

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**21K188**

**School Name:**

**P.S. 188 MICHAEL E. BERDY**

**Principal:**

**FREDERICK M. TUDDA**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Michael E. Berdy School School Number (DBN): 21K188  
Grades Served: Pre Kindergarten – Grade 5  
School Address: 3314 Neptune Avenue  
Phone Number: 718-265-7580 Fax: 718-265-7585  
School Contact Person: Frederick M. Tudda,  
Principal Email Address: ftudda@schools.nyc.gov  
Principal: Frederick Tudda  
UFT Chapter Leader: Noemi Medina  
Parents' Association President: Dalia Garcia  
SLT Chairperson: Noemi Medina  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Isabel martinez  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 21 Superintendent: Isabel DiMola  
Superintendent's Office Address: 1401 Emmons Avenue Brooklyn, N.Y.  
Superintendent's Email Address: ldimola@schools.nyc.gov  
Phone Number: 718-648-0209 Fax: 718-648-2165

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: \_\_\_\_\_  
Director's Office Address: 415 89th Street Brooklyn, N.Y. 11209  
Director's Email Address: cherylwatson21@schools.nyc.gov  
Phone Number: 718- 759-5131 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Frederick Tudda	*Principal or Designee	
Noemi Medina	*UFT Chapter Leader or Designee	
Isabel Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Isabel Martinez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sarina Nelson	Member/ Teacher	
Erica Maswary	Member/ Teacher	
Anthony Sasto	Member/ Parent	
Pietra Gonzalez	Member/ Teacher	
Jennifer Buback	Member/Teacher	
Pat Brown	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jose Garcia	Member/ Parent	
Jayene Becham	Member/ Parent	
	Member/	

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

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

#### **Strong Schools, Strong Communities**

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

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

#### **The Framework for Great Schools and CEP Development**



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

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

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

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

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

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

### Title I Requirements and Strengthening Title I Parent Involvement

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### School Background/Vision :

The Michael E. Berdy School, P.S. 188, was built in 1923. The building is old and in excellent repair. The entire building, including many classrooms, has been painted, giving our school a fresh, new look and giving our staff and students, a bright cheerful learning environment. Most of our classrooms have furniture with tables conducive to group work and an investigative approach to learning. Three of our Early Childhood classrooms have lofts. Our school auditorium, lunchroom and all of our classrooms have been air-conditioned. Public School 188K is a Pre-Kindergarten through Grade 5 Title 1 Elementary School located in the Coney Island section of Brooklyn. We have two all day Pre-Kindergarten classes. We have approximately three classes on each grade from Kindergarten through Grade 5. We also service students with special needs in both self-contained classrooms and in integrated settings, when appropriate. Our student population is as follows: 49 % Black, 11 % White, 32 % Hispanic and 8% Asian. 49.9% of the population is male, and 50.1% female. 18 of our students are English Language Learners. Our total school population is 484 students. 24% percent of our student population of are Special Needs (self-contained; integrated classrooms; SETTS; related services) students. Our school is fortunate to be located in the seaside environment of Coney Island with close proximity to both the Coney Island Aquarium and the home of the Brooklyn Cyclones. Our school's Mission Statement is as follows:

### Mission Statement

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

The student body is served by 78 professionals and support staff, including one principal, one assistant principal, 52 teachers, 1 coach, 1 master teacher, 1 part-time guidance counselor, 12 paraprofessionals, two secretaries, two school safety officers, one parent coordinator, 4 school aides, 1 full time and 1 part time speech teacher. 100% of our teachers are fully licensed, certified and permanently assigned to our school. 99% of our teachers have more than two years teaching in our school. 78% of our teachers have more than 5 years teaching experience, and 96.5% of our teachers possess a master's degree or higher. We also have an in house U.F.T. Teacher's Center with a full time teacher in charge.

Our goal for the forthcoming year is to increase our school's reading and math scores by 3%. In addition, our aim is to increase the number of students at Levels 3 and 4 in Reading and decrease the number of students at Levels 1 and 2 through the use of the Academic Intervention Services. Through these services, we are committed toward moving 3% of the students from Level 2 to Level 3 by spring 2016. We set high expectations for all our students at P.S. 188. We believe in a partnership between the parents, community and school in order for all of our students to reach their potential.

Our school is unique, as compared to other New York City schools, because of several projects which we are involved in. Firstly, our school follows the Joseph Renzulli Model of giftedness in each and every student. This giftedness is expressed by each student taking an interest in a particular area such as gardening and then expanding his knowledge and experiences with the help of his S.E.M. (School Enrichment Teacher) every Friday afternoon. Our school is also the Brooklyn elementary model for a Collaborative Learning School (C.L.S.) environment. We are committed to developing the "whole child." We are addressing this goal by building the first Lenscrafters in a NYC Public School. We will also

house Lutheran Hospital which will provide the following services: counseling, basic physicals, dental service. We are partnered with multiple outside private organizations such as LEGO Education; University of Connecticut; Lutheran Medical Center; N.Y. Aquarium; YWCA; Urban Neighborhood Services; NYC Food Bank; Price Waterhouse Coopers accounting firm; UFT; CSA; National Grid; Staples and many others. Our facility has been transformed into the “hub” of the community and services are directly delivered to the students and the families based upon the needs they put forward. We are also the only N.Y.C. Community District 21 elementary school involved in a S.T.E.A.M. Education instructional program. This program has been infused into our instructional day for both our general education and special education students. We focus on science (we have one science teacher dedicated to our early childhood grades and a second teacher dedicated to the upper grades; Greenhouse project); technology (one dedicated specialty teacher); engineering (LEGO Story Starter/Robotics programs) presently in operation; art (dedicated certified visual arts specialist); math (infused into daily curriculum; LEGO program; S.E.M. club activities. Principal Tudda was the keynote speaker at LEGO’s Summit (July 2012) about our model and how it transformed the school community including the career choices now being considered by males and females. P.S. 188 is also a PROSE school of redesign. Plans are being made to develop and implement a gifted and talented program for our students. Principal Tudda was selected and received the NY Daily News Hometown Hero Award for education for being innovative and providing for the entire school community.

Our school’s instructional focus for this school year is:

The Michael E. Berdy School / P.S. 188 INSTRUCTIONAL FOCUS 2015 – 2016

Through the analysis of both formal and informal data, our school community will plan and deliver a rich curriculum which is designed to engage and meet the needs of all diverse learners by beginning with each student’s entry point and moving him/her to meet and or surpass grade standards.

Our data has revealed to us that our students are not making the academic gains which we had planned for. We have too many level 1 and 2 students and very few level 3 or 4 students in both ELA and Mathematics.

## 21K188 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	485	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	82.4%	% Attendance Rate		88.8%
% Free Lunch	79.8%	% Reduced Lunch		0.6%
% Limited English Proficient	4.3%	% Students with Disabilities		22.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		51.5%
% Hispanic or Latino	33.5%	% Asian or Native Hawaiian/Pacific Islander		6.1%
% White	8.5%	% Multi-Racial		0.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.96	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		6.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.6
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	11.1%	Mathematics Performance at levels 3 & 4		16.1%
Science Performance at levels 3 & 4 (4th Grade)	96.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

After looking at data (state assessments, running records, Measures Of Student Learning assessment, Teacher Team notes, Quality Review results, reviewing materials and conversations with pedagogy the following was determined:

- we need to raise the level of mathematics instruction in the building to meet the needs of the students in school.
- we need to raise the level of English Language Arts instruction in the building to meet the needs of the students in school.
- we found that Ready Gen was not a complete program and there was a need to create our own units of study which went vertically through the grades (e.g. opinion unit of study is done in all in all classrooms during the same calendared block).
- we wrote math units of study to supplement our GoMath program for grades K-5.
- We also purchased Kindervention, a program which provides the fundamentals using a phonics based approach, for our kindergarten students.
- Teachers are more in tuned with data as we also are using Google Docs in school and placing all data and our units of study on line.
- Students are engaged in small groups with teachers and peers for more direct skills based instruction and teachers are assessing after each activity to help drive their instruction.

### Part 2 – Annual Goal

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

By June 2016, 20 % of students in grades 3 - 5 (51 out of 252 students) will demonstrate progress in their pre and post assessments (which also includes embedded tasks) and Measures of Student Learning assessments.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Teachers will use grade created units of study and Google Drive data to organize, plan and CCLS align their instruction across content areas	All pedagogy	9/2015-6/2016	Principal/A.P. Teachers/Coach
Teachers will meet in teacher teams, common preps and grade conferences to discuss monthly events, concepts and	All pedagogy	9/2015-6/2016	Principal/A.P. Teachers/Coach
Teachers uniformly create homework and plan for instructional trips and parent events for the classroom.	All pedagogy	9/2015-6/2016	Principal/A.P. Teachers/Coach
Teachers develop common rubrics and benchmarks to grade work and provide next steps to students. ----- -----Teachers will be provided with a list of targeted high level 2 students to focus on during instruction.	All pedagogy ----- All Teachers	9/2015-6/2016	Principal/A.P. Teachers/Coach ----- Classroom teachers/ administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Personnel- teachers, paraprofessionals, ESL, Resource Room Teacher, Speech Teachers Instructional Materials-Core Knowledge, Expeditionary Learning, Guided Reading Libraries in various levels, laptops, etc. Programs & Systems-Kindervention, Ready Gen, Google Drive, Wilson Foundations, GoMath, Think Central, Engage NY											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

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

- Submission of the curriculum maps posted for each unit of study on Google Drive : Sept (Sept-Oct) Nov(Nov-Jan) Feb(Feb-Apr) May (May-Jun)
- Weekly collaborative teacher notes, teacher team protocols
- Walk-throughs, Advance observations, running records), assessments, report cards and portfolios
- Observations of students and conversing with students

Administrators review of student work

School-year calendar of units of study, pre/post assessments/ embedded tasks, collection of data, collection of student work

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

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

- Overall teacher ratings based on the Danielson Framework
  - Analysis of component 2a (culture) and 2d (behavior)
  - School survey given in May 2015
  - Parent survey given in March 2014
  - Student achievement data from the 2013-2014 Common Core ELA and Math Exams
  - Student achievement data from the 2014 NYSESLAT exam
  - Analysis of benchmark data such as Running Records and F and P levels
  - Analysis of mathematic end of unit assessments
  - Analysis of data from New York City Performance Tasks
  - Analysis of Grade 4 New York City Science Exam (written and performance assessment)
  - Analysis of teacher observations (conference notes, checklists) for partnership work, small group work, and independent work
  - Student behavior analysis through anecdotes, individual student behavior charts, monthly progress reports, report cards and data from Online Occurrence Report (OOR)
  - Meeting minutes from Response to Intervention Committee and Positive Behavior Committee
- After completing the above, we have found that PS188’s strengths are:
- Structures are in place to document student progress and growth
  - Committees are established for on-going collaboration
  - Administrators provide actionable feedback to teachers to ensure students feel safe, supported, and challenged.
  - School survey data shows that 98% of parents who responded feel their child is safe in school

- School survey data shows that 94% of parents who responded feel satisfied with the education provided by the school
- School survey data shows that 98% of parents who responded feel that the school has high expectations for their children
- School survey data shows that 88% of parents who responded feel teachers and staff members treat students with respect and that there are adults whom their child can go to for help with a problem.
- School survey data shows that 91% of parents who responded feel the school the school keep them informed about services that can support their child

Needs to be addressed are:

- Development of strategies that can be used for behavior management
- Reduce the number of OORS incidents and student infractions
- Tailor instruction to meet the needs of diverse learners so that students are given access to the Common Core Learning Standards
- Actionable feedback to teachers that supports the needs of diverse learners
- Establish systems to monitor the implementation of the on-going professional development support and

## **Part 2 – Annual Goal**

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

By June 2016, there will be an increase of 20% growth (18 out of 57 students) with our Students With Disabilities in grades 3 - 5 as measured by Measures of Student Learning (MOSL) assessment.

## **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional Development focusing on differentiation, designing unit plans of study, grouping and model lessons.</p>	<p>Teachers/Paras</p>	<p>Oct 2015 – June 2016 cycles</p>	<p>Administration, SAT, Coaches, Support Staff</p>
<p>Inter-visitations</p>	<p>Teachers</p>	<p>Oct 2015 – June 2016</p>	<p>Teachers</p>
<p>Mentoring</p>	<p>Mentees and Mentors</p>	<p>Oct 2015 – June 2016</p>	<p>Administrators, Mentors</p>
<p>RTI Committee</p>	<p>Members</p>	<p>Oct 2015 – June 2016  Bi-weekly</p>	<p>RTI Chair, members</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teacher per-session Teacher per-diem Funds for supporting materials</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By January 2016 administration will monitor student progress and teacher practice for areas of growth and potential development. Administrators will develop a professional development plan with teachers, and/or coaches to support student learning and teacher growth. Administrators will collect and review student work and provide teachers with appropriate feedback for them to drive classroom instruction.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

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

Based on the latest Quality Review conducted in March 2015 as it relates to Professional Development:

Our strengths are

- Principal has established a clear goal for school improvement that he is sharing with the school community. The school has provided a wide variety of professional development
- The school has a “new” tone around expectations and clear goals
- The teachers can speak to the Danielson Framework
- Parents feel supported by the school administration and teachers
- Teachers are participating in weekly inquiry
- Teachers have four common preps per week which encourage teacher collaboration

Areas of Need

- Curriculum Maps that include modifications for various learners
- Targeted Groups based on Google Drive data
- Coordinate school inter-visitations with neighboring schools to ensure best practices
- Based on the Danielson Framework , only 90% of the teachers were rated as effective on component 4e (Growing Professionally).

### **Part 2 – Annual Goal**

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

By June 2016, 75% (38 out of 50) of targeted students (2.4 -2.9 range) will increase one rubric level as evidenced by the Writing Pathways non-fiction writing rubrics in grades 3 -5.



**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementation and oversight of the activity/strategy?</b>
Inquiry Meetings	Grade Teachers	Sept 2015- June 2016  2X/month	Instructional Lead/ Co
Vertical Team Meetings	Grade Teacher Representatives	Sept 2015- June 2016  2X/month	Instructional Lead/ Co
Professional Development - Weekly on Mondays as well as All Day Election Day/Brooklyn-Queens Day	Teachers/Paras	Sept 2015- June 2016	Coaches, Administrators, Support
Common Preps – Daily  Tuesday Parent Meetings when not meeting parents or weekly as needed – Meet for collaboration and planning (Strategies to increase parent involvement and engagement)  Sharing Data and Documents on-line or Turnkey of Professional Development through Google Drive– As often as necessary  Collaboration between Arts Teachers for planning, performances, and exhibits – As needed 3 to 5 X yearly	Teachers PK-5  Teachers PK-5  Teachers PK-5  Teachers PK-5  Teachers PK-5; UFT TC	Sept 2015- June 2016  Sept 2015 – June 2016  Sept 2015 – June 2016	Administrators  Administrators  Administrators  Arts teachers Administrators

Sharing of resources and materials between teachers as well as in school lending library – as needed	Principal, Teachers	Sept 2015 – June 2016	Coaches, Teachers
Family Fun Saturdays – Preparing activities for parental involvement and engagement – Bi-weekly	Selected Staff	Sept 2015 – June 2016	Teachers Principal
School Implementation Team (SIT)	Selected Staff	Oct 2015 – June 2016	SAT, IEP
Building Response Team/Safety Committee – Collaboration to create a safe environment in the building to build trust	Selected Staff Members	Nov 2015 – June 2016	Administr School Sa NYPD
Response to Intervention (RTI) – Reading – Looking at struggling students and providing intervention (Tier III) before having students referred for evaluation.	Select Staff	Sept 2015 – June 2016	RTI Chair Administ SAT
During Parent Engagement Tuesdays teachers will provide Common Core Learning Standards workshops and informational meetings to support parents in understanding the standards.	Teachers on Grade	Sept 2015 – June 2016	Coach, T Administ
Literacy Committee –Writing Units of Study aligned with the Common Core Learning Standards	Teachers on Grade	Sept 2015- June 2016	Administ Coaches, Teachers Grade
Math Committee – Writing Units of Study to align with the CCLS		Sept 2015 –June 2016 as needed	Administ Coaches, Teachers Grade
		Sept 2015 – June 2016	
		Sept 2015- June 2016	

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session for Planning

Per Diem for Planning

Instructional Supplies

Technology

Libraries

Office Supplies

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

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

**Part 5 – Progress Monitoring**

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

F and P analysis (October 2015)

MOSL traits analysis (Noveber 2015)

By the end of November 2015 formative student data will be reviewed on Google Drive and analyzed to determine progress towards goal.

Student work and data will be collected from classroom teachers and analyzed by the administration, instructional cabinet and inquiry teams

An area of accomplishment and an area of focus will be identified in the student work samples reviewed and feedback provided to the teacher

Professional development activities will be aligned with the areas in need of focus

Teacher support such as professional development and coach support will be arranged based upon the Advance data and daily observations

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

The finding on the Quality Review March 2015:

- A review of documentation indicated that school leader conducts formal and informal observations. However, there was limited evidence that, within observation documents, school leaders consistently provided teachers with clear targets for improvement or that school leader’s observations were aligned with student performance outcomes.

As a result of these findings we have established new protocols:

- Based on the City-Wide Expectations, teacher development must focus on supporting all students to meet the Common Core Standards by strengthening the common language and understanding of what quality teaching looks like by deepening the school community’s continual comprehension of Charlotte Danielson’s Framework for Teaching
- Assistant Principal conducts and enters informal and formal assessments on Advance
- The Principal conducts informal walkthroughs to monitor progress in teacher performance between formal observations
- Principal provides feedback to teachers and administrators
- The instructional cabinet meets weekly to discuss trends, professional development and a plan of action based on student data and teacher observations
- Data specialist compiles data and presents it to the instructional cabinet
- Weekly Professional Learning at PD sessions
- Literacy and Math Coach cycles that support teachers professional learning
- Mentors that support professional learning for new teachers
- In house differentiation of Professional Learning
- Network support with Professional Learning
- Encouraging teachers to turn key once they have attending professional meetings

- Teacher Evaluation Professional Development to foster teacher development in all competencies, in preparation of Measurement of Student Learning
- September 2014- June 2015 the Administrative Team will provide the faculty professional development on the Danielson Framework and observation cycles
- In September 2015 and June 2016 teachers will participate in the Advance Initial Planning Conference and End of Year Conference

- Administrative Team will develop an Annual School-wide Professional Development Plan to differentiate Professional Learning to support teachers' individual professional goals
- Teachers will be provided with verbal feedback within three to five days and written feedback within forty-five days of the observation
- Each Advance observation will include actionable and meaningful feedback, which will be uploaded onto the DOE Advance on-line system
- On-going Administrative Team and Teacher Teams will meet inter and intra- grade to ensure constructivist depth of competency is achieved from grade to grade

### **Part 2 – Annual Goal**

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

By June 2016, 20% of targeted students (10 out of 50 students within 2.4 - 2.9 range on NYS ELA Exam) will increase 1 level as evidenced on the NYS ELA exam (Spring 2016).

### **Part 3 – Action Plan**

**Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:**

- **Research-based instructional programs, professional development, and/or systems and structures needed to impact change.**
- **Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).**
- **Strategies to promote parent leadership and engagement as a key lever for school improvement.**

● All teachers have met with their immediate supervisor and have a plan on how supervisors can support their professional learning

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing activity/strategy?*

Pre K - 5

Sept 2015 – June 2016

Administrators

Teachers will be selected to attend professional learning that directly correlates with their professional plan	Pre-K-5	Sept 2015 – June 2016	Administrators
Professional Learning Communities have been established. Teachers may choose to facilitate or be part of a study group.	Pre K_5	Sept 2015 – June 2016	Administrators
Literacy and content areas workshops are provided year-round to promote parental awareness of student’s academic lives. Workshops for standardized testing are provided to give parents a clear understanding of test taking and the importance of building strong study habits for better results.	Parents	Sept 2015 – June 2016	Administrators/ Parent Coordinator
Parent Involvement Tuesday’s supports our parental and teacher involvement and collaboration to support student outcome	Parents		Principal/Parent Coordinator
Literacy and Math Coaches cycles that support teachers professional learning	Selected Staff	Sept 2015 – June 2016	Administrators
		Oct 2015- June 2016	

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Professional Learning Materials Per Session activity for planning and workshops Per Diem to plan inter- visitations and intra- visitation Per Diem for workshops Per-Session School-Messenger										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

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

F and P analysis (October 2015)

MOSL analysis (November 2015)

By the end of November 2015 the formative student data (Narrative Unit) will be reviewed to analyze progress towards goal.

Data will be collected from classroom teachers and analyzed by the administrators, instructional cabinet and inquiry teams.

An area of accomplishment and an area of focus will be identified on each student's work and feedback provided to the teachers.

Professional development activities will be aligned with the areas in need of focus.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

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

New York City School Survey 2013-2014 Report

Strengths

Strong Family Community ties to Engage Parents

- Parent Coordinator and Resource Coordinator
- Clerical Workers
- Parent Orientations
- Parent Survey
- Translation Services
- Community Learning School
- Lutheran Hospital
- One Sight
- Family Fun Saturdays
- Parent Teacher Conferences/Orientation
- Morning and Evening Parent Staff Association Meetings
- Parent Monthly Workshops
- Monthly Newsletters
- Tuesday Parent Engagement
- Breakfast with the Administration
- Lending Library with Parent Coordinator

- School Leadership Board monthly meetings

Needs

School Culture: How satisfied were participants at our school in the following categories? Regarding school culture, parents responded at 92% in comparison to the Systems for Improvement at 93% and Instructional Core at 93%. In 2013 45% of parents were satisfied with their child’s education. In 2014, 30% of parents were satisfied with their child’s education. There was a decrease in parent response and satisfaction.

In 2013, 45% of parents were satisfied with their response when they contacted the school. In 2014, 30% of parents have been satisfied with the response they get when they contact the school. There was a decrease in parent satisfaction.

**Part 2 – Annual Goal**

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

By June 2016, there will be a 25% increase for the targeted students (52 students out of 208 early childhood students in grades K - 2) in the strand: Number Sense and Operations demonstrating an increase of ten percentage points on their end of unit post assessments due to increased family engagement as measured by Go Math assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Provide materials and training to help parents work with their children to improve their children’s academic</p>	<p>Parents</p>	<p>10/2015-6/2015</p>	<p>Parent Coordinator Administrative Staff</p>

<p>achievement. To teach parents how they can use technology to support their children’s content learning.</p> <ul style="list-style-type: none"> <li>● We will provide training to help parents select books for their children in our school library and also include a trip to the local public library, as well as using our lending library</li> <li>● We will provide workshops to educate parents on how to understand IEP recommendations and goals</li> <li>● We will provide a lending library for all grades and books in different languages</li> <li>● Coaches will provide workshops that address literacy and math with materials provided to support students at home</li> <li>● Parent Coordinator will provide a workshop every Wednesday, providing materials to help parents support students at home</li> <li>● Continue working side by side with teachers</li> <li>● Providing workshops that explain the Core Curriculum and what is expected of our children, what assessments are being used and their purpose</li> </ul>			
<p>Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children:</p> <ul style="list-style-type: none"> <li>● Parents will have the opportunity to schedule an appointment and meet with their children’s teacher on a one to one every Tuesdays</li> <li>● We will provide Curriculum night and Open School week</li> <li>● We will provide four parent-teacher conferences.</li> <li>● We will provide additional meetings for our parents of English Language Learners and students with disabilities</li> <li>● We will also have our parent coordinator, family workers, School Based Support Team, guidance counselors, and Response to Intervention available as needed to address individual concerns.</li> </ul>	<p>Parents/ Teachers</p>	<p>09/2015- 06/2016</p>	<p>Parent Coordinator, Resource Coordinor  Administrative Staff</p>

<ul style="list-style-type: none"> <li>• Continue working side by side with teachers</li> <li>• Offering workshops which explain the Common Core Curriculum, student expectations, and assessment.</li> </ul>			
<p>Provide parents with information about school and parent-related programs, meetings and other activities in their native language by:</p> <ul style="list-style-type: none"> <li>• A monthly calendar</li> <li>• Flyer presenting the event</li> <li>• Information regarding events or workshops taking place are sent via School Messenger</li> <li>• Providing workshops that explain the Common Core Curriculum, student expectations, and the purpose of assessment</li> </ul> <p>Public School 188 staff members will reach out to communicate and work with parents as equal partners by:</p> <ul style="list-style-type: none"> <li>• Providing workshops in literacy and math to build home school links</li> <li>• Informing parents of the events or workshops that will take place at PS 188 on a monthly calendar and School Messenger in their native language</li> <li>• Offering parent-teacher conferences conducted four times a year</li> <li>• Providing monthly newsletters, monthly student progress reports and calendars to inform parents of school activities.</li> <li>• Creating Class Parent Program where a parent leader from the class volunteers his/her time to build a home school connection to ensure there is clear communication between classroom teachers and parents</li> <li>• Distributing an administration questionnaire given out monthly at Parent Teacher Association Meetings allowing parents to ask questions and share interests</li> <li>• All events are offered to Students Pre-K thru Fifth Grade</li> </ul>	<p>Parent Coordinator, Resource Coordinator, Administration</p>	<p>9/2015-6/2016</p>	<p>Parent Coordinator, Administrative Staff</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per Session
Community Presenters
Child care
Translation Services
Supplies
School Messenger

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

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

**Part 5 – Progress Monitoring**

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

By January 2016, we will increase the number of parents participating in our "Parents as Partners" program by 25% including student/parental participation in our Community Learning School program. This will be evidenced by improved student attendance for the months of October - December 2015 (monthly attendance report).

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Benchmark assessments Formal and Informal Assessments Teacher recommendation to RTI team	Close reading Guided reading Strategy lessons Shared reading Word study: (Foundations, Wilson, Words I Know) Fluency practice	Tier I, II, III intervention Whole Group Small group One-to-one Push-in ESL Support Push-in models for related service providers	During the school day After school
<b>Mathematics</b>	Benchmark assessments Formal and Informal Assessments Teacher recommendation to RTI team	Differentiated Core Instruction Center work remediation On-going guided practice Number Talk	Tier I, II, III intervention Whole Group Small group One-to-one Push-in models for related service providers	During the school day After school
<b>Science</b>	Formal and Informal Assessments	FOSS hands on science instruction	Whole Group Small group	During the school day

		Targeted small group instruction		
<b>Social Studies</b>	Informal Assessments/Teacher Observations	Reading in the content area	Small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation to RTI team Guidance Counselors Substance Abuse Prevention Intervention Provider Social Worker Lutheran mental health support	Counseling sessions Social skills groups Decision making / building self esteem groups	Small group One-to-one Push-in Support	During the school day

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>In an effort to attract and develop high quality teachers to a school such as ours, we refer to organizations whose members are already stakeholders in our school community. We specifically form partnerships with local colleges and universities throughout New York City. We are strategic in our recruitment process for hiring highly skilled teachers by creating a plan that involves a collaborative team consisting of administrators, network support specialists, teachers and coaches who review resumes, interview possible candidates and observe these candidates conducting lessons in a live classroom setting prior to determining whether or not this person is hired to work in a high needs school such as PS 188K. Candidates are usually asked to design a lesson and teach it to a class that may be made up of either General Education students, English Language Learners students, and/or students with Individual Educational Plans. Additionally, as a way of attracting highly qualified teachers, we have developed outreach strategies that involve finding interested candidates using the New York City Department of Education Open Market Hiring System, consulting with the Children First Network 602 Human Resource specialist, reviewing personal recommendations of candidates made by current PS 188K staff members and other classroom teachers, as well as inviting these potential candidates to visit our school to get a sense of what our school is like and to conduct demonstration lessons on site in a variety of content areas, while being observed by an Administrator. Over the years, as part of our plan for attracting and sustaining highly qualified teachers we have also formed collaborative partnerships with traditional teacher education institutions such as Teacher's College and Brooklyn College as well as forming partnerships with alternative licensure programs like NYC Teaching Fellows. Many of these partnerships have also served as a resource for us in providing professional development for our teachers on a variety of instructional topics. As a school, we are constantly evaluating and revising the hiring process by using the Department of Education's Open Market Hiring System, revisiting the roles and responsibilities of teachers and constantly communicating the needs of our school with all prospective employees, so that they are aware of the expectations at PS 188K and are provided with an opportunity to continue to be lifelong learners. As a school we encourage our paraprofessionals and student teachers to continue their education, especially in high need areas such as students that are English Language Learners and Students with Disabilities. We try to keep an open door policy and welcome all those that are interested and are vested in making sure that our students are ready to meet the standards and go on to be college and career ready.</p> <p>To ensure that current staff members become highly qualified, each year we conduct a survey using the Basic Education Data System (BEDS). The BEDS survey is used to determine whether a teacher is considered Highly Qualified within their current assignment. If a teacher is not Highly Qualified based on lack of college credits, efforts are made by the principal to meet with each teacher and develop a plan to help the teacher. New Teachers</p>

who are not considered highly qualified are provided a mentor with a minimum of 2 meetings per week. Those teachers considered not Highly Qualified due to the lack of professional development will develop a professional development plan with their immediate supervisor to support the teachers' professional needs.

## **2b. High Quality and Ongoing Professional Development**

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

In an effort to provide high quality professional development for staff members in order to support students to meet the Common Core Learning Standards, we analyze student data to determine areas of need and create and/or seek the appropriate support based on these trends. We also actively look for and/or create opportunities that enable our teachers to develop a deeper understanding of the Common Core Learning Standards while learning how to provide multiple entry points for students with disabilities and English language learners.

Additionally, we meet with teachers to discuss their learning style trends so that we can match teachers to the appropriate professional development offerings. PS1K provides high quality in house professional development, through our in house math and literacy coaches, as well as utilizing the expertise of outside staff development opportunities through our network Children First Network 409, New York City Department of Education workshops, K-5 Math Consultant and organizations such as Teacher's College.

The network, Children First Network 409, provides bi-monthly Principals and Assistant Principal professional development workshops on meeting the demands of the Common Core Learning Standards through the lens of Universal Design for Learning (UDL), Using Formative Assessment, non-fiction Reading strategies and Supporting English Language Learners. In working to support teachers, we offer on-going professional development through the support of our network. Children First Network 409 has a series of workshops that meet monthly to support teachers as they work towards getting our students to meet the demands of the CCLS. These workshop series are specifically geared towards new teachers who work with students with disabilities. Additional professional workshops offered by the New York City Department of Education such as Office English Language Learners and Division of Specialized Instruction and Student Support Professional Development are also offered to staff members to meet their students' needs.

Teacher College Staff Development at PS 1 included two Teacher's College staff developers, one of which is an English Language specialist, who will facilitate on-going study groups within our building. These groups, flexible in size and time, have been arranged to support teachers in developing deeper thinking and conversation on supporting struggling students to meet the demands of the Common Core Learning Standards through refinement of instructional practices. Each study group cycle that provides opportunities for our teachers see best practices in action, reflect on their instructional practices, learn new methodology, and incorporate newly learned researched techniques as they relate to the needs of our most struggling students which include our English Language Learners and Students with disabilities. Teachers who are not included in the study groups are given access to the notes and materials from the sessions. Additionally, they are encouraged to collaborate during their common planning periods to obtain more information. Literacy coaches participate in these study groups and are available upon request to support all staff members in integrating new methodologies.

Teachers/ staff members who are involved in professional development workshops are encouraged to turn-key the information they get from their outside professional development and share it with their colleagues. Notes from workshops are posted within the PS 1 school website connects site so that others may view them. Teachers who are involved in professional development series are invited to facilitate professional learning communities whereby the work is shared, studied and applied across a series of classrooms.

Additionally, to ensure all staff members are equipped to access and utilize the resources they need to learn and teach we provide technology training for teachers on the newest data systems, programs, and tools, such as SESIS, Smart Boards, ARIS & STARS .

In order to ensure all of the on-going professional development workshops and professional learning opportunities are improving student outcomes and are applicable to instructional practices, we provide teachers with opportunities to provide feedback through on-line surveys. The data collected enables us to continue to tailor future professional development opportunities to meet the needs of our students through our staff's learning.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

N/A

#### **3b. TA Coordination with the Regular Program**

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

N/A

### **Part 4: SWP Schools Only**

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

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

The transition plans implemented to assist preschool children from early childhood programs to the elementary school program include preparing students for the transition into kindergarten. One of the ways students are supported is by immersing them in a month long unit of study in June in preparation for kindergarten. The unit includes lessons that support children's transitions, by helping them process their feelings about leaving pre-K and moving on to kindergarten. Students learn the differences and similarities between Pre-K and kindergarten. Through poetry, songs, and read alouds, students are exposed to kindergarten life. Teachers also bring students to visit our classrooms. Students visit the lunchroom, gym, library, and nurse's office and kindergarten classrooms. They visit classrooms, observe, and take part in a lesson.

The curriculum takes into consideration the amount of time required for a 4-5 year old child to make a successful transition into kindergarten. The dramatic play center is converted into a kindergarten classroom, giving students the opportunity to act out their feelings towards the upcoming changes they will face. Students also visit their new school with their parents when they attend kindergarten registration and orientation.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

PS188K has an Instructional Lead Committee, PROSE Committee and a Measures Of Student Learning Committee. All committees are made up of teachers and administrators who review and discuss, in collaboration with the principal, the assessment measures available for the school community to select. Teachers who expressed interest in joining the team were selected with consideration given to make sure all teacher groups were represented. This established team attended network meetings for training, met with each other and the principal to discuss the options available and what these choices would mean for all constituents. The collaborative decision regarding assessment selection was made by the committee for the school based on the best interest of students, time commitment and administrative guidelines. To support the team decision the Instructional Cabinet, made up of the administrators and coaches, meet to discuss on-going assessment data, time-line and implications of instruction that impact pacing and professional development. Outcomes from Instructional cabinet are then passed along to our Instructional Leads to turn-key. This results in refined curriculum maps and improved instruction student outcomes related to the Common Core Learning Standards.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	378,079.00	X 00000000	13,17,21,22,24,
Title II, Part A	Federal	121,948.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,244,685.00	X 00000000	13,17,21,22,24, 27

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### **The Michael E. Berdy School**

**Public School 188K**

**3314 Neptune Avenue**

**Brooklyn, NY 11224**

**(718) 265-7580**

#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Michael e. Berdy School (P.S. 188K)**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**The Michael e. Berdy School (P.S. 188K)** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

#### **I. School Responsibilities:**

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Frederick Tudda</b>	Assistant Principal <b>Boris Fishman</b>
Coach <b>Jennifer Buback</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Noemi Medina</b>	School Counselor
Teacher/Subject Area <b>Michelle Minnelli, ELA</b>	Parent <b>Isabel Mendez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Altovise Green</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>Chiniza Batiste, CLS Res.Coord</b>

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	501	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	18	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	18	0	0	2	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		3	1	1	0	1								0
Chinese		2	0	2	0	1								0
Russian		3	2	0	0	1								0
Bengali		0	0	0	0	0								0
Urdu		0	0	0	0	0								0
Arabic		1	0	0	0	0								0
Haitian		0	1	0	0	0								0
French		0	0	0	0	0								0
Korean		0	0	0	0	0								0
Punjabi		0	0	0	0	0								0
Polish		0	0	0	0	0								0
Albanian		0	0	0	0	0								0
Other		0	0	1	0	0								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)		0	0	0	0	0								0
<b>Emerging</b> (Low Intermediate)		2	2	0	0	1								0
<b>Transitioning</b> (High Intermediate)		2	0	0	0	1								0
<b>Expanding</b> (Advanced)		5	2	4	0	1								0
<b>Commanding</b> (Proficient)		0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total					1									0

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

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

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

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 18 ELL students tested, 10% scored on a Readiness Level; 25% scored on a Kindergarten Level; 20% scored on a First Grade level; 10% scored on a Second Grade level; 13% scored on a Third Grade level; and 22% scored on a Fourth Grade level. We will be utilizing programs such as Kindervention and the Wilson Foundations reading program for ELL students on the Entering/Emerging Level in early childhood. These programs concentrate 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 Teacher Created Materials – Language Power program will be used by the ENL teacher to support language instruction across the curriculum to ensure that our ELL 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 Entering to the Expanding Levels 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 a variety of programs which include 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. The ENL classroom is provided with Rosetta Stone Language Kits, in several languages, to further assist the ELL students. 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 performance levels (on the NYSITELL and NYSESLAT) and grades?

The NYSITELL is administered to new entrants whose first language is other than English. We are currently in the process of giving this exam to students of all grades who meet the eligibility requirements. The NYSESLAT exam is administered in the Spring of every year. The results determine entitlement for the next academic year. Our results from Spring, 2015 indicate that out of 24 students tested, 5 performed on the Emerging Level, 3 performed on the Transitioning Level and 12 performed on the Expanding Level. The remaining four students have since graduated, therefore, their scores were not available. Based on our analysis of data from the NYSITELL and NYSESLAT and all relevant results from the four modalities, we will be focusing on the following in ENL 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 does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The data is used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. Factors that are analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, holdover status, SIFE status, and disability classification. Additionally, the tool is used to identify trends and to investigate the instructional differences between groups of students who consistently progress toward proficiency and those who do not. In addition, it allows us to measure progress toward the goal of English proficiency. In calculating AMAO 1, according to the RLAT report, the 2014 NYSESLAT exam indicates that 11 out of 23 students scored between the Beginner and Intermediate levels. The 2015 NYSESLAT exam indicates that these same students are now on the Transitioning/Expanding level, showing growth in all modalities. At the same time, no one scored on the commanding/proficient level (AMAO2), indicating that, although they showed progress, we will need to continue modify the instructional programs.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Here at PS188 we offer an ENL Program to our students. Although over 50% of the ELL students tested scored within the Expanding level of the Spring, 2015, NYSESLAT, the RLAT and the RNMR, which indicates the results of the four modalities (Listening, Speaking, Reading and Writing) of the NYSESLAT exam administered as far back as 2013, show that there is a steady increase in grades K – 5 on the Listening and Speaking sections while the Reading and Writing portions indicate that scores indicate a slight increase. As a result, these students requiring support in the content areas of Reading and Writing will receive AIS services in addition to the ENL mandated services. They will be recommended for the Peer 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 Entering/Emerging levels. This program concentrates on the use of phonics and sentence structure. In addition, we offer an after school program twice a week which provides remedial help for at risk students and our YWCA program 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). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [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 ENL 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 Fountas and Pinnell, the NYSESLAT, teacher observations and report card grades.

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

We strive for our ELL students to obtain basic communication and social skills. In addition to data, the ENL 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 ENL service 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 target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

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 Fountas 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. In addition, the ENL teacher conferences with each classroom teacher and discusses the academic strengths and weaknesses of each ELL student. Due to our low ELL population, our school does not have enough students to formulate a subgroup for AYP purposes.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Upon registration, the parent or guardian of the student 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 ENL teacher, who is New York City and New York State certified, interviews the student(s) and parent(s). Our ENL 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 ENL 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 NYSITELL 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, being new entrants to the NYC Public School System or an English Language School System and who have attended schools in the US for less than 12 months, 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 education 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 NYSITELL within the first 10 days of admission. Spanish speaking students that are found to be ENL entitled are also administered the Spanish Lab to determine their language proficiency in Spanish.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to assure that a student is indeed a SIFE student, within the first 30 days of enrollment, and in addition to questions asked on the HLIS indicating prior schooling, we administer an oral interview questionnaire. For students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish, we administer the Literacy Evaluation for Newcomer SIFE. Student work is also evaluated if available. The SIFE status is then indicated in the DOE’s data system, which could be modified for up to one year.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When determining eligibility to take the NYSITELL, if a student has an IEP and his Home language is determined to be other than English, an LPT, Language Proficiency Team, is formed and reviews evidence of the student’s English language development. This team is comprised of an administrator, a certified teacher/related service provider with a bilingual extension and/or an ENL teacher, the director of the special education or individual in a comparable title, and the student’s parent or guardian. In addition, a translator in the language best understood by the parent is present at each meeting of the LPT. The team then recommends whether or not the student take the NYSITELL. If it is suggested that the student take the exam, the ELL process will continue as with all students. If the

team suggests that the student not take the NYSITELL, then the team's recommendation is sent to the principal for review. Upon review, the principal then determines whether the student should take the exam. If the principal decides the student is eligible then the process continues as with all students. If the principal determines that the student should not take the exam, then his determination is sent to the superintendent for review. The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent or guardian. Placement into the ELL program chosen by the parent must be completed within 20 school days for students entering with an IEP. These procedures are used for the initial entry into a DOE school or during reentry after 2 years.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination, we inform the parents of the results of the NYSITELL and ELL status using NYCDOE standard parent notification letters. These letters (Entitlement, Non-Entitlement and Continued Entitlement) are given to them in their preferred language. Students who are carried over from the previous year receive the Continued Entitlement letters which state that they will continue to receive ENL services based on their score on the NYSESLAT exam. All 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.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

A student who has undergone the ELL Identification Process as a new entrant may go through the ELL Re-Identification Process allowing schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to be administered the Identification Process a second time. Parents will be notified of this option to appeal the ELL identification process upon registration. This process must be done within 45 school days of enrollment. This Re-Identification Process may be utilized for students who have a home language other than English and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent/guardian or a student's teacher, with written consent from the parent/guardian. This process must be completed within 10 school days of receipt of written notice. The school then reviews all documents related to the identification process. The student's work in both languages is reviewed by the school. The school may administer the NYSITELL if the original determination was that the student should not be administered the NYSITELL. The NYSITELL is not to be administered a second time. The school consults with the parent/guardian. The school reviews the results of a school based assessment of the student's abilities in listening, speaking, reading and writing in English. Staff consults with CSE, the Committee on Special Education, if the student has a disability that may impact the ability to speak, read, write or listen in English. The school principal determines whether to change the ELL status or not. The parent is notified in writing in their preferred language. If the principal recommends not to change the ELL status of the student, then no further action is needed. If a change is recommended then the process continues. The parent provides signed notification acknowledging the principal's recommendation to change the ELL status. This recommendation and the relevant documents are then sent to the superintendent for review. Upon a decision, the superintendent notifies the principal and parent/guardian within 10 days of receipt of documentation. If the superintendent's decision is to not change the ELL status, no action is necessary. If the decision is to change the status, the student's program must be modified. All documentation is kept in the student's cumulative record. Within 6 to 12 months the principal will review the student's academic progress. If the principal feels that the student may have been affected by the determination, additional support services must be provided. The principal may reverse the reverse the determination after consulting with the superintendent. Notification is provided for the parent/guardian in their preferred language within 10 school days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within the first 10 days of admission, letters are sent home to parents, in their preferred language, inviting them to attend a parent orientation for the selection process of ELL placement. Upon registration, the school administered the Home Language Identification Survey to determine the student's home language. The home language is determined based on the results of the HLIS and an interview conducted by a trained pedagogue, in English and their first language. If a trained pedagogue is not available in the student's first language, interpretation services are available through the DOE's Translation and Interpretation Unit so parents can receive language assistance and have their questions answered in their preferred language. The orientation is presented by the ENL Teacher, Bilingual Interpreters (which speak Spanish, Russian, Urdu and Arabic) and the Parent Coordinator. Parents view a video, on individual laptops, in their preferred language, and are given handouts explaining the three program choices: Transitional Bilingual, Dual Language and Freestanding ENL. Parents are asked to select programs in order of preference. Upon selection, they will be informed of the program's availability in our school. If their first choice is unavailable (ie. Dual Language or Bilingual) 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 within the 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 folder.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
When a new entrant is identified as an ELL student, their parent/guardian is 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). All forms are in their preferred language. These letters are to be brought with them to the parent orientation that takes place within the first 10 days of the student's entry to an English speaking school system. During the orientation, after explaining to the parents of the options available to them, students identified as ELL students are placed in a Freestanding ENL program if ENL 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 PS188, the student will be placed in an ENL program after the parent survey is signed by the parents with the understanding that when, and if, we initiate a self-contained Bilingual or a Dual Language program 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 home language by the bilingual interpreters. Parents who are unable to attend the meeting will be invited to a second parent orientation. If no orientation is attended by the parent/guardian, then the information will be sent home. The Parent Coordinator will send follow-up letters, in English and in their home 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. The original parent survey form is kept in the student's record folder. Copies are kept in the main office.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If a parent/guardian does not attend one of the parent orientations offered to them, then the information will be sent home with the student and by mail. The Parent Coordinator will send follow-up letters, in English and in their home language, and will make phone calls to the English speaking parents to ensure the return of these surveys. The Bilingual Interpreters will make follow-up phone calls in the corresponding languages. Copies of the parent surveys are kept in the office while the originals are placed in the student's record folder.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are sent home with the student in addition to being sent by mail. The Parent Coordinator and the Bilingual Interpreters follow-up with a phone call to ensure that the parent has received the letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). An ELL folder is kept in a central location in the main office allowing pertinent staff members access to any information needed. This folder contains critical ELL documents such as copies of the Home Language Identification Survey (HLIS) form, Parent survey and selection forms, program placement letters, entitlement letters, continued entitlement letters, non-entitlement letters and Language Proficiency Team NYSITELL determination forms. Originals that need to be sent home are sent home with the student and a copy is sent by mail. All other originals are placed in the student's cumulative record. These documents are forwarded to DOE schools upon transfer to another DOE school. The Parent Coordinator and the Bilingual Interpreters make follow-up phone calls to ensure receipt of letters to the students' homes.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In the Spring, all ELLs receiving ENL 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 ENL Teacher on an individual basis, while a second pedagogue simultaneously scores the exam. Students who are absent are administered a make-up test in accordance with the make-up schedule.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Like all other notification letters, Continued Entitlement and Transitional support letters are sent home with the student in addition to sending a copy home by mail. The Parent Coordinator and the Bilingual Interpreters follow-up with phone calls to ensure receipt of the letters.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will

you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 2013-14 academic year, 6 out of 6 parents of newly entitled students chose ESL as their first choice and in the 2014-15 academic year, out of 7 parents, 2 chose a Bilingual program while 5 parents chose 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, making it feasible to form a self-contained class, we will initiate that program in our school.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.

Our school uses a pull-out freestanding ENL program which is conducted by a full time NYC and NYS licensed ENL Teacher. The program is comprised of 20 ELL students ranging from grades K – 5 with 22% of the students scoring at the Emerging Level; 18% scoring at the Transitioning Level; and 60% scoring at the Expanding Level. This is based on the Spring, 2015 NYSESLAT exam. Students are grouped by test level. The ENL teacher will follow and reinforce the Pearson Ready Gen curriculum, aligned unit plans and other common core aligned tools, according to the student's grade level. Group One consists of 9 Emerging/Transitioning/Expanding first grade students. They are pulled out two periods a day, four days week, and brought to the ENL classroom. Group Two consists of 9 second, third and fifth graders on the Emerging and Expanding Levels. They are also pulled out two periods a day, four days a week. Group Three consists of 3 students, one fourth grader and two fifth graders. The fifth graders are on the Emerging and Expanding Levels and the fourth grader is a former ELL student who tested out in the 2013-14 academic year. This group meets two periods a day, two days a week. Students on the Entering and Emerging Levels receive 360 minutes a week of ENL/ELA service, 180 minutes of standalone ENL and 180 minutes of integrated ENL/ELA. Students on the Transitioning and Expanding Levels receive 180 minutes a week of integrated ENL/ELA service. The student on the Proficient/Commanding Level receives 90 minutes of integrated ENL/ELA service.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Our school offers a Freestanding ENL program which is conducted by a full time NYC and NYS licensed ENL Teacher. The program is comprised of 20 ELL students ranging from grades K – 5. These students fall within the five proficiency levels according to the NYSITELL and NYSESLAT exams: Entering, Emerging, Transitioning, Expanding and Commanding. Students are grouped by grade and proficiency level allowing the ENL Teacher to follow and reinforce the Pearson Ready Gen curriculum. There are three heterogeneous groups: Group one consists of 9 first graders performing on Emerging, Transitioning and Expanding Levels. This group receives 180 minutes of standalone ENL service and 180 minutes of integrated ENL/ELA service per week. Group two consists of 8 second, third and fifth graders performing on the Emerging and Expanding Levels. They receive 180 minutes of standalone ENL services and 180 minutes of ENL/ELA services. Group three consists of 2 fifth graders on the Transitioning and Expanding Levels. They receive 180 minutes of integrated ENL/ELA. There is one 2<sup>nd</sup> grader and one 4<sup>th</sup> grader who scored on the proficient level and tested out of ESL in the 2013-14 academic year. They receive 90 minutes of integrated ENL/ELA service. Groups one, two and three are

pulled out by the ENL teacher receiving ENL instruction while receiving daily ELA instruction in their classrooms. The ENL teacher pushes into the classes of the proficient students.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Programs such as Teacher Created Materials – Language Power and Pearsons ELL Cornerstone and Ready Gen, which are all Common Core aligned, 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 Entering to the Expanding Levels 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 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 activating their 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 home languages throughout the year?

Although we do not offer home language instruction, we do have a wide variety of library books in several languages in several languages available to all teachers in the Teacher’s Resource Center and in the ENL classroom. Teachers are encouraged to use the “buddy system” with students who share the same home language in their classrooms. In addition, dictionaries are available in their home languages. Citywide and state exams are offered in their home language whenever available. During these exams, students are assigned to teachers who speak their home 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’s classroom, in addition to the ENL setting. Our goal is for our ELL students to acquire basic communication and social skills while using these four modalities. According to the 2015 NYSESLAT, our ELL students showed an increase from the previous year in the Listening and Speaking section but stayed the same with the Reading and 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 ENL teachers. Classroom teacher assessments will be discussed while articulating with the ENL teacher.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Presently we do not have any SIFE students in our school but we are prepared to provide them with support using ENL 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 ENL teachers will work closely to provide language support in content areas. Newcomers, ELLs receiving ENL services for less than 3 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 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 ENL service, our ENL teacher will be providing ELL/AIS service for students with 4-6 years of ENL 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 ENL service will be provided one period a week. In addition, ELLs with 4-5 years of ENL service and former ELLs who are deficient in areas of mathematics and literacy, as determined by 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 and with the common core standards, the AIS teacher articulates with the classroom teacher. 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

A student who has undergone the ELL Identification Process as a new entrant may go through the ELL Re-Identification Process allowing schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to be administered the Identification Process a second time. This process must be done within 45 school days of enrollment. This Re-Identification Process may be utilized for students who have a home language other than English and are ELLs and non-ELLs. The school must initiate a review of the ELL status determination upon receipt of a written request from a student's parent/guardian or a student's teacher, with written consent from the parent/guardian. This process must be completed within 10 school days of receipt of written notice. The school then reviews all documents related to the identification process. The student's work in both languages is reviewed by the school. The school may administer the NYSITELL if the original determination was that the student should not be administered the NYSITELL. The NYSITELL is not to be administered a second time. The school consults with the parent/guardian. The school reviews the results of a school based assessment of the student's abilities in listening, speaking, reading and writing in English. Staff consults with CSE, the Committee on Special Education, if the student has a disability that may impact the ability to speak, read, write or listen in English. The school principal determines whether to change the ELL status or not. The parent is notified in writing in their preferred language. If the principal recommends not to change the ELL status of the student, then no further action is needed. If a change is recommended then the process continues. The parent provides signed notification acknowledging the principal's recommendation to change the ELL status. This recommendation and the relevant documents are then sent to the superintendent for review. Upon a decision, the superintendent notifies the principal and parent/guardian within 10 days of receipt of documentation. If the superintendent's decision is to not change the ELL status, no action is necessary. If the decision is to change the status, the student's program must be modified. All documentation is kept in the student's cumulative record. Within 6 to 12 months the principal will review the student's academic progress. If the principal feels that the student may have been affected by the determination, additional support services must be provided. The principal may reverse the reverse the determination after consulting with the superintendent. Notification is provided for the parent/guardian in their preferred language within 10 school days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

8. In alignment with the Ready Gen literacy program and the Common Core Standards, the ENL 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 ENL program and Teacher Created Materials – Language Power offer 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 ENL teacher, continually conference with the Special Needs teacher to ensure that all mandates, including bilingual instruction, are implemented. Alternate placement paras assist their students by providing one to one help in their home 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 ENL 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, Entering – Expanding Levels, will demonstrate increasing sophistication to all aspects of language use.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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 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 afterschool/extended day programs offer small group and individualized

Chart

instruction to ensure at-risk students' attainment of the state ELA and Math performance standards. We currently offer the Berdy's Brightest afterschool 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 School Assessment and Response to Intervention 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.

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



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

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

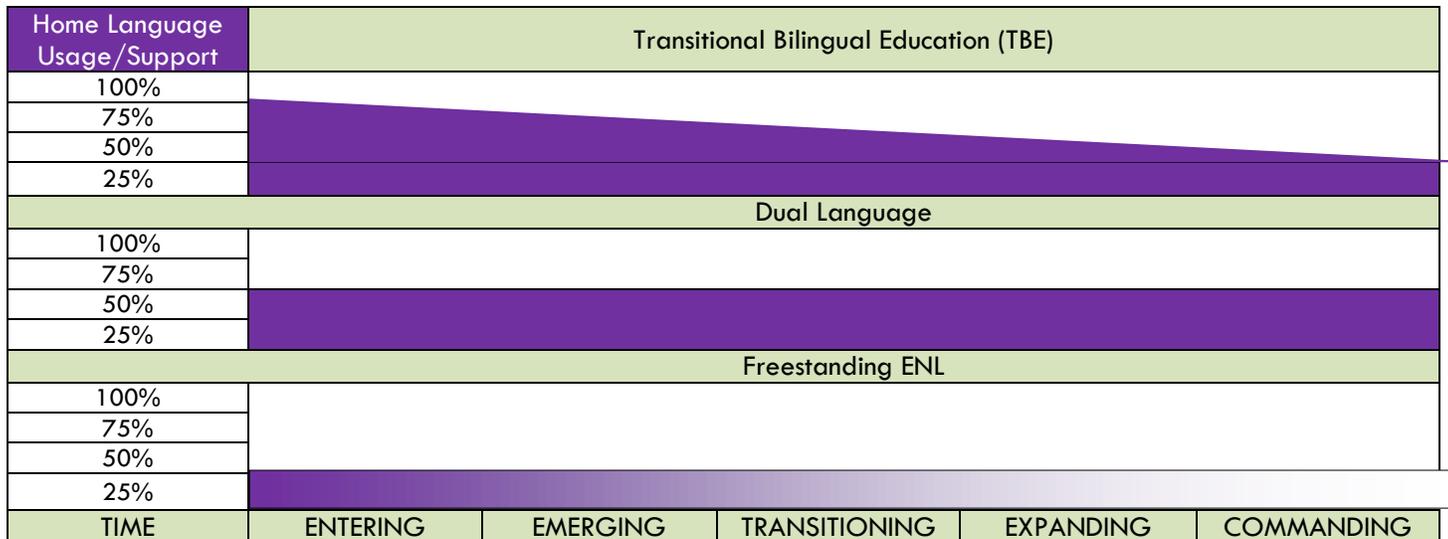


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. We currently offer the Berdy's Brightest after school program for third, fourth and fifth grade ELL students. This program meets on Wednesdays and Thursdays from 2:45 to 4:15pm and is led by certified teachers. We concentrate on improving and enhancing reading and writing skills and to prepare our ELLs, and other students alike, for the mandated city and state exams. Target groups are determined according to benchmark assessments, formal and informal assessments and teacher recommendation to the RTI team. Our ENL teacher will provide additional ELL/AIS for students with 4-6 years of ENL 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 ENL 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 by the state ELA and Math exams as well as teacher assessment, will receive additional AIS in those areas. The Science teacher works with targeted groups providing science hands on instruction through the use of the FOSS Science Program. Classroom teachers provide a focused, grade appropriate, social studies curriculum. Both subject areas concentrate on the needs of the ELL student and are provided in a small group setting. The AIS teacher pushes into their assigned classroom. In order to ensure alignment of instruction with the classroom teacher, the AIS teacher articulates with the classroom teacher periodically. This will help focus on the student's individual needs as well as help monitor their progress. There are formal and informal assessments being conducted periodically. AIS teachers will focus on literacy, math and test preparation. Programs are conducted in English and are translated in Spanish, Russian and Arabic, by our bilingual interpreters, whenever possible
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since our ELL population has been very low over the past years, we did not have many students taking the state exams. Our 2015 ELL student's standardized test scores reveal that out of two 4th grade ELL students (this year's 5th grade), on the State ELA exam, one student performed on a level 1 while the other student was exempt from the exam. From these same students, on the State Math exam, one student performed on a level 1, while the other student performed on a level 4. One current ELL 5th grader is NYSAA and, therefore, does not have a score for either exam. Since there weren't any third grade ELL students last year, we do not have any current 4th grade ELL students. After reviewing the results of this data, classroom teachers will be implementing the ELL strategies of our literacy curriculum, Ready Gen. In addition, they will be focusing on the many ELL strategies and techniques made available to them from common core aligned unit plans, tool kits and professional development facilitated by the ENL teacher. After articulating with classroom teachers, our ENL teacher is incorporating identical skills and vocabulary to be used in both the classroom and in the ENL setting. Our goal is for our students to achieve 3's and 4's. As a result of having 20 students in our ENL program, our ENL teacher is able to individualize instruction to meet the needs of each and every child in the program.
12. What new programs or improvements will be considered for the upcoming school year?  
We are fortunate enough to be one of the many schools chosen for the Community Learning School Initiative. With the funding of major corporations, through the help of the United Federation of Teachers, 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 also have the Cook Shop program which teaches students the importance of nutritional foods. Representatives from the Bricks 4 Kidz Program, where classes are taught as a whole, demonstrate how to build with Legos, and other mechanical pieces, and, in turn, allow the students to replicate and construct their own creations. We receive visitors from Lutheran Hospital who address the physical and mental needs of our students. We are anticipating the opening of a medical clinic, being built in the school, by mid-year. This clinic will provide eye care through a state of the art vision center. Full comprehensive optical care and exams will be provided to every student as well as glasses, if needed. In addition, it will have a fully staffed counseling department which will address the mental health needs of our students and their families. This clinic will also provide full comprehensive dental care to our entire student population. These programs will be addressing the child as a whole.
13. 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 specifically for ELLs.
14. 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 home language, are made by our bilingual interpreters to homes requiring translations. Priority is given to the ELL student for the Volunteer Tutoring 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 Berdy's Brightest 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Currently our ENL teacher uses the Pearson Cornerstone and the Teacher Created Materials – Language Power ELL curriculums. In addition, the ENL teacher is focusing on aligning lessons to the Pearson Ready Gen literacy 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. Integrating the use of technology into curriculum area lessons involves students in real-life applications of the computer.

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

PS188 offers an ENL 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 ENL classroom. Dictionaries in a variety of languages are also made available. This year we are incorporating the Rosetta Stone Language Kit, available in several languages, to assist our Newcomer students. These are available in the ENL teacher’s classroom. Teachers are encouraged to use the buddy system with students who share the same home language in their classroom. Students are also “buddied” with staff members who speak their home 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 home language. If the exam is not available in their language, they could choose to have a translator during the exam.

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

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We 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 staff member who speaks their home language. Student and parent workshops are given upon their arrival at PS188. With the assistance of the Parent Coordinator, we help our new families to enroll in services such as the SNAP program, the Food Bank program and health services.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
In addition to the mandated school district workshops attended by our ENL teacher, our ENL teacher attends professional development sessions to learn innovative ENL strategies which are aligned to the Common Core Learning Standards. These workshops will equip the ENL teacher, who will turnkey to the classroom teacher and para professionals, with the knowledge required to assist the ELL students with the most up to date ENL strategies. Professional development is provided to all teachers and administrators that specifically addresses the needs of ELLs. In accordance to CR Part 80, a minimum of 15% of the required professional development hours for all teachers is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs while the ENL teacher receives at least 50% of the required PD in these same areas. Professional Development is offered by the United Federation of Teachers and the Department of Education throughout the year. Our ENL teacher turnkeys information from these workshops by conducting staff development during our Monday Professional Development allotted time. In addition, through articulation between the ENL teacher and the classroom teachers, we are able to determine the agendas for future professional development. Our focus is to provide new and experienced teachers with the skills and strategies needed to instruct their ELL students as well as to fulfill the new teacher training requirements. 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.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
As previously mentioned, our ENL teacher attends professional development sessions to learn innovative ENL strategies which are aligned to the Common Core Learning Standards. These workshops will equip the ENL teacher, who will turnkey to the classroom teacher and para professionals, with the knowledge required to assist the ELL students with the most up to date ENL strategies. Professional Development is offered by the United Federation of Teachers and the Department of Education throughout the year. Our ENL teacher turnkeys information from these workshops by conducting staff development during our Monday Professional Development allotted time. In addition, through articulation between the ENL teacher and the classroom teachers, we are able to determine the agendas for future professional development. Our focus is to equip new and experienced teachers with the skills and strategies needed to instruct their ELL students as well as to fulfill the new teacher training requirements. 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.  
:
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
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 schools so that they could receive the experience firsthand. Our Guidance Counselor attends workshops in which she is trained to conduct articulation meetings with 5<sup>th</sup> grade students and their parents. With the help of the Parent Coordinator, the guidance counselor facilitates group sessions with our fifth graders, which include ELL students and SWDs, explaining the expectations when transitioning into intermediate school. In addition, the location, travel time, programs available, interests and eligibility for each school is discussed between the guidance counselor, the student and the parent to prepare them for the transition. Bilingual interpreters are made available to translate for ELL students and their parents. In addition, fifth grade teachers prepare their students socially, emotionally and academically through this transition.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [\*ELL Policy and Reference Guide, Professional Development\*](#) section.  
During our Monday Professional Development sessions, teachers and administrators alike receive PD that addresses the needs of English Language Learners with a minimum of 15% of the required PD focusing on language acquisition, best practices for co-teaching strategies and integrating language and content instruction for ELLs. Our ENL teacher receives a minimum of 50% of this PD dedicated to language acquisition in alignment with core content area instruction. All professional development will be facilitated by outside Department of Education and United Federation of Teachers employees. Attendance sheets and agendas will be kept in the main office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Our Parent Coordinator supports our ENL teacher by conducting outreach to our parent population via letters and phone conversations, with the help of our bilingual interpreters. In addition to parent-teacher conferences, initial parent orientations and quarterly progress meetings, meetings with ELL students' parents are organized during our Tuesday parent involvement sessions. Here the ENL teacher, and other pertinent staff members, update the ELL parents of their child's progress and discuss the goals of the program, the results of assessments given to the student and language development needs in content areas. Our bilingual interpreters will be made available for each meeting when needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Copies of dated and signed forms such as Home Language Identification Surveys, Parent Survey and Selection Forms, Program Placement Letters, Entitlement Letters, Continued Entitlement Letters, Non Entitlement Letters and Language Proficiency Team NYSITELL Determination Forms are filed in the main office for easy access making sure to keep within Chancellor's Regulations A-820. All original ELL related documents are kept in the student's cumulative record. Upon transferring to another school, the documents are forwarded to the other DOE school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We implement 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 ELL 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 2015-2016 academic year, we will provide a parent program to aid parents in becoming more proficient in the English language. Through our Community Learning School we anticipate providing a program to aid our ELL parents in becoming more proficient in the English language for Fall, 2015. This will allow the parents to help their children with their academics, making them more college and career ready. We currently offer a GED program to all parents, including ELL parents, who are seeking to further their education.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? As part of the Community Learning Schools, we are fortunate enough to partner up with a variety of corporations that serve the child as a whole. NYU Lutheran Family Health presently provides mental health care to any child in need. In addition, they will be providing vision and dental care upon the completion of our medical clinic coming at the beginning of the next calendar year. We offer in house academic support through programs such as Pricewater House Financial, Berdy's Brightest after school program, Test Prep Saturdays, High School Seniors Tutoring, In-house peer tutoring and Bricks 4 Kidz. Out of school programs such as the YWCA, Ballet Tech and Arts House Dance are also available to all students. Food Bank provides food to students and their families once a month and during holidays.

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

Our Parent Coordinator supports our ENL teacher by conducting outreach to our parent population and by facilitating parent workshops. With the help of our bilingual interpreters, our PC sends home parent surveys to the parents of our ELL students asking for topics that they would need addressed by our school and ENL teacher. Interviews are also conducted with our ELL parents by our PC and bilingual interpreters during Parent Teacher Conferences. Individualized meetings are arranged if needed. For several years we have incorporated the use of our own school website, e-chalk. Through the use of this website we are 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.

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

Our school translates all parent handbooks, letters and other memos that are sent out to parents. For several years we have incorporated the use of our own school website, e-chalk. Through the use of this website we are 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 every day after school. This program takes place Monday through Friday, 2:40 – 5:30 pm and from 8:00am – 6:00pm on those school days that we are not in session. By providing programs such as Family Fun Saturday, focusing on different topics each session, the ELLs and their families are learning and being educated to better themselves through different aspects academically and recreationally. Participating in programs such as GED or adult ESL classes will provide the parent with the necessary skills that will allow them to help their

child(ren) academically and socially making them more college and career ready. The medical clinic will provide mental health services for students and their families to address concerns as a whole.

#### **D. Additional Information**

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

**Paste response here:**

## **Part VI: LAP Assurances**

School Name: The Michael E. Berdy School

School DBN: 21K188

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Frederick Tudda	Principal		9/15/15
Boris Fishman	Assistant Principal		9/15/15
Altovise Green	Parent Coordinator		9/15/15
Noemi Medina	ENL/Bilingual Teacher		9/15/15
Isabel Mendez	Parent		9/15/15
Michelle Minnell, ELAi	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		
Jennifer Buback	Coach		9/15/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Chiniza Batiste	Other <u>CLS Resource Coord</u>		9/15/15
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **21K188**

School Name: **The Michael E. Berdy School**

Superintendent: **Ms. I. DiMola**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We at PS 188 utilize the DOE Translation Unit to translate telephone messages and documentation sent to parents. Our Bilingual Interpreters, consisting of staff members who speak Spanish, Russian, Urdu and Arabic, are made available as translators to communicate with parents whose home language is other than English. Every year a "needs survey" is sent home, in English and in other home languages, asking to convey to us how the school can assist their needs. Upon registration, parents fill out an HLIS form which asks parents for their language of preference for verbal and written notifications. Although we do not have a large ELL population, according to information on the HLIS form, Student Registration Form, the RAPL report and students' blue cards, some parents have asked to receive letters/documentation in their home language. After the completion of the HLIS form and the informal oral interview between the parent and the ENL teacher, or designated pedagogue, their home language is entered into ATS using their proper OTELE codes. During PTA meetings, Parent Teacher Conferences or other pertinent meetings, our Bilingual Interpreters are made available to help those parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

According to information gathered from HLIS forms, Student Registration Forms, RAPL reports and from student blue cards, those parents whose language preference for oral or written notifications in a language other than English, preferred the following languages: Spanish, Russian and Chinese. Our total

school population is 501 students. Out of these students, only 43 students speak languages other than English – 21 speak Spanish, 9 speak Russian, 5 speak Chinese, 3 speak Haitian Creole, 2 speak Arabic, 2 speak Urdu and 1 speaks Italian.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Schools must translate documents containing critical information regarding a student's education in each of the covered languages. The DOE produces numerous documents that contain critical information about educational programs and services which are distributed or made available to all parents. Some of these documents include: The DOE's Discipline Code, Chancellor's Regulations, The Respect for All Brochure, Guide for Parents of English Language Learners, Raising the Bar for All Students: NYC Special Education Reform and forms that allow parents to opt their children out of various services or requirements. In PS188 we also offer translated information such as Home Language Identification Survey forms, State Testing dates, Parent's Bill of Rights, letters from the PTA and letters from our School Leadership Team. These documents are usually disseminated at the beginning of each academic year. Documents such as student safety information, student health information, legal or disciplinary matters, report cards absence of lateness notifications or notifications to program placements are translated as needed by in house bilingual translators.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year formal face to face meetings are held between parent and teacher during Parent Teacher Conferences, parent orientations, Tuesday Parent Involvement/Outreach and parent teas. More informal settings include Family Fun Saturdays, daily drop offs and pick ups and student of the month assembly programs.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In developing a language access plan we address the school's language assistance needs. In doing so, we take into consideration the number of LEP parents and the number of languages presented in the school community. We utilize the DOE Translation and Interpretation Unit for telephone and written notifications that need to be conveyed to the parents in addition to documentation that is used by the school. We utilize the templates available from the translation and interpretation unit such as school holidays, parent-teacher conferences and other DOE notices. We plan and submit translation requests to the T&I Unit two weeks in advance to assure same day distribution as English documents. Translation funds that were allotted to PS188 are used to hire per session translators during Parent Teacher Conferences to be used as needed. These translators are 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, will translate parent letters into languages other than English which are then backpacked and sent home with students 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..

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As previously mentioned, PS188 utilizes the DOE Translation and Interpretation Unit for verbal and written notification. We use our bilingual interpreters for over-the-phone notifications and translations 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.

#### **Part D: Training Staff on Policies and Procedures**

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

As part of a school wide professional development, the Language Access Coordinator will facilitate a workshop informing all staff members of their obligations with respect to language access and how to assist LEP parents. In doing so, the LAC will make multiple copies and distribute the Language Identification Guide, which helps identify the language of a limited-English-proficient parent and covers 30 of the most frequently spoken languages by DOE parents, to office staff and will train them in using the guide to help determine the language spoken by a parent. The LAC will distribute the over-the-phone Info card to school staff, including the school safety agents, and remind them of the steps on how to obtain an interpreter for LEP visitors to the school. An internal letter will be sent to the school staff twice a year reminding them of their responsibility to communicate with LEP parents, and what resources are available to them to do so. The staff will be trained in using the guide to help determine the language spoken by a parent .

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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". At the beginning of every school year, the DOE's Translation and Interpretation Unit sends a Language Access Kit which includes a Language Identification Guide to help determine the language spoken by a parent, an informational brochure about the services provided by the DOE's T&I Unit and an over-the-phone card for school safety agents that outlines how to obtain an interpreter. This is intended to be used to notify the school staff of the Language Assistance Services available. In doing so, the Language Access Coordinator will distribute the Language Identification Guide to the staff and train office staff in using the guide to help determine the language spoken at home by a parent. The LAC will also distribute the over-the-phone card to safety agents and remind them of the steps on how to obtain an interpreter for LEP visitors to the school. In addition, the LAC will send a letter to the staff twice a year reminding them of their responsibility to communicate with LEP parents, and the resources available to them to do so.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys/questionnaires are distributed throughout the year to notify parents of programs available to students and parents and to gather feedback from parents regarding these services. We also utilize our website, e-chalk, to communicate with parents and inform them of important upcoming dates such as administration of state exams, Parent Teacher Conferences, report card distribution, parent workshops and PTA meetings. The LAC, together with the parent coordinator, ensures that bilingual interpreters are available to translate for those parents who speak a home language other than English.