



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE MICHAEL E. BERDY SCHOOL

DBN (i.e. 01M001): 21K188

Principal: FREDERICK M. TUDDA

Principal Email: FTUDDA@SCHOOLS.NYC.GOV

Superintendent: ISABEL DIMOLA

Network Leader: LISA GIGOUX

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Frederick Tudda	*Principal or Designee	
Noemi Medina	*UFT Chapter Leader or Designee	
Altoise Green	*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/ UFT	
Sarina Nelson	Member/ UFT	
Erica Maswary	Member/ UFT	
Gloria Rentowitz	Member/ UFT	
Dahlia Garcia	Member/ Parent	
Margaret DeSimone	Member/ Parent	
Isabel Martinez	Member/ Parent	
Elianna Feliciano	Member/ Parent	
Susan Yee-Foon	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June, 2014, there will be an overall 3% increase in teacher effectiveness as evidenced by formal and informal observations, student work, school and city assessment results, and teacher goals/professional plans.

By June 2014, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically in literacy, Social Studies, and science, 100% of students in grades Kindergarten through grade 5 will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion as evidenced by Ready Gen assessments.

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.

Based upon the New York City department of Education mandates and to be in compliance with New York State regulations, we have identified this area of need in our school to address and improve teacher instruction and student achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school administrators will conduct both formal and informal classroom observations using the Danielson approach
2. Support teachers by providing on-going PD, modeling Best Practices, UFT coach support, ARIS learning videos, Talent Coach support
3. Administrators and teachers will facilitate time for observation feedback and next steps
4. Inter-visitation within our school and within our district
5. Ready Gen and Houghton Mifflin consultant PD sessions

B. Key personnel and other resources used to implement each strategy/activity

1. School administrators and teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Informal observations on an on-going basis
2. Formal observations -pre and post observation conferences
3. Grade team unit/lesson planning

D. Timeline for implementation and completion including start and end dates

1. September 3, 2013 – June 26, 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Scheduling of inter-visitation
2. Per-Diem sub coverage funding
3. Administrator/Teacher conference time

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).

- Parents fill out a Learning Needs Survey to permit teachers to become familiar with student's needs.

- Open School Week
- Parent Teacher Conferences
- 1:1 PTCs for Level 1 and 2 students in grades 3, 4 and 5

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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.
By June 2014, students in grades K-5 (including ELL's and SWD) will show a 3% increase in their understanding in ELA as evidenced by units of study work, (such as completed culminating tasks, textual evidence work), school and city assessment results, teacher-crested and Ready Gen assessments.

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.
Based upon our progress Report results and the City-wide Expectations set forth by the Department of Education, we have identified this as a need to be addressed within our school community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Ready Gen PD provided by consultants 2. Ready Gen PD provided by in-house staff 3. Inter-visitations within our school and district 4. Network Support Specialist's classroom visits
B. Key personnel and other resources used to implement each strategy/activity
1. School administrators 2. Teachers 3. Network Support Staff 4. UFT Resource Center Staff
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Assessments – October 2013 2. Benchmarks – October 2103 3. Benchmarks – December 2013 4. Benchmarks –March 2104 5. State Assessments – May 2014
D. Timeline for implementation and completion including start and end dates
1. September 2013 –June 201
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per-Diem sub coverage funding

2. Professional Development events
3. Planning individualized PD

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).

- Parents fill out a Learning Needs Survey to permit teachers to become familiar with student's needs.
- Open School Week
- Parent Teacher Conferences
- 1:1 PTCs for Level 1 and 2 students in grades 3, 4 and 5

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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.

By June 2014, students in grades K-5 (including Ell's and SWD) will show a 3% increase in their conceptual understanding in Math strategies as evidenced by units of study work, including culminating Go Math tasks, Go Math assessments and Schoolnet results.

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.

Based upon our progress Report results and the City-wide Expectations set forth by the Department of Education, we have identified this as a need to be addressed within our school community.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

4. Go Math PD provided by consultants
5. Go Math PD provided by in-house staff
6. Inter-visitations within our school and district
1. Network Support Specialist's classroom visits

B. Key personnel and other resources used to implement each strategy/activity

2. School administrators
3. Teachers
4. Network Support Staff
1. UFT Resource Center Staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

2. Assessments – October 2013
3. Benchmarks – October 2103
4. Benchmarks – December 2013

5. Benchmarks –March 2104
1. State Assessments – May 2014

D. Timeline for implementation and completion including start and end dates

1. September 2013 –June 201

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

2. Per-Diem sub coverage funding
3. Professional Development events
1. Planning individualized PD

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).

- Parents fill out a Learning Needs Survey to permit teachers to become familiar with student's needs.
- Open School Week
- Parent Teacher Conferences
- 1:1 PTCs for Level 1 and 2 students in grades 3, 4 and 5

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #4

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.

By June 2014, 100% of our teachers will participate in weekly inquiry meetings to discuss individual students, share best practices, R.T. I. strategies and to align lesson planning in order to make our students' college and career ready and result in a decrease of 3% of holdovers as compared to June 2013. With the guidance of the Instructional Leads, student work will be analyzed based upon a variety of protocols. Teachers will actively participate in their own professional learning experiences by using ARIS, professional literature and the new citywide curriculum.

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.

We have identified this as a need in our school based upon the number of student referrals made to the CSE, PPT referral data from 2012-2013 and SLT discussions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Bi-weekly RTI meeting with administrators, SAT, related service providers, teachers, etc...
2. RTI PD for staff provided by the school psychologist
3. Lead Instructional teachers will provide PD
4. ARIS on line training videos

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators 2. Teachers 3. Network Support Staff 4. UFT Teacher's Center Coach
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. RTI minutes 2. CSE referral rate 3. Google Docs recorded data
D. Timeline for implementation and completion including start and end dates
1. September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Prep coverage for teachers to attend RTI meetings 2. Per Diem sub funds for coverage

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).
<ul style="list-style-type: none"> • Parents fill out a Learning Needs Survey to permit teachers to become familiar with student's needs. • Open School Week • Parent Teacher Conferences • 1:1 PTCs for Level 1 and 2 students in grades 3, 4 and 5

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Academic Intervention Services Foundations Wilson Ready Gen Skills/Strategies Test Prep	Small group instruction	During the instructional day After-School Program Extended Day Session One-to-One (grade5)
Mathematics	Academic Intervention Services Multi-Sensory hands-on approach Go Math Skills/Strategies Test Prep	Small group instruction	During the instructional day After-School Program Extended Day Session
Science	Science Enrichment hands-on	Small group instruction	During the instructional 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 Project HOPE At-Risk Services	Small group instruction and/or 1:1	During the instructional day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

The school works closely with the CFN HR point in identification of highly qualified teachers. We attend DOE hiring fairs, utilize DOE tools, and work with universities to gather resumes and interview our prospective teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.

We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with each teacher to identify areas of support and next steps with the teachers and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. We provide teachers with organizational supports such as calendars, and newsletters that keep them well informed. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We train teachers in behavioral strategies that support learners. We are committed to retaining our teachers and encourage them to participate in all areas of school life and we create team building events.

We provide tenure information for our untenured teachers. As required, new teachers are matched with mentors. We utilize network supports, as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.

High Quality and Ongoing Professional Development

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

All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:

- Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus
- Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math
- Engaging staff in PDs that focus supports for our subgroups
- Deepening teachers' understanding of using data to focus classroom instructional practice
- Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions
- Creating a structured and research based school Professional Development plan.
- Working with our network to identify and create high level professional development opportunities for all staff
- Vertical and horizontal supervision of grades and content areas by school leaders
- Conducting regular instructional rounds and the full implementation of Danielson's *Framework for Teaching* which informs teacher needs and tracks progress
- Implementation of weekly Instructional Cabinet where we continually monitor, assess, and revise our professional development plan as needed.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

P.S. 188 K is a Title I School Wide Program school. All funds are co-mingled in order to provide all services to all students at

all times. Students who are eligible for STH funds are provided with materials such as notebooks, book bags, school supplies, etc...

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Open House scheduled during the spring term
Outreach to pre-schools
Parent Orientation

Measures to Include Teachers in Decisions Regarding Assessments

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

School Leadership Team
UFT Consultative Team
Instructional Team
Grade Leaders
Community Learning School Model

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
MAY 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 21	Borough Brooklyn	School Number 188
School Name The Michael E. Berdy School for the Arts		

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

Principal Mr. Frederick Tudda	Assistant Principal Mr. Boris Fishman
Coach Mrs. Gloria Rentowitz	Coach type here
ESL Teacher Mrs. Noemi Medina	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mrs. Chiniza Batiste
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	507	Total number of ELLs	24	ELLs as share of total student population (%)	4.73%
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Part II: 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Pull-out	2	2	2	2	2	2	0	0	0	0	0	0	0	12
SELECT ONE														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	7
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	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	16	0	3	8	0	4	0	0	0	24
Total	16	0	3	8	0	4	0	0	0	24

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	3	1	1	3	3								12
Chinese	0	2	0	1	0	1								4
Russian	1	1	0	0	1	1								4
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	0	0								1
Arabic	1	0	0	0	1	0								2
Haitian	0	0	0	1	0	0								1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	3	7	1	3	5	5	0	0	0	0	0	0	0	24

Part III: Assessment Analysis

Assessment Breakdown

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

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)	3	3	0	0	1	0								7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	3	0	3	2	2								10
Advanced (A)	0	1	1	0	2	3								7
Total	3	7	1	3	5	5	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													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	3	1	0	0	4
5	5	0	0	0	5
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2	0	2	0	0	0	0	0	4
5	4	0	2	0	0	0	0	0	6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	2	0	1	0	4
8									0
NYSAA Bilingual (SWD)									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				0
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Assessments such as Fountas and Pinnell and The New York City Performance Based Assessment are administered to all students in grades K-5. The results of these assessments indicate that out of 24 students 25% (students in grades K, 1 and 4) scored on a Readiness Level; 25% (students in grades 1 and 3) scored on a Kindergarten Level; 3% (1 student in grade 2) scored on first grade level; 18% (students in grades 3, 4 and 5) scored on a second grade level; 18% (students in grades 4 and 5) scored on a third grade level; 11% (student's in grade 5) scored on a fourth grade level. We will be utilizing the Wilson Foundations reading program for ELL students on the Beginner/Intermediate Level in early childhood. This program concentrates on the use of phonics and sentence structure. 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 and word study with an innovative close reading program. The Wilson Reading program as well as Wilson Foundations are also used for those children in need of academic intervention. The Pearson Ready Gen program will be used on all grade levels throughout the school. Pearson's Cornerstone and Ready Gen programs 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 Ready Gen, 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. Our school library, classroom libraries, support personnel and literacy coach all work together to support literacy instruction. In addition, teachers can select materials that can be used with their ELL students from the 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R exam is administered to new entrants whose first language is other than english. During Fall, 2013, 15 students were tested. The results of this exam showed that 5 students, in grades K and 1, scored on the Beginner Level and 1 fourth grade student scored on the Intermediate Level, making them entitled for ESL services. All other students scored on a Proficient Level, making them not entitled. The NYSESLAT exam is administered in the Spring of every year. The results determine entitlement for the next academic year. Our results, from Spring 2013 indicate that out of 26 studentst tested, one performed on the Beginner Level, nine performed on the Intermediate Level, six performed on the Advanced Level and three performed on the Proficient Level. The remaining seven students have graduated and, therefore, their scores are not available. Based on our analysis of data from the LAB-R and the 2013 NYSESLAT and all relevant results from the four modalities, we will be focussing on the following in ESL instruction for our Grade 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.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The 2013 NYSESLAT combined modality sets analysis has not been released by the State Education Department as of 12/12/13.
4. For each program, answer the following:
 - a. 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?

At PS188 we offer an ESL program to our students which is taught in English. The RLAT and the RNMR, which indicates the results of the

four modalities (Listening, Speaking, Reading and Writing) of the NYSESLAT administered as far back as 2011 to our ELL students

show that there is a steady increase in grades 1-5 on the Listening/Speaking section of the NYSESLAT while the Reading/Writing portion, for the same grades, indicates that scores on average have remained the same. As a result, these students requiring support in the content areas of Reading and Writing will receive AIS services in addition to the ESL mandated services. They will be recommended for the Lunchtime Tutoring program which involves additional instructional time, concentrating on Reading and

Writing,

provided during lunch periods under the supervision of a certified teacher. 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.

In addition, we offer an after school program, Reaching for the Stars, twice a week, which provides remedial help for at risk students. There is the YWCA program that is offered to our students, including ELLs, that focuses on homework help.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our RtI team, which is comprised of our School Assessment Team (SAT), Academic Intervention Service (AIS) providers, school administrators, our ESL Teacher and other related service providers, meets bi-weekly and is run by our RtI facilitator. Teachers complete comprehensive profiles regarding students and are referred to the RtI committee. We as a team provide feedback to teachers on strategies and techniques that should be implemented for student remediation. Periodic check-points are made to assess the student's progress. Students are looked at on an individual basis by our School Assessment Team utilizing data from assessments such as Fontas and Pinnell, the NYSESLAT, teacher observations and report card grades.

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

We strive for our ELL students to obtain basic communication and social skills. The ESL teacher will be conferencing with classroom teachers and together they will identify those students who lack grade level proficiency in content areas. They will work together closely to provide language support. Newcomers receive additional help in vocabulary, word recognition and speaking. 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. Students with 4-6 years of ESL service and long term students alike, will receive additional ELL/AIS services concentrating on reading and writing components while also developing social skills.

7. 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?

N/A

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

Several assessments are considered when evaluating academic growth in our ELLs. In addition to the NYSESLAT, which is given every spring, we concentrate on the results of Fontas and Pinnell for grades K-5, the NYC Performance Based Assessment for ELA and Math for grades K-5, the literacy curriculum, Ready Gen, offers a unit by unit assessment and our Math curriculum, Go Math, also presents an assessment when a unit is completed. Due to our low ELL testing population, our school does not have enough students to formulate a subgroup for AYP purposes. In addition, the ESL Teacher conferences with each classroom teacher and discusses the academic strengths and weaknesses of each ELL student.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) 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 certified, interviews the student(s) and parent(s). Our ESL Teacher, who is fluent in Spanish, conducts an interview, in English and in Spanish, with families whose native language is Spanish while other pedagogues, who speak other languages, conduct interviews in those languages as well as in English. All teachers who speak these other languages 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, Student 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 ESL entitled are also administered the Spanish LAB to determine their language proficiency in Spanish.

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.
Within the first 10 days of admission, 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 (which speak Spanish, Russian, Urdu and Arabic) and the Parent Coordinator. Parents view a video, on individual laptops, 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 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 parent orientation 10 days from that first meeting. If they do not attend an orientation then the information will be sent home. The Parent Coordinator will send follow-up letters, in English and in their native language, and will make phone calls to the English speaking parents to ensure the return of the parent survey forms. The Bilingual Interpreters will make follow-up phone calls in the corresponding languages. Copies of the Parent Survey Forms are kept in the main office. Originals are placed in the student's record card.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
During the ESL Parent Orientation, after viewing the video and making a program selection, parents 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 parent orientation 10 days for the original parent orientation. If they do not attend an orientation then the information will be sent home. The Parent Coordinator will send follow-up letters, in English and in their native language, and will make phone calls to the English speaking parents to ensure the return of the parent survey forms. The Bilingual Interpreters will make follow-up phone calls in the corresponding languages. If we are unable to obtain a parent survey form after making several attempts, the student's program choice will automatically be Transitional Bilingual. Copies of the parent survey forms are kept in the main office. Originals are placed in the student's record card.
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.
When a new entrant is identified as an ELL student, their parents are given a Parent Survey Form, a Guide for Parents of English Language Learners and an Entitlement Letter which are used to explain the program choices available to them and their child(ren). These letters are to be brought with them to the parent orientation that takes place within the first ten days of the student's entry to an English speaking school system. During the parent orientation, after explaining to the parents of the options available to them, students identified as ELL students are placed in our Freestanding ESL program if ESL was their first choice. Parents who selected a Bilingual or a Dual Language program will be referred to a school that offers the program of choice. If their decision is

to remain at PS 188, the student will be placed in an ESL program after the parent survey is signed by the parents with the understanding that when and if a self-contained Bilingual or a Dual Language program is available at PS188, their child will be placed in that program if that was their first choice on the survey form. This is explained to them in English and in their native language by the bilingual interpreters. The original parent survey form is kept in the student's record card. Copies are kept in the main office. Students who are "carry overs" from the previous year receive Continued Entitlement Letters stating that they will continue to receive ESL services based on their score on the NYSESLAT exam. These letters are sent home with the students. Copies of these letters are also kept in the main office. Routine updating of the ELPC screen is done by our pupil accounting secretary every 20 days to ensure that all new students are screened for ELL entitlement and that parent survey forms and all affiliated handouts are properly completed.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the Spring, all ELLs receiving ESL services, in addition to students reported on the RLER and RLAT reports, 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. Each sub-test of the NYSESLAT is administered on different days, one modality per day, within the same week, while receiving test modifications. Each sub-test is administered in groups according to grade level and test modifications. The Speaking portion is administered by the ESL Teacher on an individual basis, while a second pedagogue simultaneously scores the exam. Students that are absent are administered a make-up test in accordance with the make up schedule.

6. 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.) 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.  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 2011-2012 academic year, 5 out of 5 parents chose Freestanding ESL as their first choice. In the 2010-2011 academic year, 5 out of 6 parents chose ESL as their first choice and one parent chose Dual Language. This year, for the 2013-2014 academic year, out of 6 newly entitled students, all 6 parents opted for a Freestanding ESL Program as their first choice. When filling out the parent survey form parents are informed that if their first choice is unavailable in the school then they will be directed to a location that offers that program, keeping in mind that as soon as enough parents opt for the same program to form a self-contained class, we will initiate that program in the school. This year all 6 parents opted for a Freestanding ESL program which is what is offered at PS188.

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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 25% of the students scoring at the Beginner Level, 49% scoring at the Intermediate Level and 26% scoring at the Advanced Level. This is based on the Spring 2013 NYSESLAT exam and the Fall, 2013 LAB-R exam. Students are grouped by grade to allow the ESL Teacher to follow and reinforce the Pearson Ready Gen curriculum according to the students grade level. Group One consists of 10 Beginner/Intermediate/Advanced kindergarten and first 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 4 Beginner/Intermediate/Advanced second and third grade students. They are also pulled out two periods a day, four days a week (Mon., Tues., Thurs., and Fri.). Group Three consists of 10 Intermediate/Advanced fourth and fifth grade students which meet two periods a day, four days a week (Tues., Wed., Thurs., and Fri.). All students, Beginner through Advanced receive 360 minutes of ESL instruction per week. Instruction is always conducted in English.

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)?

Our school offers a 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. Students are grouped by grade allowing the ESL Teacher to follow and reinforce the Pearson Ready Gen curriculum according to the student's grade level. There are heterogeneous three groups: Group One consists of 10 kindergarten and First graders performing on a Beginner/Intermediate/Advance Level; Group Two consists of 4 second and third graders performing on a Beginner/Intermediate/Advanced Level; Group Three consists of 10 fourth and fifth graders performing on a Intermediate or Advanced Level. All groups are pulled out by the ESL Teacher two times a day, four days a week receiving 360 minutes of ESL instruction while receiving daily ELA instruction in their classrooms.

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 foster language development and meet the demands of the Common Core Learning Standards.

Programs such as Pearsons ELL Cornerstone and Ready Gen are used to support language instruction across the curriculum to ensure that our students meet the state standards. The lessons are age and grade appropriate and include all levels of proficiency. Emphasis is put on language acquisition from the Beginner to the Advanced Level through 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 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 Ready Gen, 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.

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

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 and in the ESL classroom. Teachers are encouraged to use the "buddy system" with students who share the same native language in their classrooms. In addition, dictionaries are available in their native languages. Citywide and state exams are offered in their native language whenever available. During these exams, students are assigned to teachers who speak their native language.

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

The four modalities, Listening, Speaking, Reading and Writing, are addressed and supported in everyday activities found in the Ready Gen literacy curriculum and in the ELL student's classroom, in addition to the ESL setting. Our goal is for our ELL students to acquire basic communication and social skills while using these four modalities. According to the 2013 NYSESLAT, our ELL students showed an increase from the previous year in the Listening/Speaking section but stayed the same within the

Reading/Writing portion. This tells us that emphasis needs to be put on reading and writing. These students requiring support in content areas of reading and writing will receive AIS services with a certified teacher. This AIS teacher will provide feedback from periodic assessments to the classroom and ESL teachers. Classroom teacher assessments will be discussed while articulating with the ESL teacher.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 additional help in vocabulary, word recognition and speaking. 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. These students are also the

first

to be offered enrollment into the after school programs for small group intervention, which meets 2-3 days a week, into extended day or into the YWCA program. In addition to the mandated ESL service, our ESL Teacher will be

providing

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, ELLs with 4-5 years of ESL

service

and former ELLs who are deficient in 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 for up to 2 years. These services are provided in a small group setting. 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 all focus on literacy, math and state test preparation.

7. 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?

In alignment with the Ready Gen literacy program, the ESL teacher provides instruction to ELLs and SWDs using close reading passages and open ended questions to develop and enhance understanding at a higher level. In addition, Pearson's Cornerstone ESL program offers level and grade appropriate lessons focusing on higher order thinking using vocabulary, reading comprehension and writing. Special 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 schedule and plan accordingly. Classroom teachers and 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. Our School Assessment Team reviews all IEPs and develop new IEPs to ensure that all mandates, including bilingual instruction, are implemented. Alternate placement paras assist their students by providing one to one help in their native language as well as in english. 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 Level, will demonstrate increasing sophistication in all aspects of language use.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP

goals and attain English proficiency within the least restrictive environment?

All classroom teachers and service providers are required to familiarize themselves with each IEP making them aware of the needs of each student so they can plan accordingly. All service providers continually conference with the special needs teacher to ensure that instruction is modified to address the needs of the child. With a variety of instructional materials, 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. These students will learn to express their opinions and reflect on and analyze experiences and information from a variety of perspectives. We offer a variety of extracurricular and afterschool programs to assist the ELL-SWDs. 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. We currently offer the Reaching for the Stars after school program to third, fourth and fifth grade ELL students and SWDs. Varied instructional strategies and techniques are implemented to meet students' learning needs. While creating programs and schedules for ELLs and SWDs, all service providers and classroom teachers coordinate schedules to ensure to maximize time spent with their classroom peers. Our SAT and RtI teams develop flexible programming where appropriate for students. ELL-SWDs are looked at on an individual basis. Students are placed in both, ICT and Gen Ed classes with supports for subjects in which they have demonstrated classroom success. Students' progress is monitored by the RtI team and the SAT and modifications are made as needed.

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

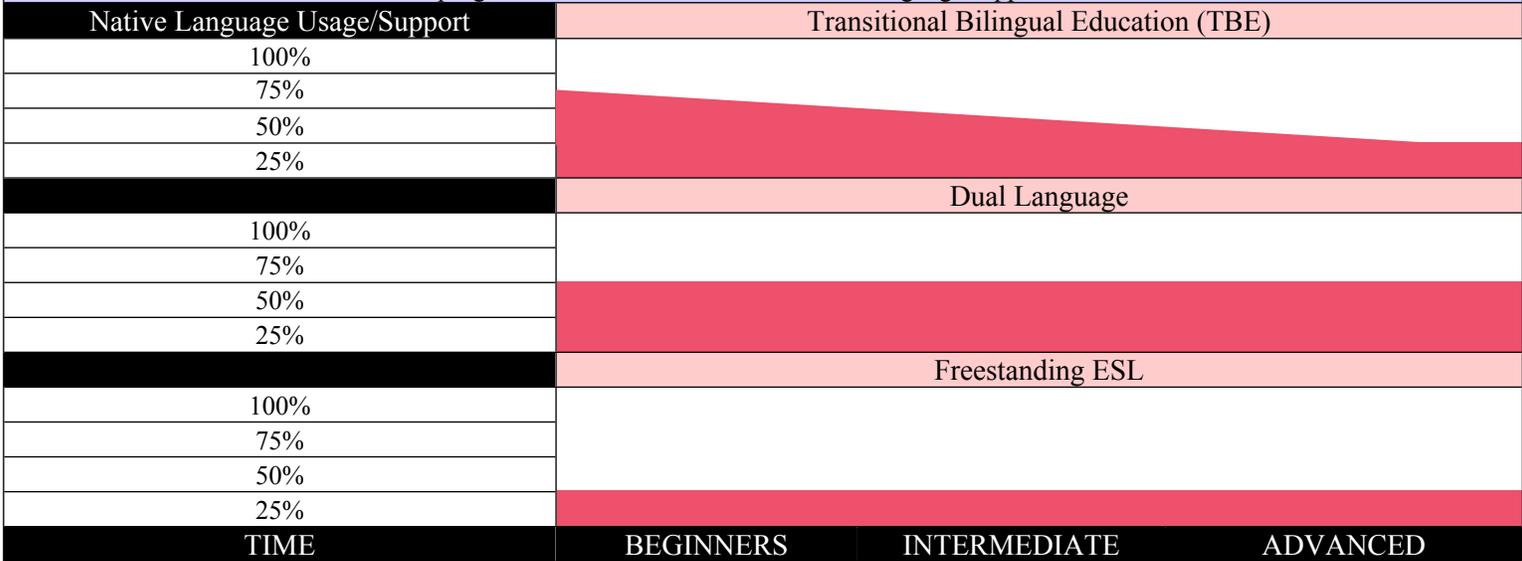
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 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
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

We currently offer the Reaching for the Stars after school program to third, fourth and fifth grade ELL students. This program meets on Tuesdays and Thursdays from 3:25 to 4:55pm and is led by certified teachers. 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 for students with 4-6 years of ESL service, 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 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 in these areas. These services are provided in a small group setting. The AIS teacher either pushes in 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 test preparation. All programs are conducted in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our 2013 ELL students' standardized test scores reveal that out of four 4th grade ELL students, two performed on a level 1 and two performed on a level 2 of the State Math exam. From those same 4th grade students, three performed on a level 1 and one performed on a level 2 of the State ELA exam. Our 5th grade students' scores for the 2013 State ELA exam reveal that out of five ELL students, all five scored on a level 1. Our 2013 State Math scores for the same fifth grade students reveal that out of six ELL students, four performed on a level 1 and two performed on a level 2. The 2013 4th grade State Science test scores indicate that out of four students, one student scored on a level 1, two students scored on a level 3 and one student scored on a level 2. The Spring, 2013 NYSESLAT exam indicates that seven out of 26 students scored on a proficient level making them no longer entitled for ESL services for the Fall, 2013 academic year while ten students scored on an Intermediate Level and seven scored on an Advanced Level. After reviewing the results of this data, classroom teachers will be implementing the ELL strategies of our literacy curriculum, Ready Gen. After articulating with classroom teachers, our ESL Teacher is incorporating identical skills and vocabulary to be used in both the classroom and in the ESL setting. Based upon the data, our students are making some progress but there is room for additional improvement. Our goal is for our students to achieve 3's and 4's. As a result of having 24 students in our entire ELL program, our ESL Teacher is able to individualize instruction to meet the needs of each and every child in the program.

11. What new programs or improvements will be considered for the upcoming school year?

We were fortunate enough to be selected for the Community Learning Schools Initiative. We were one of six schools chosen during the 2012-2013 academic year to participate in this program.. With the funding of major corporations we are able to invite representatives from Price Waterhouse Financial to introduce and inform students of financial matters to prepare them for their futures. We will also have the Cook Shop program which teaches students the importance of a nutritional foods. We will also get visitors from Lutheran Hospital who will address the physical and mental needs of our students. These programs will be addressing the child as a whole.

12. What programs/services for ELLs will be discontinued and why?

Due to our low ELL population, we no longer have Title III funding available. In previous years this funding was used for an adult ESL program for our ELL parents in addition to an after school program for our ELLs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

After school programs and extracurricular activities are always first offered to our ELL students. Translated notifications are sent home with each ELL student whenever new programs and activities are made available. In addition, phone calls, in their native languages, are made by our bilingual interpreters to homes requiring translations. Priority is given to the ELL student for the Lunchtime Tutors Program where volunteer tutors sit with students during their lunchtime and provide help in content areas. The ELL student is also the first to receive AIS services in Math and Reading, concentrating on grade level materials to assist them with classroom assignments. We currently offer the Reaching for the Stars program after school two days a week. Here students receive help in literacy, math and test preparation. Students are arranged in small groups allowing the teacher to focus on individualized needs. We offer Saturday Family Fun days twice a month focusing on specific needs of the family. Here we are

able to focus on the parents as well as on the students, teaching them how to help their child.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Currently our ESL teacher uses the Pearson Cornerstone ELL curriculum. In addition, the ESL teacher is focusing on aligning lessons to the Pearson Ready Gen program that is used by all grades. Most classrooms and cluster teachers are 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 student with the necessary skills and experience for success. Intergrating the use of technology into curriculum area lessons involves students in real-life applications of the computer.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

PS 188 only offers an ESL program at our school. We have a wide variety of library books in several languages available to all teachers in the Teacher's Resource Center and in the ESL classroom. Dictionaries in a variety of languages are also made available. Teachers are encouraged to use the buddy system with students who share the same native language in their classroom. Students are also "buddied" with staff members who speak their native language. The Math and Science State exams are offered in English and in select languages other than English to all students. Students have the option to take the exam in English or in their native language. If the exam is not available in their native language, they could choose to have a translator during the exam.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

While articulating with each classroom teacher, our ESL teacher will identify skills and techniques used by the classroom teacher in each grade allowing the ESL teacher to align the ELL lessons according to their age and grade. All students receiving AIS are arranged in homogeneous groups also by age and grade.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We coordinate with local Community Based Organizations (CBO) who have daycare and Pre-K programs and arrange for them to visit our facility with their students and families during the Spring term prior to their Fall enrollment. During the school year we buddy up the newcomer ELL student with a student and a staff member who speaks their language. Student and parent workshops are given upon their arrival at PS188. With the assistance of our Parent Coordinator, we help our new families to enroll in services such as the SNAP program, the food bank program and health services making

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

In addition to the mandated school district workshops attended by our ESL teacher, our ESL teacher attends professional development sessions to learn innovative ESL strategies which are aligned to the Common Core Learning Standards. These workshops will equip the ESL teacher, who will turnkey to the classroom teachers and para professionals, with the knowledge required to assist the ELL student with the most up to date ESL strategies. Some of these ESL professional development sessions are being offered by the United Federation of Teachers. The first session is scheduled for December 19th with a follow up session in January. Our ESL Teacher will turnkey information from these workshops by conducting 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 fulfill the 7.5 hours of mandated training from new General Education teachers and the 10 hours for new Special Education teachers. This will also help these teachers develop techniques for differentiating instruction in their classrooms. In addition, teachers will be trained in using manipulatives which promote the use of language. Professional Development will include hands on activities, training and observation in holistic learning methods, 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 of elementary school to intermediate school. Our Parent Coordinator, along with our Guidance Counselor work with these students and their families to help make this an easy transition.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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 our 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 ELL students and their parents engage in a workshop learning about different aspects of their lives. Two Saturdays per month are devoted to academic and recreational activities for students and their parents to engage in collaboratively. For example on Family Fun Saturday ELL students and their parents have the opportunity to conduct experiments under the supervision of a licensed teacher. During the 2012-2013 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 2013-2014 academic year. This will allow the parents to help their children with their academics. We currently offer a GED program to all parents who are seeking to further their education. 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. This year, with the help of one of our teachers, we were able to start our own internet website, e-chalk. We are now able to communicate with our parents via internet to inform parents of any upcoming school events, activities, class trips, student homework....Teachers can communicate with individual parents or to all parents as a whole. We house the YWCA program everyday after school. This program takes place Monday through Friday, 2:40pm - 6:00pm and also from 8:00am - 6:00pm on 10 school days that we are not in session. Here they offer our ELL students homework help in all content areas and they also participate in recreational activities. Several employees speak languages other than English.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 605

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

We at PS188 utilize the DOE Translation Unit to translate telephone messages and documentation sent to parents. Our bilingual translators, consisting of staff members who speak Spanish, Russian, Urdu and Arabic, are made available as translators to communicate with parents who speak languages other than english. Every year a "needs survey" is sent home, written in english and in several other languages, asking parents to convey to us how the school can assist their needs. Although we do not have a large population of ELL students, some parents have asked to receive letters/documentation in their native language. Upon registration, after the completion of the HLIS forms and the informal interview between the parent and the ESL teacher, or designated pedagogue, their native languages are entered onto ATS using their proper OTELE codes. During PTA meetings our bilingual translators are made available to help those parents in need.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

According to the Home Language Identification Survey and the RHLA report, it is indicated that the languages other than english spoken in the homes of our students are Spanish, Russian, Chinese, Urdu and Arabic . Our total school population is 507 students. Out of these students 22 come from Spanish speaking households, 15 come from Chinese speaking households, 6 come from Russian speaking households, 5 come from Arabic speaking households and 1 student comes from an Urdu speaking household. We utilize our bilingual interpreters, staff members who speak Spanish, Russian, Urdu and Arabic, to translate whenever needed. We utilize the DOE Translation Unit to assist us with Chinese speaking parents and their families.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We utilize the DOE Translation Unit for telephone and written notifications that need to be conveyed to the parents in addition to documentation that is used by the school. Translation funds that were allotted to PS188 were used to hire per session translators during Parent/Teacher Conferences to be used as needed. These translators were also hired to translate documentation within the school. Parent volunteers are also used to provide translation assistance for individual classes. In house DOE staff (teachers, paras, school aides) in addition to parent volunteers, are used to translate parent letters into languages other than English which are then backpacked and/or mailed home. We utilize the DOE Translation Unit only when our own staff is unable to complete the task at the school level. We also use the translation unit when we're able to allow ample time for them to assist us.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

As previously mentioned, PS188 utilizes the DOE Translation Unit for verbal and written notifications. We use our bilingual staff members to make phone calls and translate in the main office whenever needed. We have parent volunteers that are available to translate for individual classroom teachers whenever needed. In house DOE staff, teachers, paras and school aides, are used to translate parent letters into languages other than English.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Chancellor's Regulation A-663 states that "schools and offices are responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. It also states that schools and offices must post in a conspicuous location at or near the primary entrance to such school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services". We post signs and bulletins in the main office with various telephone numbers listed for translation services. We utilize our bilingual interpreters, internal staff members who speak a variety of languages, to accommodate as needed. Every written notification is sent with our school letterhead indicating that, if their home language is other than english, the notice should be translated by an English speaking person.