discussed include understanding the development of ELLs (BICS/CALP) and showing support in the mainstream classroom. In addition, knowledge of these strategies will assist the mainstream teachers in helping their ELL students make the transition from elementary to middle school. New teachers are required to keep a log of the hours of ESL training accrued. .

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have a wonderful parent coordinator who is supporting our ESL teacher by conducting outreach to our parent population and will be conducting workshops. The focus will be teaching parents strategies that they can use at home to help promote English Language Learning with their children. In order to provide support to our parents, meetings and workshops are held throughout the year to keep parents apprised of activities and ongoing tests and assessments. During our bi-weekly School Leadership Team meetings, teachers, parents and other PTA members together discuss the many activities and workshops available to them and their children. We have implemented a Family Fun ELL Saturday Program with a different focus each session. Here students and their parents engage in a workshop learning about different aspects of their lives. The ESL teacher anticipates attending ESL conferences such as those offered by the New York State Association of Bilingual Education. During this conference teachers will be observing demonstrations of program models, professional techniques and will interact with other teachers sharing their professional experiences. ELL parents will be invited to participate in the conference with the ESL teacher allowing them to attend the Parent Institute of NYSABE. Here the parents will participate in "how-to" demo sessions and will learn teaching strategies which will enable them to better assist their children at home. During the 2009-10 academic year we were able to provide a parent program to aid parents in becoming more proficient in the English language. Pending funding for this academic year, we anticipate repeating this beneficial and useful program for the ELL parents in the 2010-11 academic year. This will allow the parents to help their children become more proficient in the English language, as well as allowing themselves to better understand and help their children with their academics. Our school translates all parent handbooks, letters and other memos that are sent out to parents. We are fortunate to be a multi-cultural school with many staff members who speak different languages. Our ESL teacher, who is fluent in Spanish, our Assistant Principal, who is fluent in Russian, and other teachers attend PTA meetings to translate as needed. Parent workshops with hands-on activities are conducted throughout the year.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	5	4	3	1	3								17
Intermediate(I)	0	1	2	2	2	1								8

Advanced (A)	0	0	0	0	7	3								10
Total	1	6	6	5	10	7	0	0	0	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	4	1	1	9
4	1	3	0	0	4
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	0	2	0	3	0	2	0	9
4	1	1	3	0	0	0	0	0	5
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	4	1	0	0	5
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The NYSESLAT exam is given in the spring of every year. The results determine entitlement for the next academic year in addition to the students proficiency level. Our results, from Spring 2010, indicate that out of the 33 students tested, 10 performed on the Beginner Level, 8 performed on the Intermediate Level and 10 performed on the Advanced Level. The remaining students were Proficient. According to the results of the 2010 NYSESLAT of students from Grades K - 5, the Listening/Speaking modality indicated that one student performed on a Beginner Level, five students performed on an Intermediate Level, eight students performed on an Advanced Level and fourteen students performed on a Proficient Level. In the Reading/Writing Modality, ten students performed on a Beginner Level, eight students performed on an Intermediate Level, nine students performed on an Advanced Level and one student was on a proficient level. Based on our analysis of data from the 2010 NYSESLAT and all relevant results from the four modalities, the ESL and mainstream teachers will be focusing on the following in ESL instruction for our Grades K-5 ELL students: Teaching in the content area for each grade level's academic and social demands; Enrichment in reading and writing to develop proficiency in these modalities; Instructional strategies and differentiated instruction to meet the needs of the ELLs; Interim assessments to differentiate instruction. The third grade (this year's fourth grade) ELA results for 2009-2010 indicate that 3 out of 9 ELL students tested performed on Level 1, 4 performed on Level 2, 1 performed on Level 3 and 1 on Level 4. The third grade (this year's fourth grade) Math results for 2009-2010 indicate that 2 out of 9 students performed on Level 1, 2 performed on Level 2, 3 performed on Level 3 and 2 on Level 4. One student was administered the test in his native language where he scored on Level 1. The fourth grade (this year's fifth grade) ELA results for 2009-2010 indicate that one out of 4 ELL students performed on a Level 1 and 3 performed on a Level 2. One student was exempt from taking the test. The fourth grade (this year's fifth grade) Math test results for 2009-2010 indicate that 2 out of 5 students performed on Level 1 and 3 performed on a Level 2. Teacher judgement, as well as the use of ECLAS assessments play a major role in determining at risk students in our lower grades in addition to the WRAP program which is another tool used for assessment. These at risk students, those performing at the lowest levels (1 and 2) on these standardized tests as well as those showing deficiencies, will receive reading and math AIS service. All AIS services are provided to students by or under the supervision of a certified teacher. All of our service providers are familiar with ESL methodologies and strategies. Students will receive English language development, content area information and comprehensive literacy instruction. Writing instruction will focus on comprehensive detailed mini lessons that will include modeling, think alouds and skills and strategies that authors use during the writing process.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		