



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE MICHAEL E. BERDY SCHOOL / P.S. 188 K

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 21K188

**PRINCIPAL:** FREDERICK M. TUDDA

**EMAIL:** FTUDDA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ISABEL DIMOLA

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Frederick Tudda	*Principal or Designee	
Noemi Medina	*UFT Chapter Leader or Designee	
Elayna Feliciano	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lucy Moorhouse	Member/Teacher	
Sarina Nelson	Member/Teacher	
Erica Maswary	Member/Teacher	
Gloria Rentowitz	Member/Teacher	
Margaret DeSimone	Member/Parent	
Altovese Green Taymi Poggi	Member/Parent Member/Parent	
Isabel Martinez Dalia Garcia	Member/Parent Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
*To continue and deepen our work in creating individualized teacher professional plans by using the Danielson Framework for Teaching (FFT) with a focus on 1e; 3b; 3d (Citywide Initiatives). We will continue to use this research based teacher tool to discuss our high teacher and student expectations and to promote further growth. By June 2013, each Teacher will become knowledgeable of the well-developed indicators in the Framework for Teaching. We will continue to address teacher effectiveness by using existing structures of self-assessment, peer-assessment and reflect on best teaching practices. In addition, student achievement in the classroom, on school assessments and state assessments will demonstrate growth.*

### Comprehensive needs assessment

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

This goal was set forth in our school after we received PD in the DOE's Citywide Initiatives for the 2012-2013 school year. This protocol was discussed with all staff members at small group grade meetings; Faculty Conferences; SLT meetings and introduced to our PTA as well. By working toward this goal, we will be able to increase student performance both in class and on state and city wide assessments. Classroom "best practices" will continue to develop throughout the school year as a result of the low inference observations in addition to our formal observations as well. Teacher instruction will continue to develop as a result of these low inference observations and feedback sessions for improvement. All teachers participated in an on-line survey regarding their own teaching styles and best practices. Using this data as a starting point will begin to build upon the foundation for improving classroom instruction across the grades and across the curriculum in our school. As our teachers become more proficient in their teaching abilities, classroom instruction will improve, student achievement will increase in the classroom, test scores on school exams and state assessments will also demonstrate growth.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:  
strategies/

a-Implementation Timeline: September 2100 - June 2012ctivities that encompass the needs of identified student subgroups:

-Teachers will be cognizant of the various learning styles and academic learning abilities of the subgroups within their classrooms. Teachers will also be trained to be aware of the school devised rubrics to enhance instruction and learning in their classrooms.

### Activity #1

**-Professional Development: PD will be given on the Danielson Framework for Teaching model for low inference observations. A FFT overview will be given in September with PD continuing in small groups at grade meetings throughout the school year. PD facilitators will be school administrators; FFT team; school coach; Network Achievement Coach.**

**-Target Population: All teachers in grades Pre K - Grade 5 including subject clusters and A.I.S. teachers.**

**-Responsible Staff: school administrators; FFT team; coach; Network Achievement Coach**

**-Implementation Timeline: September 2012 - June 2013**

**Activity #2 Updating of UFT Teacher's Resource Center (room 209) with shared "Best Practices," new laptop computers and FFT materials. This initiative will be headed up by school administrators; FFT team; school coach; Network Achievement Coach.**

**-Target Population: All teachers in grades Pre K - Grade 5 including subject clusters and A.I.S. teachers.**

**-Responsible Staff: school administrators; FFT team; coach; Network Achievement Coach**

**-Implementation Timeline: September 2012 - June 2013**

**Activity#3**

**Comparison of on-line survey completed in September and end of year administrator-teacher discussions in conjunction with a analysis student achievement on the N.Y.S. ELA/Math examinations and teacher strategies.**

**-Target Population: All teachers in grades Pre K - Grade 5 including subject clusters and A.I.S. teachers.**

**-Responsible Staff: all teachers; school administrators**

**b)key personnel and other resources used to implement these strategies/activities,**

**-All teachers in our school will participate in this on-going collaborative articulation - observation process; school administrators; school coach; Network Achievement Coach; School Devised Teaching Rubrics**

**a) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**

**-On-Line Teacher Self-Assessment Survey; School Devised Rubrics; Administrator-Teacher conversations; Grade Meetings; Faculty Conferences**

**b) timeline for implementation**

**-September 2012 – June 2013**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.**

- Parent Workshops
- SLT Meetings
- Parent Teacher Conferences
- Parent Handbook (included in Student Agenda)
- School Administrators Open-Door Policy
- Host an Annual Title 1 Parent Meeting
- Schedule Parent Meetings (quarterly with flexible times)
- Translation of Documents using in-house translators and the DOE Translation Telephone Unit.

**Budget and resources alignment**

- Indicate your school's Title I status: XX  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Principal (TL Funds)
- Assistant Principal (Title 1 Funds)
- Coach (CFE Funds)
- Teachers
- OTPS for consumable materials (Title 1 Funds; TL Summer Funds)
- Professional instructional materials to support this initiative (Title 1 Funds)

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

*To continue and deepen our work with the Common Core Learning Standards as set forth in the Citywide Instructional Expectations. The focus will be in English Language Arts; math; social studies &/or science. The bundles created will engage students in the learning process which will enable them to do independent work supported by the classroom teacher. Students will be instructed to use evidence from the text (or research) to support their arguments. In the area of mathematics, all students in grades Pre-K through Grade 5 will engage in a bundle which is an out-growth demonstrating and understanding of math by students applying and having an understanding of the tasks and culminating activities. This will further prepare our students to make them all college and career ready!*

**Comprehensive needs assessment**

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

This goal was set forth in our school after we received PD in the DOE's City-Wide Initiatives for the 2012-2013 school year. The performance task bundles which correlate with the Common Core Learning Standards was discussed at grade meetings; Faculty Conferences; SLT meetings and introduced to our parents as well. By working toward this goal, we will be able to increase student performance both in class and on state and city wide assessments. Preparing our students to be college and career ready is our primary goal. Using these performance tasks in literacy as a starting point will begin to build upon the foundation for improving classroom instruction across the grades and across the curriculum in our school. In turn, student achievement will increase across the curriculum areas.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

**Activity #1**

-Professional Development: PD will be given on Student Performance Task/Bundles. An overview will be given in September with PD continuing in small groups at grade meetings throughout the school year. PD facilitators will be school administrators; FFT team; school coach; Network Achievement Coach.

-Target Population: All teachers in grades Pre K - Grade 5 including A.I.S. teachers.

-Responsible Staff: school administrators; FFT team; coach; Network Achievement Coach

**-Implementation Timeline: September 2012 - March 2013**

**Activity #2 -Purchasing student and teacher materials needed to complete a Literacy Performance Task (books, computer programs, school trips, etc...). This initiative will be headed up by school administrators; FFT team; school coach; Network Achievement Coach.**

**-Target Population: All teachers in grades Pre K - Grade 5 including subject clusters and A.I.S. teachers.**

**-Responsible Staff: school administrators; coach; Network Achievement Coach**

**-Implementation Time line: September 2012-March 2013**

**Activity #3 -School Intervisitation to view the implementation of Performance Task/bundles in Literacy. This initiative will be headed up by school administrators; school coach; Network Achievement Coach.**

**-Target Population: All teachers in grades Pre K - Grade 5 including subject clusters and A.I.S. teachers.**

**-Responsible Staff: school administrators; coach; Network Achievement Coach**

**-Implementation Timeline: September 2012 - June 2013**

b) key personnel and other resources used to implement these strategies/activities,

**-All teachers in our school will participate in this on-going collaborative articulation - observation process; school administrators; school coach; Network Achievement Coach; Common Core On-Line Library; DOE Website; Network PD sessions**

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of these strategies / activities

**- Administrator-Teacher conversations; Grade Meetings; Faculty Conference; Intervisitation with colleagues; Network PD**

d) timeline for implementation.

**September 2012 – June 2013**

**Strategies to increase parental involvement**

• All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**-Parent Workshops**

**-SLT Meetings**

**-Parent Teacher Conferences**

**-Parent Handbook (included in Student Agenda)**

- School Administrators Open-Door Policy
- Host an Annual Title 1 Parent Meeting
- Schedule Parent Meetings (quarterly with flexible times)
- Translation of Documents using in-house translators and the DOE Translation Telephone Unit.

**Budget and resources alignment**

- Indicate your school's Title I status: XX  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Principal (TL Funds)
- Assistant Principal (Title 1 Funds)
- Coach (CFE Funds)
- Teachers
- OTPS for consumable materials (Title 1 Funds; TL Summer Funds)
- Professional instructional materials to support this initiative (Title 1 Funds)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### Annual Goal #3

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

*To raise our students' understanding of complex Test Dependent Questions in order for them to properly respond, and aligning this with the Citywide Instructional Expectations. Students will be trained to use textual evidence to support their writing arguments and verbal arguments as well. They will cite appropriate text, quotes and make references as well. We will increase the level of rigor in our classrooms while simultaneously increasing the bar of our school expectations. In turn, we will continue to make our students college and career ready! School designed writing rubrics will be used to calibrate student work.*

#### Comprehensive needs assessment

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

This goal was set forth in our school after we received PD in the DOE's City-Wide Initiatives for the 2012-2013 school year. The performance task bundles which correlate with the Common Core Learning Standards was discussed at grade meetings; Faculty Conferences; SLT meetings and introduced to our parents as well. By working toward this goal, we will be able to increase student performance both in class and on state and city wide assessments. Preparing our students to be college and career ready is our primary goal. Using these performance tasks in literacy as a starting point will begin to build upon the foundation for improving classroom instruction across the grades and across the curriculum in our school. In turn, student achievement will increase across the curriculum areas.

#### Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

##### Activity 1

*School administrators, coach and lead teachers will conduct ongoing professional development in creating tasks which focus on rigorous critical thinking skills and are aligned with the CCLS.*

*School administrators, coach and lead teachers will provide students with instructional materials which focus on non-fiction and are on the appropriate Lexile level.*

##### Activity 2

*The extended day session one day per week will be utilized by the teachers to work collaboratively and/or with the coach on TDQ*

*techniques and implementation.*

*Teachers will continue to use works of fiction with their students.*

**Activity 3**

*Teachers will be trained to create Text Dependent Questions which are aligned with the CIE's by focusing on higher level vocabulary; using appropriate texts and aligning all work with the CCLS.*

*Teachers will assess student work through the embedded assessments and Performance Task Bundles which the students are creating.*

b) key personnel and other resources used to implement these strategies/activities,

**-All teachers in our school will participate in this on-going collaborative articulation - observation process; school administrators; school coach; Network Achievement Coach; Common Core On-Line Library; DOE Website; Network PD sessions**

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

**- Administrator-Teacher conversations; Grade Meetings; Faculty Conference; Intervisitation with colleagues; Network PD; Classroom Demonstration Lessons**

d) timeline for implementation.

**-September 2012 – June 2013**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**-Parent Workshops**

**-SLT Meetings**

**-Parent Teacher Conferences**

**-Parent Handbook (included in Student Agenda)**

**-School Administrators Open-Door Policy**

**-Host an Annual Title 1 Parent Meeting**

- Schedule Parent Meetings (quarterly with flexible times)
- Translation of Documents using in-house translators and the DOE Translation Telephone Unit.

**Budget and resources alignment**

- Indicate your school's Title I status: XX  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

-Principal (TL Funds)

-Assistant Principal (Title 1 Funds)

-Coach (CFE Funds)

-Teachers

-OTPS for consumable materials (Title 1 Funds; TL Summer Funds)

-Professional instructional materials to support this initiative (Title 1 Funds)

## ANNUAL GOAL #4 AND ACTION PLAN

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

### Annual Goal #4

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

*In accordance with the Citywide Expectations, we will create and implement a Response To Intervention (RTI) team which will follow the procedures and policies set forth by the Department of Education. This team will identify, monitor and provide individualized student support interventions for identified students.*

### Comprehensive needs assessment

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

This goal was set forth in our school after we received PD in the DOE's City-Wide Initiatives for the 2012-2013 school year. The performance task bundles which correlate with the Common Core Learning Standards was discussed at grade meetings; Faculty Conferences; SLT meetings and introduced to our parents as well. By working toward this goal, we will be able to increase student performance both in class and on state and city wide assessments. Preparing our students to be college and career ready is our primary goal. Using these performance tasks in literacy as a starting point will begin to build upon the foundation for improving classroom instruction across the grades and across the curriculum in our school. In turn, student achievement will increase across the curriculum areas.

### Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,

*Principal and RTI leader will participate at Network professional development sessions.*

*Principal will implement and oversee RTI personnel meetings and address the individual needs of each student by devising a plan of action.*

*Principal will meet with RTI liaison on a bi-weekly basis.*

*Principal and RTI leader will work with Network Support Specialist Dr. Mary Esposito and provide school based professional development with a focus on the following:*

- *develop and build capacity with our teachers*
- *use appropriate researched screening materials*
- *identify students who need assistance*

- *provide appropriate Tier I instruction*
- *strategies for working with SWD and ELL student populations*
- *sharing/replicating of best practices*
- *conduct biweekly meetings with RTI team and associated staff*
- *consistency of monitoring student progress and making modifications as needed*

b) key personnel and other resources used to implement these strategies/activities,

**-PPT Core Members; all teachers; school administrators; school staff; parent volunteers; Network Achievement Coach; School Coach; Common Core On-Line Library; DOE Website; Network PD sessions**

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

**- Administrator-Teacher conversations; Grade Meetings; Faculty Conference; Intervisitation with colleagues; Network PD; Classroom Demonstration Lessons; RTI Forms**

d) timeline for implementation.

**-September 2012 – June 2013**

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**-Parent Workshops**

**-SLT Meetings**

**-Parent Teacher Conferences**

**-Parent Handbook (included in Student Agenda)**

**-School Administrators Open-Door Policy**

**-Host an Annual Title 1 Parent Meeting**

**-Schedule Parent Meetings (quarterly with flexible times)**

**Budget and resources alignment**

- Indicate your school's Title I status: XX  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

XX Tax Levy XX Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Principal (TL Funds)**

-Assistant Principal (Title 1 Funds)

-Coach (CFE Funds)

-Teachers

-OTPS for consumable materials (Title 1 Funds; TL Summer Funds)

-Professional instructional materials to support this initiative (Title 1 Funds)

**ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5**

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

**Comprehensive needs assessment**

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

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Academic Intervention Services, Foundations, Reader's Theater, Wilson	Small group instruction	During the school day
	Skills/Strategies Foundations, Test Prep	Small group instruction Small group instruction	After School Program Extended Day Program
Mathematics	Academic Intervention Services, multi-sensory techniques	Small group instruction	During the school day
	Skills/Strategies		After School Program
Science	Science Enrichment Hands-On	Small group instruction	During the school day
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-Guidance Services -Group Discussions -Project HOPE -At-Risk Services	Small group instruction and/ or 1:1	During the school day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

The Michael E. Berdy school, P.S. 188K, only hires teachers who are NY State certified. The school administration attends recruitment fairs, works with our HR network partner and together, we review all teacher applications. Vacancies are posted on the open market system. Applicants who apply to the vacancy are interviewed. Once hired, the teachers receive rigorous professional development on an ongoing basis. This is conducted at the school level with our instructional lead teachers and our data specialist. In addition, our best practices are shared by the teachers throughout the year through vertical and horizontal alignment. Lead teachers are sent to network professional development sessions throughout the year to attend study groups in CCLS in literacy and math. New teachers are provided with a mentor teacher who serves as a “professional resource” throughout the year. Intervisitation is also arranged with a master teacher on an as needed basis. School administrators, having been trained in the Frameworks for Teaching, turnkey this information to the teaching staff. All teachers are then observed formally and informally using the FFT rubrics, namely, designing coherent instruction, questioning techniques, and assessment. Incorporating the FFT rubrics in daily planning of instruction will assist teachers to become highly effective. Citywide professional development is offered to the staff as well. In addition highly qualified funds are made available to our teaching staff by providing them with an opportunity to return to school to further their area of expertise.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- **participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;**
- **take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;**
- **share responsibility for the improved academic achievement of my child;**

**III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>605/RUIZ</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>188</b>
School Name <b>The Michael E. Berdy School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Frederick Tudda</b>	Assistant Principal <b>Boris Fishman</b>
Coach <b>Gloria Rentowitz</b>	Coach
ESL Teacher <b>Noemi Medina</b>	Guidance Counselor <b>Stacey Levine</b>
Teacher/Subject Area	Parent <b>Sonia Maldonado</b>
Teacher/Subject Area	Parent Coordinator <b>Chiniza Davis</b>
Related Service Provider	Other
Network Leader <b>Wendy Karp</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>571</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>4.20%</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). Our ESL Teacher, who is fluent in Spanish, conducts the interview with families whose native language is Spanish while other pedagogues, who speak other languages, conduct interviews in those languages. All teachers have been trained by our ESL Teacher. If a language unknown to our staff presents itself, we call the NYCDOE Office for Family Engagement and Advocacy Translation and Interpretation Unit for their assistance. The outcome of the interview in addition to the parents' responses on the HLIS will determine if their child 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 Formal 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 third grade or higher, must have had at least two years less schooling than their peers, must function at least two years below the 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 these same 10 days letters are sent home to parents, in their native language, inviting them to attend a parent 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 and handouts, in their native language, explaining the three program choices - Transitional Bilingual, Dual Language and Freestanding ESL. Parents are asked to select programs in the order of 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 as soon as enough parents have opted for the same program to form a self-contained class, we will initiate that program in our school. Parents who are unable to attend the meeting will be invited to a second orientation. If they do not attend an orientation then the information will be 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 chose Freestanding ESL as their first choice, Transitional Bilingual as their second choice and Dual Language as their third. In the 2010-2011 academic year, 5 out of 6 parents chose Freestanding ESL as their first choice and 1 parent chose Dual Language. In the 2009-2010 academic year, 2 out of 2 parents chose ESL as their first choice. This year, for the 2011-2012 academic year, out of our 5 newly entitled students, all 5 parents opted for a Freestanding ESL Program as their first choice.

In the Spring, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine the students proficiency level in addition to determining the continued entitlement for the upcoming academic year. The School-Based Assessment Team utilizes these scores to modify the IEPs of our Special Education ELL students. Paste response to

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	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>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	2

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	0	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	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	Total
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	3	10	0	3	2	0	2	24
Total	12	0	3	10	0	3	2	0	2	24

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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	
	EL	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>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	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>	<b>0</b>									

**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	3	1	3	4	5	1								17
Chinese	0	0	1	0	1	1								3
Russian	0	1	0	1	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	1								1
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	1								1
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>24</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school uses a pull-out freestanding ESL program which is conducted by a full time NYC and NYS licensed ESL Teacher. The program is comprised of 24 ELL students ranging from Grades K - 5 with 30 % of the students scoring at the Beginning Level, 25 % scoring at the Intermediate Level and 45 % scoring at the Advanced Level. This is based on the Spring 2011 NYSESLAT Exam. Students are grouped homogeneously. Group One consists of 7 Beginner/Intermediate, Kindergarten through Second grade students. They are pulled out two periods a day, four days a week (Mon., Tues., Wed., and Thurs.) and brought to the ESL classroom. Group Two consists of 8 Beginner/Intermediate, Third through Fifth grade students. They are also pulled out two periods a day, four days a week (Mon., Tues., Thurs, and Fri.). Group Three consists of 3 Advanced second and third graders which meet one period a day, four days a week (Mon., Tues.,Wed., and Fri.) and Group Four consists of 6 Advanced fourth and fifth graders who meet one period a day, four days a week (Mon., Tues., Wed., and Thurs.) 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 Beginners to the Advanced Level through the use of phonics, guided reading and writing, and using writing process skills - prewriting, drafting, revising, proofreading and publishing. Importance is also given to building on basic vocabulary words to create a more challenging/rigorous language. All ELL students also receive daily ELA instruction in their classrooms through reading and writing while using the program, Reading Street, which includes the ELL components. In addition, classroom teachers adapt their lessons for the ELL student by activating prior knowledge and by modifying the materials presented. By the use of small group instruction, teachers are able to adapt literature activities, use webs, and modify text. 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. Teachers are also encouraged to use the "buddy system" with students who share the same native languages in their classrooms. 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 obtain 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 extra help in vocabulary and speaking. Rigby's curriculum incorporates beginner level books for Newcomers concentrating on word recognition. Included are themes focusing on immigration 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

## A. Programming and Scheduling Information

attention will be put on the needs of our special needs students. Every service provider has access to their special needs students' IEPs. 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 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 to 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, Beginners-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. This Academic Intervention ESL Services will be provided one period a week. In addition, our 4th and 5th grade 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 student's individual needs as well as help monitor their progress. These AIS teachers will focus on literacy, math and state test preparation.

PS 188 offers a variety of extracurricular programs to assist the ELL student. These after school/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 literacy works, such as poetry, short stories, chapter books, non-fiction and plays. Learning Leaders, parent and community volunteers, work with individual or small groups in reading and math under the guidance of a classroom teacher. Each classroom and cluster teacher is provided with a smartboard to promote learning through technology. 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. Intergrating the use of technology into curriculum area lessons involves students in real-life applications of the computer.

Prior to administering the NYSESLAT in Spring 2012, Attanasio and Associates test prep materials will be utilized. Paste response to questions 1-7 here

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

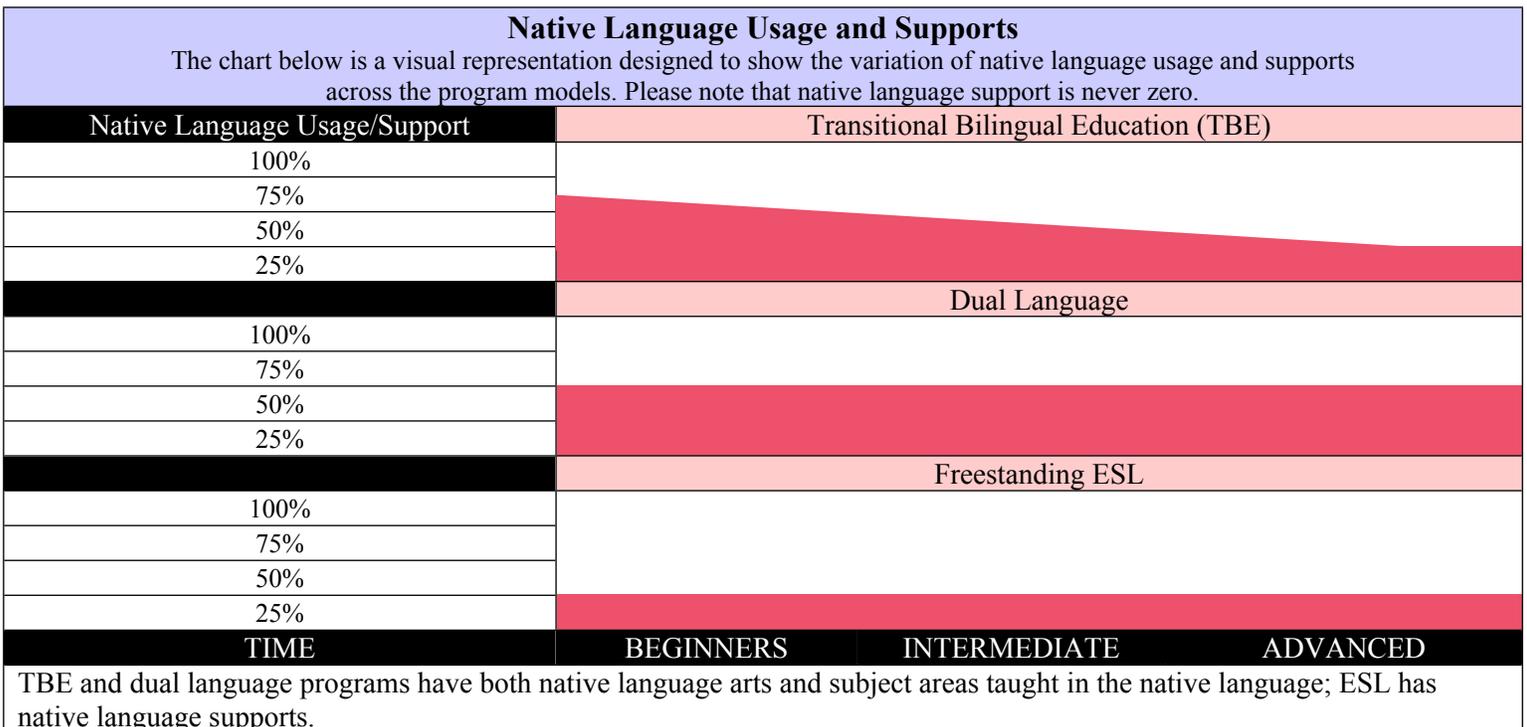
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

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

In addition to the programs and materials previously mentioned, we will be utilizing the Wilson Foundations 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 in addition to 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 to 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 EnVision Math Program. Our Academic Intervention Personnel use the Breakaway Math Program with their students who fall within the transitional period. We would like to see our math scores increase on Levels 3 and 4 and move our students performing 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. Paste response to questions 8-17 here

## 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)?

Paste response to questions 1-5 here

## 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 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 7.5 hours of mandated training from new General Ed Teachers and the 10 hours for new Special Ed 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, second language acquisition themes and different forms of assessments.

A log is kept in the main office of new teacher mandated training hours. Upon completion, teachers will receive a certificate acknowledging their training. Paste response to questions 1-3 here

## 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. We will be implementing 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. During the 2010-2011 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 2011-2012 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 several 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 and staff members attend PTA meetings to translate as needed. Parent workshops with hands on activities are conducted throughout the year. Paste response to questions 1-4 here

# 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)	2	2	1	2	0	1								8
Intermediate(I)	0	0	1	2	3	0								6
Advanced (A)	1	0	2	1	3	3								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	3	2	4	5	6	4	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	0	0	6
4	0	5	2	0	7
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	4	0	0	0	0		6
4	0	0	3	0	2	0	2		7
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	2	0	7	0	9

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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.

Paste The NYSESLAT exam is given in the Spring of every year. The results determine entitlement for the next academic year. Our results, from Spring 2011 indicate that out of 32 students tested, 7 performed on the Beginner Level, 10 performed on the Intermediate Level, 9 performed on the Advanced Level and 6 performed on the Proficient Level. Based on our analysis of data from the 2011 NYSESLAT and all relevant results from the four modalities, we 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 2010-2011 indicate that 4 out of 6 ELL students tested performed on Level 1 and 2 out of 6 performed on a Level 2. The 2010-2011 Math results for these same third graders was as follows: 2 out of 6 performed on a Level 1 and 4 out of 6 performed on a Level 2. The fourth grade (this year's fifth grade) ELA results for 2010-2011 indicate that 5 out of 7 ELL students performed on a Level 2 and 2 out of 7 performed on a Level 3. The 2010-2011 Math results for these same fourth graders is as follows: 3 out of 7 performed on a Level 2, 2 out of 7 performed on a Level 3 and 2 out of 7 performed on a Level 4. These at risk students, those performing at the lowest levels 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. The WRAP program is another tool used for assessment. Teacher judgement, as well as the use of E-CLAS assessments play a major role in determining at risk students in our lower grades. response to questions 1-6 here

### 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

School Name: The Michael E. Berdy School School DBN: 21K188

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frederick Tudda	Principal		10/26/11
Boris Fishman	Assistant Principal		10/26/11
Chiniza Davis	Parent Coordinator		10/26/11
Noemi Medina	ESL Teacher		10/26/11
Sonia Maldonado	Parent		10/26/11
	Teacher/Subject Area		
	Teacher/Subject Area		
Gloria Rentowitz	Coach		10/26/11
	Coach		1/1/01
Stacey Levine	Guidance Counselor		10/26/11
	Network Leader		1/1/01
	Other		1/1/01

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>605/Ruiz</b>	District <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>188</b>
School Name <b>Michael E. Berdy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mr. Frederick Tudda</b>	Assistant Principal <b>Mr. Boris Fishman</b>
Coach <b>Mrs. Gloria Rentowitz</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Noemi Medina</b>	Guidance Counselor <b>Ms. Stacey Levine</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Mrs. Sonia Maldonado</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Chiniza Davis</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Ms. Wendy Karp</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<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 education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>571</b>	Total Number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>4.20%</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). Our ESL Teacher, who is fluent in Spanish, conducts the interview with families whose native language is Spanish while other pedagogues, who speak other languages, conduct interviews in those languages. All teachers have been trained by our ESL Teacher. If a language unknown to our staff presents itself, we call the NYCDOE Office for Family Engagement and Advocacy Translation and Interpretation Unit for their assistance. The outcome of the interview in addition to the parents' responses on the HLIS will determine if their child 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 Formal 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 third grade or higher, must have had at least two years less schooling than their peers, must function at least two years below the 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. Spanish speaking students that are found to be ELL entitled are also administered the Spanish LAB to determine their language proficiency in Spanish. Within these same 10 days letters are sent home to parents, in their native language, inviting them to attend a parent orientation for the selection process of ELL placement. Entitlement letters in addition to Parent Survey and Program Selection Forms are also sent home for their perusal. They then bring these forms to the orientation where they will have the opportunity to fill them out at the end of the orientation. 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 handouts, in their native language, explaining the three program choices - Transitional Bilingual, Dual Language and Freestanding ESL. Parents are asked to select programs in the order of 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 as soon as enough parents have opted for the same program to form a self-contained class, we will initiate that program in our school. Parents who are unable to attend the meeting will be invited to a second orientation. If they do not attend an orientation then the information will be sent home. The Parent Coordinator will send follow-up letters and will make phone calls to ensure the return of the parent survey forms. Copies of the Parent Survey Forms are kept in the main office. Originals are placed in the student's record cards.

In the past years the trend in parent selection has been the majority of the parents chose Freestanding ESL as their first choice, Transitional Bilingual as their second choice and Dual Language as their third. In the 2010-2011 academic year, 5 out of 6 parents chose Freestanding ESL as their first choice and 1 parent chose Dual Language. In the 2009-2010 academic year, 2 out of 2 parents chose ESL as their first choice. This year, for the 2011-2012 academic year, out of our 5 newly entitled students, all 5 parents opted for a Freestanding ESL Program as their first choice.

In the Spring, all ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) to determine the students proficiency level in addition to determining the continued entitlement for the upcoming academic year. These NYSESLAT scores, which are indicated on the RNMR report, are broken down into four modalities: Listening, Speaking, Reading and Writing. This data helps us determine the students' strengths and weaknesses, therefore, making us able to properly group students and modify lessons according to the students' needs. In addition, the RNMR report lists the students' scores of the previous three years indicating the progress made within each of the modalities. The School-Based Assessment Team utilizes these scores to modify the IEPs of our Special Education ELL students.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	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>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	12
SIFE	0	ELLs receiving service 4-6 years	10
		Special Education	8
		Long-Term (completed 6 years)	2

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		
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	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	3	10	0	3	2	0	2	24
Total	12	0	3	10	0	3	2	0	2	24

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

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	
	EL	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>	<b>0</b>																			

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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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	3	1	3	4	5	1	0	0	0	0	0	0	0	17
Chinese	0	0	1	0	1	1	0	0	0	0	0	0	0	3
Russian	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	1	0	0	0	0	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	1	0	0	0	0	0	0	0	1
<b>TOTAL</b>	3	2	4	5	6	4	0	0	0	0	0	0	0	24

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our school uses a pull-out freestanding ESL program which is conducted by a full time NYC and NYS licensed ESL Teacher. The program is comprised of 24 ELL students ranging from Grades K - 5 with 30 % of the students scoring at the Beginning Level, 25 % scoring at the Intermediate Level and 45 % scoring at the Advanced Level. This is based on the Spring 2011 NYSESLAT Exam. Students are grouped homogeneously. Group One consists of 7 Beginner/Intermediate, Kindergarten through Second grade students. They are pulled out two periods a day, four days a week (Mon., Tues., Wed., and Thurs.) and brought to the ESL classroom. Group Two consists of 8 Beginner/Intermediate, Third through Fifth grade students. They are also pulled out two periods a day, four days a week (Mon., Tues., Thurs., and Fri.). Group Three consists of 3 Advanced second and third graders which meet one period a day, four days a week (Mon., Tues., Wed., and Fri.) and Group Four consists of 6 Advanced fourth and fifth graders who meet one period a day, four days a week (Mon., Tues., Wed., and Thurs.) 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 Beginners to the Advanced Level through the use of phonics, guided reading and writing, and using writing process skills - prewriting, drafting, revising, proofreading and publishing. Importance is also given to building on basic vocabulary words to create a more challenging/rigorous language. All ELL students also receive daily ELA instruction in their classrooms through reading and writing while using the program, Reading Street, which includes the ELL components. In addition, classroom teachers adapt their lessons for the ELL student by activating prior knowledge and by modifying the materials presented. By the use of small group instruction, teachers are able to adapt literature activities, use webs, and modify text. 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. Teachers are also encouraged to use the "buddy system" with students who share the same native languages in their classrooms. 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 obtain 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 extra help in vocabulary and speaking. Rigby's curriculum incorporates beginner level books for Newcomers concentrating on word recognition. Included are themes focusing on immigration 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

## A. Programming and Scheduling Information

attention will be put on the needs of our special needs students. Every service provider has access to their special needs students' IEPs. 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 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 to 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, Beginners-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. This Academic Intervention ESL Services will be provided one period a week. In addition, our 4th and 5th grade 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 student's individual needs as well as help monitor their progress. These AIS teachers will focus on literacy, math and state test preparation.

PS 188 offers a variety of extracurricular programs to assist the ELL student. These after school/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 literacy works, such as poetry, short stories, chapter books, non-fiction and plays. Learning Leaders, parent and community volunteers, work with individual or small groups in reading and math under the guidance of a classroom teacher. Each classroom and cluster teacher is provided with a smartboard to promote learning through technology. 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. Intergrating the use of technology into curriculum area lessons involves students in real-life applications of the computer.

Prior to administering the NYSESLAT in Spring 2012, Attanasio and Associates test prep materials will be utilized.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

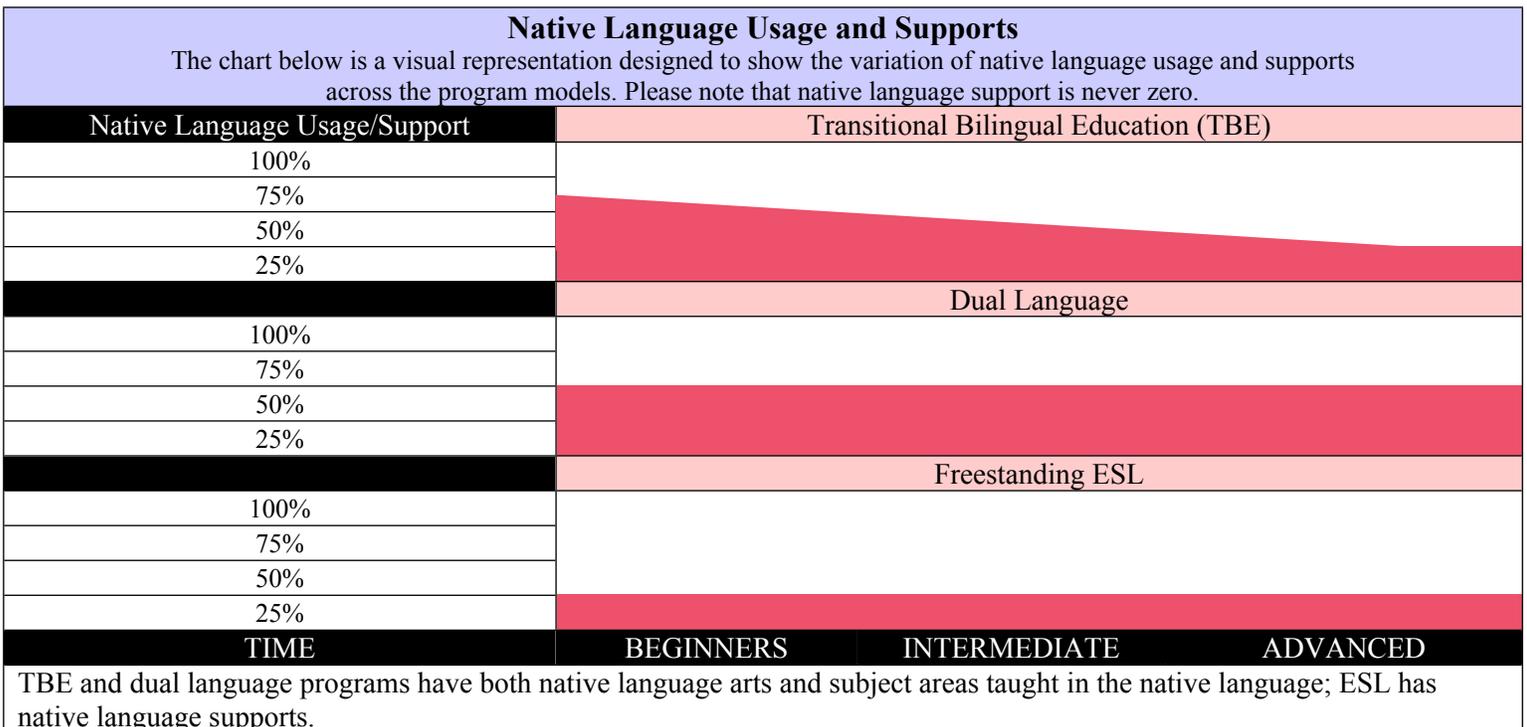
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	N/A			
Social Studies:				
Math:				

Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

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

In addition to the programs and materials previously mentioned, we will be utilizing the Wilson Foundations reading program for ELL students on the Beginner/Intermediate level. This program concentrates on the use 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. Programs such as Rigby's: "On our Way to English", "English At Your Command" and Pearsons "Cornerstone" are used in our ESL program 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 phonics, guided reading and writing, and using writing process skills - prewriting, drafting, revising, proofreading and publishing. Importance is also given to building on basic vocabulary words to create a more challenging and rigorous language. All ELL students also receive daily ELA instruction in their classrooms through reading and writing while using the program, Reading Street, which includes the 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. All teachers have access to a smartboard in each classroom, in addition, netbooks are provided for all students in fourth and fifth grade classes. 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 in addition to several other teaching materials.

We currently offer the "Way To Go" after school program to third, fourth and fifth grade ELL students. This program meets on Tuesday and Thursday from 3:25 to 4:55pm and is led by our ESL teacher. We concentrate on improving and enhancing reading and writing skills and prepare our ELLs and, other students alike, for the mandated city and state exams. 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. This Academic Intervention ESL Service will be provided one period a week. In addition, our 4<sup>th</sup> and 5<sup>th</sup> grade 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 student's individual needs as well as help monitor their progress. These AIS teachers will focus on Literacy, Math and state test preparation.

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 to 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 EnVision Math Program. Our Academic Intervention Personnel use the Breakaway Math Program with their students who fall within the transitional period. We would like to see our math scores increase on Levels 3 and 4 and move our students performing 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.

New ELL students are identified as such during the first ten days of their entrance into the school system and aren't LAB-R tested prior to the first day of school. Therefore, we cannot offer any activities before the beginning of school but we do immediately offer a newly entitled ELL student any activities available in our school upon acknowledgement of their entitlement.

### 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)?

Paste response to questions 1-5 here

### 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 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 7.5 hours of mandated training from new General Ed Teachers and the 10 hours for new Special Ed 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, second language acquisition themes and different forms of assessments. A log is kept in the main office of new teacher mandated training hours. Upon completion, teachers will receive a certificate acknowledging their training.

During the school year intermediate school students are invited to speak to our fifth grade students to inform and prepare them for their transition to intermediate school. In addition, our fifth grade students are invited to visit our local intermediate school so that they could receive the experience firsthand. Fifth grade teachers also prepare their students socially, emotionally and academically through the transition from elementary school to intermediate school.

## 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. Our Parent Coordinator sends home parent surveys to the parents of ELL students asking for topics that they would need addressed by our school and ESL Teacher. Interviews are conducted with our ELL parents by our Parent Coordinator during Parent Teacher conferences, in addition, a suggestion box is kept in the main lobby of the school building. The focus will be teaching parents strategies that they can use at home to help promote english language learning with their children. We will be implementing 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. During the 2010-2011 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 2011-2012 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 several 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 and staff members 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)	2	2	1	2	0	1	0	0	0	0	0	0	0	8
Intermediate(I)	0	0	1	2	3	0	0	0	0	0	0	0	0	6
Advanced (A)	1	0	2	1	3	3	0	0	0	0	0	0	0	10
Total	3	2	4	5	6	4	0	0	0	0	0	0	0	24

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	0	0	2	0	0	4							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	0	0	6
4	0	5	2	0	7
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	4	0	0	0	0	0	6
4	0	0	3	0	2	0	2	0	7
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	2	0	7	0	9
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

**New York State Regents Exam**

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

**Native Language Tests**

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

**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. Our results, from Spring 2011 indicate that out of 32 students tested, 7 performed on the Beginner Level, 10 performed on the Intermediate Level, 9 performed on the Advanced Level and 6 performed on the Proficient Level. Based on our analysis of data from the 2011 NYSESLAT and all relevant results from the four modalities, we 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 2010-2011 indicate that 4 out of 6 ELL students tested performed on Level 1 and 2 out of 6 performed on a Level 2. The 2010-2011 Math results for these same third graders was as follows: 2 out of 6 performed on a Level 1 and 4 out of 6 performed on a Level 2. The fourth grade (this year's fifth grade) ELA results for 2010-2011 indicate that 5 out of 7 ELL students performed on a Level 2 and 2 out of 7 performed on a Level 3. The 2010-2011 Math results for these same fourth graders is as follows: 3 out of 7 performed on a Level 2, 2 out of 7 performed on a Level 3 and 2 out of 7 performed on a Level 4. These at risk students, those performing at the lowest levels 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. The WRAP program is another tool used for assessment. Teacher judgement, as well as the use of E-CLAS assessments play a major role in determining at risk students in our lower grades.

### 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.

## Part VI: LAP Assurances

School Name: The Michael E Berdy School

School DBN: 21K188

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Frederick Tudda	Principal		1/1/01
Mr. Boris Fishman	Assistant Principal		1/1/01
Ms. Chiniza Davis	Parent Coordinator		1/1/01
Mrs. Noemi Medina	ESL Teacher		1/1/01
Mrs. Sonia Maldonado	Parent		1/1/01
Ms. Mimma Gambino	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Mrs. Gloria Rentowitz	Coach		1/1/01
	Coach		1/1/01
Ms. Stacey Levine	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01