



P.S. 185 WALTER KASSENBRÖCK

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 185 WALTER KASSENBRÖCK
ADDRESS: 8601 RIDGE BOULEVARD
TELEPHONE: 718-745-6610
FAX: 718-836-9631

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332000010185 **SCHOOL NAME:** P.S. 185 Walter Kassenbrock

SCHOOL ADDRESS: 8601 RIDGE BOULEVARD, BROOKLYN, NY, 11209

SCHOOL TELEPHONE: 718-745-6610 **FAX:** 718-836-9631

SCHOOL CONTACT PERSON: KENNETH LLINAS **EMAIL ADDRESS:** KLlinas@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Dolores Lozupone

PRINCIPAL: KENNETH LLINAS

UFT CHAPTER LEADER: Dolores Lozupone

PARENTS' ASSOCIATION PRESIDENT: Tressa Kabbez

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** Integrated Curriculum and Instruction Learning Support Organization

NETWORK LEADER: GREGORY JAENICKE/Jose V. De La Cruz

SUPERINTENDENT: KARINA COSTANTINO

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Kenneth Llinas	Principal	Electronic Signature Approved.
Lillian Turrigiano	DC 37 Representative	
Ryan Molinaro	UFT Member	
Tressa Kabbez	PA/PTA President or Designated Co-President	
Kristin Miller-Lynch	Parent	
Jennifer Kruger	Parent	
Kerry Sahadi	Parent	
Laura Hamilton	Parent	
Jill Hajjar	Parent	
Dolores Lozupone	UFT Chapter Leader	
Kristin Marte	UFT Member	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□

Over a span of 87 years the school has gone through many utilization profiles ranging from K-8 to Pre-K – 6. We are currently organized as a K-5 elementary school offering: 29 regular education classes, (4 of which are Delta/Gifted classes – in grades 2 - 5); 5 Collaborative Team Teaching classes (one each in Grades K, 1, 3, 4 and 5); 8 cluster programs (Library, Art, Music, Physical Education, Technology, Science, Social Studies and Drawing in the Content Area); ESL and AIS programs for supporting English Language Learners and at-risk students. This year we have implemented 2 additional positions for Differentiated Instruction, one for Grades K – 2 and the other for Grades 3 – 5.

Our students work not only to improve their minds, but to improve their communities – actively participating in student government, organizing fundraisers to benefit local charities, and participating in a flourishing student mentoring program. Their high level of commitment is reflected in our high attendance record and strong school spirit.

In addition, staff members are planning to implement a full range of after school enrichment programs, dependent on available funding.

Our mission is to discover, develop, and support the talents and energy of all the adults dedicated to this purpose. Our unified goal is directed by the students' daily recitation of their school motto, "We will learn to be good students, good friends, and good people." At P.S. 185, you will find the ingredients for success.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 185 Walter Kassenbrock								
District:		20	DBN #:		20K185	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.6	94.9	TBD	
Kindergarten		150	149	145						
Grade 1		132	149	143	Student Stability - % of Enrollment:					
Grade 2		130	139	146	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		123	140	140			96.7	96.62	TBD	
Grade 4		127	119	135						
Grade 5		120	122	123	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			34.5	39.8	47.6	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			8	6	TBD	
Grade 12		0	0	0						
Ungraded		11	0	0	Recent Immigrants - Total Number:					
Total		793	818	832	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							20	13	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		30	26	41	Superintendent Suspensions		0	0	TBD	
Number all others		26	37	40						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	122	114	104	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	3	0	24	Number of Teachers	50	49	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	7	7	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	98	TBD
				% more than 2 years teaching in this school	86	87.8	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	62	63.3	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	88	94	TBD
American Indian or Alaska Native	0	0.1	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	0.6	0.9	1.1				
Hispanic or Latino	13.5	14.1	16.2				
Asian or Native Hawaiian/Other Pacific Isl.	15.8	14.8	12.5				
White	70.1	69.9	70				
Multi-racial							
Male	53.6	52	52.3				
Female	46.4	48	47.7				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	69.9	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	40.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

Our Quality Review Reports from 2006-2007 and 2007-2008 indicated the following:

Overall rating in 2006-2007 was Well Developed. Indications for improvement were in the areas of "more planning for differentiated needs".

Overall rating in 2007-2008 was Well Developed. Indications for improvement were in the areas of planning for Differentiated Instruction, expanding the range and frequency of enrichment activities, giving further attention to data related to boy/girl achievement and collaborating with our peer schools.

Our Progress Report from 2007-2008 indicated the following:

Positive progress noted for 3's and 4's in both ELA and Math- which suggests continuation of existing programs. However, the percentage of students making one year's progress was only 57% in ELA and 79% in Math indicating that continued, systemic efforts need to be further developed in literacy instruction with additional work needed in math.

Our Progress Report for 2008 – 2009 indicates the following: The percentage of students making one year progress in ELA increased from 57% to 64%. The percentage of students making one year progress in Math increased from 79% to 82%, thus indicating that significant progress is being made with school wide instructional programs

Our most recent Progress Report for 2009 - 2010 indicates the following: Our overall student progress in ELA shows that our median growth percentile is 73% and our median growth percentile for our school's lowest third student population is 74%; our overall student progress in Math shows that our median growth percentile is 65% and our median growth percentile for our school's lowest third student population is 64%. The performance percentiles for the lowest third of our student population are comparatively close to the whole school population. As a whole it is realized that all students need continued support to increase their proficiency in ELA and Math in order to achieve higher performance and make progress on ELA and Math assessments.

During extended day our staff is focusing their instruction on building reading skills based on analysis of students' performance on State and school wide assessments. It has been determined that specific skills, such as recognizing details, identifying story elements and making inferences need reinforcement. The reconfiguration of extended day allows staff teams to analyze data, develop differentiated lessons and share best practices.

Equal attention is being devoted to the analysis of math data. It has been recognized that students have a need to improve problem solving skills and to develop the ability to explain their mathematical thinking processes.

In review of budget allocation, scheduling, facility use, class size and use of resources, we find the following:

The basic classroom formula of five classes in each grade of K, six classes 1, and 2 and five classes in each grade of 3, 4, and 5 has allowed for maximum building utilization and keeping class size uniform.

Monies allocated for Academic Intervention have been properly aligned and budget cuts have prevented us from maintaining the much needed F-status position in AIS. Likewise, monies for Professional Development, Enrichment and Classroom Resources have been significantly impacted and have resulted in significant reduction of program plans.

Through parent contacts, both informally as in day to day and formally as in PTA meetings, an additional need for more extensive use of community and city resources has been identified. These community resources relate to such areas as trips, assemblies, training, parent involvement in classrooms and as Learning Leaders, and to extended day building use.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, the students will show an increase of 5% in student engagement through continued refinement and development of the 555 Program, the Drawing Program, and the use of math manipulatives and self-assessment.	<input type="checkbox"/> To achieve the goal record keeping will be kept for each grade in the 555 Program, notebooks will reflect the progress in the Drawing program and plan books will indicate the use of manipulatives.
<input type="checkbox"/> By June 2011, the students in grades 3, 4 and 5 will show a 50% increase in the use of cursive writing.	<input type="checkbox"/> To achieve the goal staff will provide instruction in cursive writing beginning in 3rd grade with continued instruction through 4th and 5th grades.
<input type="checkbox"/> By June 2011 the staff will show an increase of 100% in the implementation and continued development of the Resource guide generated by the sub-committee of the SLT.	<input type="checkbox"/> To achieve the goal staff will have access to the prepared Resource Guide to plan trips and avail their classes of parent enhancement of the curriculum.
<input type="checkbox"/> By June 2011, there will be an increase of 100% participation of students and staff in celebration of student achievements and goals.	<input type="checkbox"/> To achieve the goal there will be school wide recognition of student achievement in classroom displays and school assemblies to recognize success.

SECTION VI: ACTION PLAN

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

Subject Area

All Subjects

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, the students will show an increase of 5% in student engagement through continued refinement and development of the 555 Program, the Drawing Program, and the use of math manipulatives and self-assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>It will be the springboard for looking at Social Studies and Math through a cross curriculum lens. Direct classroom activities will be shared among the 3rd grade classes.</p> <p>All classroom teachers will work toward the replacement of the math workbooks with more appropriate hands-on activities.</p> <p>Data Specialist will provide class summary sheets to all 2nd -5th grades based on standard tests i.e. chapter tests and predictives that identify student needs.</p> <p>The Drawing Cluster teacher will support all K-5 work in this area by improving children’s visual acuity training and drawing ability to reflect their understanding of math concepts.</p> <p>Tech teacher will provide PD and classroom instruction that support Differentiated Instruction in Math.</p> <p>The AIS teacher will work closely with DI teachers and Instructional Specialists to implement and evaluate new strategies.</p> <p>Students will use goal sheets three times per school year to establish goals and access progress in various subjects</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>□ Teachers will participate in grade level Inquiry study and data evaluation during alternate Wednesdays extended day. Teachers will engage in monthly grade level P.D. specifically focused on developing differentiated instruction techniques and strategies that support multiple entry level work in Mathematics. Teachers will demonstrate differentiated instruction strategies through formal and informally observed lessons and walkthroughs. Kindergarten and First Grade teachers will replace student math workbooks with appropriate hands on concept driven activities and 2-5 grade teachers will reduce the use of student math workbooks and replace them with appropriate hands on activities. Grade 2-5 teachers will modify their homework checking procedures as well as their classroom instruction so as to reflect a broader understanding of differentiated instruction. 100% of classrooms will reflect resources that support differentiated instruction in Mathematics.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>□ Multiple forms of evidence will include but will not be limited to: Student construction in 3rd grade as developed with the Salvadori Program. Kindergarten and first grade activities that replace the standard math workbook. More extensive grouping in grades 2-5. Math self assessment sheets in grades 3-5. Records of D.I. strategies as listed by D.I teachers Drawing journals that reflect mathematical understanding. Tech projects that reflect mathematical understanding. Student presentation portfolios that contain updated work in math. Informal and formal observations by administration. Teacher Performance Review Projects</p>

Subject Area
(where relevant) :

Handwriting

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, the students in grades 3, 4 and 5 will show a 50% increase in the use of cursive writing.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>Teachers in 3rd Grade will use the Foundations Practice Workbook differentiating workbooks for right and left handed students. Teachers in grades 3, 4 and 5 will work with students to develop a progressive approach to the development of cursive writing as reflected in their plan books. Drawing Cluster will support the instruction of handwriting with appropriate lessons Student will show an increase in the use of cursive writing in their finished writing pieces. Classroom and Tech teachers will use the software application of SmartBoard to demonstrate and practice proper formation of letters.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Teachers in grades 3, 4 and 5 will monitor student progress in their notebooks. Drawing, Technology and Art Clusters will support the development of writing with related lessons Third grade Foundations Practice workbooks will be differentiated for right and left handed writers. Teacher program cards will reflect several periods per week in the practice of mechanics of writing Smartboards will be utilized to demonstrate the appropriate mechanics of writing to whole class</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Student notebooks will be checked by teachers three times per marking period Achievement in 4th grade will be recognized by a "Pen Ceremony" assembly. Finished examples of exemplary work will be placed in student portfolios.</p>

Subject Area
(where relevant) :

All Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011 the staff will show an increase of 100% in the implementation and continued development of the Resource guide generated by the sub-committee of the SLT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>By October 2010, staff will be able to utilize the Resource Guide created by the SLT sub committee.</p> <p>An SLT sub committee will continue to focus on expanding school use of additional community resources, create age appropriate guidelines, develop resource availability lists and align the resource guide with the pacing calendars.</p> <p>By May 2011, an SLT sub committee will implement any modification to the Resource Guide as necessary. create age appropriate guidelines, resource availability lists and revisions to existing pacing calendars.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>An SLT sub committee will research and develop content focus and age appropriate guidelines to address paired grade levels of K – 1, 2 – 3, and 4 – 5 of educational community resources.</p> <p>A list of resources will be created for each pair of grades.</p> <p>Existing pacing calendars will be utilized to assist in the integration of resources with core curriculum instruction</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Agenda and minutes of SLT and SLT sub committee. Lists that reflect neighborhood, parent and larger community resources. Modified pacing calendars.</p> <ul style="list-style-type: none"> • School Calendar that shows booked trips from the Resource Guide

Subject Area
(where relevant) :

All Subjects

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, there will be an increase of 100% participation of students and staff in celebration of student achievements and goals.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Classrooms will have a designated display of student achievement • Students will have the opportunity to share and demonstrate student group projects in the classroom and when appropriate as an assembly • The Salvadori projects aligned with the Social Studies curriculum produced by 3rd grade classes will be shared with other classes in the school building. • The Power Point Projects created by students through the Technology Cluster in support of the curriculum will be shared with other classes and in assemblies when appropriate • An Art Show will be held to display student work created throughout the school year. Each child will have a piece on display • Parents will be contacted to inform them of their child/ren's achievements. • Assemblies will be held on "Assembly Friday's" to recognize student achievements. • Evening event recognizing 'Social Studies' achievements.
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • PTA will support recognition of achievement with assembly programs. • Certificates and Pins will be awarded to students in recognition of achievements • Pen Ceremony will be scheduled for 4th grade students that achieve a level of proficiency in the mechanics of writing. • Binders created by digital photography of student achievement will be displayed in the library, classrooms and lobby of the school.

Indicators of Interim Progress and/or Accomplishment

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

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- Students will have individualized award certificates, pins and other recognition of achievement
- Students in 4th grade will have special pens granted at the Pen Ceremony
- Students in 4th and 5th grades will have mid-year goal sheets indicative of their achievements

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20	N/A	N/A	2			
1	30	30	N/A	N/A	1			
2	28	28	N/A	N/A				
3	68	68	N/A	N/A				
4	51	34	4					
5	38	23	4					
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> Wilson Foundations (Double Dose for K-2) Wilson Foundations provides explicit and highly systematic instruction in key areas necessary in effective reading instruction including: phonological and phonemic awareness, phonics, word and syllable study, vocabulary, sight word instruction , fluency, and word and sentence writing practice. Currently it is being used for all at-risk students in grades K-3. It is provided in small groups during the literacy block and also in extended day.</p> <p>Listening Library The listening library provides fluency support to all at-risk students. It is used in school during the literacy block on a one-to-one basis with all at-risk students in grades K-5.</p> <p>Workshop Model Grouping The workshop model is utilized with all students, especially at-risk students, as a means of providing students with more individualized and small group learning opportunities. It is being utilized during and after school with at-risk students in grades K-5.</p> <p>Teacher’s College Reading and Writing Project The Teachers College Reading and Writing Project (TCRWP) K-2 Assessments are designed to help educators track students’ ability to read increasingly difficult texts with fluency, accuracy, and comprehension. The goal of these assessments is to facilitate teachers’ ability to channel students toward texts at a productive instructional reading level, and to guide instructional decision-making throughout the year. The TCRWP is currently being used on a one-to-one basis before, during and after school.</p> <p>555 Reading Club The 555 Reading Club is a self assessment tool for students to help them to discover books</p>

on their independent reading level. The 555 Reading Club is being utilized with all at-risk students during the school day. It is an excellent motivational tool.

Precursor to the 555 Reading Club for Younger Students

Introduction to the concepts of the 555 Reading Club are presented to students in grade 1 using the "5" worksheet. This, independent, self-assessment tool helps students develop a deeper understanding of the reading material aligned to their current level.

Differentiated Instruction

Differentiated Instruction supports classroom instruction (K-2 and 3-5) developing, practicing and enriching the curriculum for a wide range of students from the struggling student to those who are working above – level. Groups meet on a weekly schedule based on teacher collaboration and formal and informal assessments. All class room instruction is designed to provide multiple entry levels to single concepts thus allowing all students to be exposed to the concept while intergrating their particulardevelopmental level.

Extended Day

All (2-5) at-risk students are grouped according to current Reading and Math assessments. Small groups are identified and teachers are assigned as working teams. Data reviewed during inquiry study on alternate Wednesdays allow teachers to identify specific needs and to provide targeted intervention. Target gropus have been identified and improvement projections are matched with the principal's PPR goals. Specific strategies include "double dose" Foundations, test data analysis, student self-assessment, reteaching, increased imprinting, slowing down, group analysis and direct one-on-one assistance.

Learning Leaders

Parents provide weekly one-on-one tutoring to struggling students (grades 1-5). Parents re-teach and review big ideas.

Mathematics:



Workshop Model Grouping

The Workshop Model is utilized with all students, especially at-risk students, in grades K-5 both during and after school. Small group instruction allows at-risk students to relearn and review key math concepts using leveled material, on-line games and manipulatives.

Assessment for Learning

Assessment for Learning utilizes data to improve instruction in Mathematics in grades K-5.

Students are asked to take an active role in their learning (discover where they went wrong and

revisit the problem after a re-teaching has taken place).
UBD technique is utilized in all assessments allowing the students to identify concepts and plan learning strategies. Assessment for Learning is used directly after chapter assessments during and after school.

Differentiated Instruction

Differentiated Instruction supports classroom instruction (K-2 and 3-5) developing, practicing and enriching the curriculum for a wide range of students from the struggling student to those who are working above – level. Groups meet on a weekly schedule based on teacher collaboration and formal and informal assessments. All class room instruction is designed to provide multiple entry levels to single concepts thus allowing all students to be exposed to the concept while intergrating their particular developmental level.

Extended Day

All (2-5) at-risk students are grouped according to current Reading and Math assessments. Small groups are identified and teachers are assigned as working teams. Data reviewed during inquiry study on alternate Wednesdays allow teachers to identify specific needs and to provide targeted intervention. Target groups have been identified and improvement projections are matched with the principal's PPR goals. Specific strategies include "double dose" Foundations, test data analysis, student self-assessment, reteaching, increased imprinting, slowing down, group analysis and direct one-on-one assistance.

Learning Leaders

Parents provide weekly one-on-one tutoring to struggling students (grades 1-5). Parents re-teach and review big ideas.

Science:

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Learning Leaders

Parents provide weekly one-on-one tutoring to struggling students (grades 1-5). Parents re-teach and review big ideas.

Extended Day

Fourth grade at-risk students in Extended Day receive additional Science instruction two days a week (60 minute periods) in groups of no more than 10. The instruction focuses on direct one-on-one assistance to struggling students.

Workshop Model

The Workshop Model is used for all at-risk students struggling with Science in grades 3-5. During and after school, teachers differentiate instruction based on the individual needs of

	students and then group students accordingly. Leveled Science material is then provided to all groups.
Social Studies:	<input type="checkbox"/> Learning Leaders Parents provide weekly one-on-one tutoring to struggling students (grades 3-5). Parents re-teach and review big ideas. <input type="checkbox"/> Extended Day Fifth grade at-risk students in Extended Day receive additional Social Studies instruction three days a week in groups of no more than 10. The instruction focuses on direct one-on-one assistance. <input type="checkbox"/> Workshop Model The Workshop Model is used for all at-risk students struggling with Social Studies in grades 3-5. During and after school, teachers differentiate instruction based on the individual needs of students and then group students accordingly. Leveled Social Studies material is then provided to all groups.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> In addition to providing mandated service to students with IEP's our Guidance Counselor also provides at-risk service to students on an as needs basis. Small group sessions focus on building self-esteem, working cooperatively, increasing daily effort and managing emotional challenges.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Psychologist provides strategies and support to classroom teacher in order to promote successful interventions or collection of pre-referral data on identified highest risk students.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Social worker provides home/school communication as needed for identification of high risk cases.
At-risk Health-related Services:	<input type="checkbox"/> SAPIS provides small group social skill instruction, as well as, one-on-one counseling. The counseling is aimed at helping at-risk students with both academic and behavioral problems, in an effort to bring about needed positive change. This program is provided during the day for all at-risk students in grades K-5.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

Kindergarten through 5th Grade

Number of Students to be Served:

LEP 112

Non-LEP 706

Number of Teachers 2

Other Staff (Specify) AIS - Ms. Reiss; Differentiated Instruction - Ms. Williams upper grades and Ms. Fritsche lower grades

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

TBD

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

TBD

Section III. Title III Budget

—

School: 20K185

BEDS Code: 332000010185

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	TBD	<input type="checkbox"/> TBD
Purchased services - High quality staff and curriculum development contracts	TBD	<input type="checkbox"/> TBD

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	TBD	<input type="checkbox"/> TBD
Educational Software (Object Code 199)	TBD	<input type="checkbox"/> TBD
Travel	TBD	<input type="checkbox"/> TBD
Other	TBD	<input type="checkbox"/> TBD
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

- Home language entered into ATS upon registering.
Parent Coordinator conducts school wide parent survey, in multiple languages, assessing parent's needs.
Parent Coordinator collects needs from ESL staff and classroom teachers.

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

- Relevant school information is made available in a Parent Handbook, which is available in 8 languages.
Parent Teacher Conferences: On-site interpreters are made available to parents and staff members during the bi- annual Parent Teacher Conferences. Information on how to access, over the phone, interpretations is in writing and made available at Professional Development Meetings.

Part B: Strategies and Activities

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

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

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Services will be provided either by bi-lingual staff or through DOE Translation and Interpretation Unit.

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

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Translation and Interpretation Unit that is available to them through school staff.

Via Handbook and PTA Meetings, parents are told the translation and interpretations services are available upon request.

As per Chancellor's Regulations, signs are posted in the lobby informing parents of such.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	\$517,114	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,171		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$25,855	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$51,711	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100 %

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

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Title I Parent Involvement Policy

I. General Expectations

Walter A. Kassenbrock Elementary School P.S. 185 agrees to implement the following statutory requirements:

- o The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - o Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - § § § § The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Conduct regularly scheduled committee meetings to review and assess all aspects of parental involvement policy.
2. Walter A. Kassenbrock Elementary School P.S. 185 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

Support parent awareness through regular distribution of school information letters, monthly PTA newsletters, PTA meetings, Parent Coordinator monthly newsletter/calendar, school leadership team minutes posted.

3. Walter A. Kassenbrock Elementary School P.S. 185 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)

ESL parental meetings. Workshops presented to parents on such topics as homework completion and test taking strategies. English as a second language class for parents presented by school Principal. Parent Coordinator assists with middle school and gifted program test and enrollment.

4. Head Start Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by:

5. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

We will incorporate the OFEA Parent Involvement Survey as modified by P.S. 185 School Leadership Team.

6. Walter A. Kassenbrock Elementary School P.S. 185 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

i. ii. iii. The State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:

School will provide all coping and printing of related support materials.

b. Walter A. Kassenbrock Elementary School P.S. 185 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

c. Walter A. Kassenbrock Elementary School P.S. 185 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

Parent Coordinator and PTA executive board will develop strategies for improving parent outreach efforts and methods of communication ie: chain phone calls, newsletters, calendars and informational letters.

d. Walter A. Kassenbrock Elementary School P.S. 185 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

Parents will assist in "center work" on a regularly scheduled basis.

e. Walter A. Kassenbrock Elementary School P.S. 185 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All of the above means of communications will be available in relevant languages.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meetings held by PTA. This policy was adopted by the Walter A. Kassenbrock Elementary School P.S. 185 PTA and will be in effect for the period of one year. The updated policy for school year 2010-2011 will be distributed to all parents of participating Title I, Part A children upon final approval by PTA.

Principal's Signature: _____ Kenneth Llinas _____

Date _____ 10/29/2010 _____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

School Parent Compact

Walter A. Kassenbrock Elementary School P.S. 185, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010 -2011.

Required School-Parent Compact Provisions

School Responsibilities

Walter A. Kassenbrock Elementary School P.S. 185 will:

- ▷ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - ▷ P/T conferences in November and March in addition to conferences that may be scheduled to meet the needs of individual parents.
 - ▷ Report cards will be distributed three times a year and in grades four and five will be accompanied by student self-defined goals in the second and third marking periods.
 - ▷ Staff will be available during prep periods and can be available during additional times through administrative support.
- ▷ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
 - The Parent Volunteer Program is encouraged and schedules are arranged through parent teacher agreement.
- ▷ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 - ▷ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - ▷ hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- ▷ provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- ▷ provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- ▷ on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- ▷ provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- ▷ provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I (i.e. as per NCLB.)

Parent Responsibilities

We as parents will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as: (-note items listed below are suggestions only, except for the items in blue which should be included)]:

- ▷ supporting my child's learning by making education a priority in our home by:
 - ▷ promoting positive use of my child's extracurricular time.
- ▷ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ Ⓟ express high expectation and offer praise and encouragement for achievement.)

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

[Describe the ways in which students will support their academic achievement, such as:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Name	Signature	Date	School – Print Name Kenneth Llinas Rena Goudelias Mary Maguire		Parent(s) – Print Name Tressa Kabbez Others to be determined		Student (if applicable)- Print Name	Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - Under development

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Under development

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Under development

o Help provide an enriched and accelerated curriculum.

Under development

o Meet the educational needs of historically underserved populations.

Under development

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

under development

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

Under development

3. Instruction by highly qualified staff.

Under development

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

Under development

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

Under development

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

Under development

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

Under development

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

Under development

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

Under development

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Under development

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	Page#(s)
		Yes	No	N/A			
Title I, Part A (ARRA)	Federal	Yes			\$517,114.00	True	

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

NA

2. Ensure that planning for students served under this program is incorporated into existing school planning.

NA

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

NA

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

NA

c. Minimize removing children from the regular classroom during regular school hours;

NA

4. Coordinate with and support the regular educational program;

NA

5. Provide instruction by highly qualified teachers;

NA

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

NA

7. Provide strategies to increase parental involvement; and

NA

8. Coordinate and integrate Federal, State and local services and programs.

NA

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
There are no Students in Temporary Housing currently enrolled in our school.
2. Please describe the services you are planning to provide to the STH population. Does Not Apply

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
There are no Students in Temporary Housing currently enrolled in our school.
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 Does Not Apply

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_20K185_102710-104249.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Cluster 6	District 20	School Number 185	School Name Walter Kassenbrock
Principal Kenneth Llinas		Assistant Principal Rena Goudelias	
Coach Kathy Levine		Coach Denise Auturo	
Teacher/Subject Area Luke Meginsky/ESL		Guidance Counselor Dana Issac	
Teacher/Subject Area Helen Maloney/ESL		Parent Tressa Kabbez	
Teacher/Subject Area Liz Williams		Parent Coordinator Mary Maguire	
Related Service Provider Audree Reise		Other type here	
Network Leader Greg Jaenicke		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	815	Total Number of ELLs	112	ELLs as Share of Total Student Population (%)	13.74%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. The following steps describe the process taken to initially identify a student who may possibly be an ELL. This process follows the “New York State – LEP Identification Process” as per CR Part 154. When the school receives a new admittance, the ESL teachers including Ms. Maloney and Mr. Meginsky, or another qualified pedagogue conduct an informal interview with the parents to help to determine the child’s eligibility for ESL services. Every parent fills out the Home Language Identification Survey (HLIS) for his/her child. The teacher asks if the student speaks another language other than English. If the student only speaks English, the teacher stops the LEP Identification Process and the teacher makes a notation that the student only speaks English and “NO” is entered on the OTELE code. If the student speaks another language, the teacher administers the LAB-R to determine eligibility.

If the LAB-R shows that the student is not proficient in English, we invite the parents to a meeting to discuss English Language Learner (ELL) program options for their child. Annually, the ESL teachers Ms. Maloney and Mr. Meginsky, administer the New York State English as Second Language Achievement Test (NYSESLAT) to all ELLs. They are tested according to administration directions in a separate location.

2. The structures in place to ensure that parents understand all three program choices are first to invite the parents to an ESL Meeting. We have a large meeting at the beginning of the year when we explain the program choices, show the video in different languages to explain the choices, and explain their rights as an ESL parent. We give the parents the Parent Survey form along with the Parent Information Brochure about the three program choices available for ELLs. We ask them to return the form to us by the following week. If they do not return the form, we send out notices to the parents until the form is received. In the event we never receive a form back, we default to Transitional Bilingual but retain them in ESL, the sole program hosted at P.S. 185.

When a new student arrives during the year, one of the pedagogues at P.S. 185 conducts a meeting with the parent to give them the HLIS. If the child is eligible for ESL as per the HLIS, we administer the LAB-R within ten days of their entry. If they do not pass the LAB-R, one of the ESL teachers schedules an appointment to inform the parent of their three choices and provides them with the same Parent Survey and Brochure as provided in the meeting earlier in the year. If a parent chooses a program other than ESL, we call them to make them aware that we do not currently have the program they requested in the school until we reach a certain number of applicants for a bilingual or dual language program. We provide the parents with a list of schools that have their program and then follow up with them to record their final choice.

3. At the beginning of the year, Entitlement letters are distributed to invite the parents of new ELLs to a Parent Meeting to give them the Parent Survey and Program Selection forms. They can either return it to us at the meeting or they can send it back to school with their child if they desire more time to consider their program choice. If the child arrives in the middle of the school year, one of the ESL teachers meets with the parent to discuss their program choices and gives the parent the forms to return to school. The ESL teachers maintain a checklist to track the students whose parents returned their Parent Survey and Program Selection forms. The school continues to send the forms to the parents until they are received. In the event we never receive a form back, we default to TBE but retain them in ESL, the sole program hosted at P.S. 185.

4. The criteria used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs are detailed

above in the previous questions. The parent fills out the Parent Survey and Program Selection form after meeting with the ESL teachers to inform and discuss the program choices available to their child. If they have any questions they can feel free to call or make an appointment with one of the ESL teachers.

5. Upon reviewing the Parent Choice and Program Selection Forms for the past few years, the trend has been ESL as a 1st choice, Dual Language as a 2nd choice, and Transitional Bilingual as the 3rd choice. Last year Transitional Bilingual was the 2nd choice, but this year Dual Language moved up to 2nd choice.

6. The programs offered at our school are aligned with what parents have been requesting, as we do not have a large enough population requesting a specific program other than ESL.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	5	2	4	3	1								19
Total	4	5	2	4	3	1	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	112	Newcomers (ELLs receiving service 0-3 years)	94	Special Education	27
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	

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

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

<input type="checkbox"/>	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input type="checkbox"/> 94	<input type="checkbox"/>	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/>	<input type="checkbox"/> 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 112
Total	<input type="checkbox"/> 94	<input type="checkbox"/> 0	<input type="checkbox"/> 18	<input type="checkbox"/> 18	<input type="checkbox"/> 0	<input type="checkbox"/> 9	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 112

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	16	4	10	5	4								44
Chinese	14	2		3	1									20
Russian	1	2		1		1								5
Bengali					1									1
Urdu			1	1	2									4
Arabic	3	6	4	8	8	4								33
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1					1								2
Albanian			2											2
Other					1									1
TOTAL	24	26	11	23	18	10	0	112						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

a. The organizational models are both Push-In and Pull-Out. The Pull-Out programs for the Kindergarten through Fifth Grades are all 45 or 90 minutes long in duration to add up to 360 minutes each week for Beginners and Intermediates and 180 minutes each week for Advanced students. The Push-In programs last for 45 minutes within the classroom setting and are an essential part of the program to add up to the mandated number of minutes.

b. The organizational models used at P.S. 185 are both Push-In and Pull-Out. Most instruction is delivered via a Pull-Out model. We feel this model allows our ELL students a supportive, comfortable environment in which the students feel free to take risks and make mistakes. Furthermore, we feel that our ELL students can develop oral language skills using activities such as choral reading, songs and oral recitations without disrupting the students in the regular class. Indeed, the development of oral language is the crucial first step on the continuum of language acquisition and pivotal in developing fluency in literacy. The program model includes both homogeneous and ungraded, heterogeneous groups

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the proficiency levels in each program model (TBE, Dual Language, ESL)?

a. We currently service all 112 ELLs with ESL instruction. All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students are seen 8 periods or 360 minutes per week. Advanced ELL students are seen 4 periods or 180 minutes per week. The ELL students also receive 180 minutes of extra ELA instruction in the classroom.

Since native languages are not the focus of an ESL only program, the native language is validated at our school whenever possible during instructional periods. There are also no Bilingual classes at PS 185. This supports the parents' first choice for service by ESL.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.

In line with the recent ESL initiatives, our ESL teachers are continuing to infuse ESL instruction with content area materials. Reading materials are related to the grade appropriate classroom topics that the ELLs are being taught. The ESL teachers follow the pacing calendars used by the mainstream teachers to align their ESL content instruction with the classroom, while scaffolding the content to support the ELLs' study of these subjects.

The language of instruction is in English, as literacy in the native language is minimal or non-existent for most of our ELL students. Many of our students were born in the USA or came here at a very young age. Although they can speak and understand the native family language, they cannot read or write in that language. Most parents have not taught their ELL children to read in any language and often don't read to them. This lack of ability in the native language is evidenced by the poor results on the LAB-R Spanish exams.

4. How do you differentiate instruction for ELL subgroups?

a. There are not currently any SIFE students at PS 185. In the future, should we have SIFE students we will carefully check their records to determine eligibility for testing. We will also place these students appropriately in a group that could meet their language needs. Ideally,

we would also be able to fund extra sessions of intensive language instruction with Title III monies.

b. For newcomer ELLs who have been in US schools for less than three years, the ESL teachers have specific instructional strategies for all newcomers. They need to be acclimated to the school setting. The ESL teachers endeavor to get them started with “survival English” which can help them to cope with day to day activities. The ESL teachers also work with the classroom teacher so that the new student is supported by a buddy / peer tutor the classroom. The classroom teachers receive professional development on ESL methodologies and on strategies for maintaining a Sheltered English classroom.

In the ESL program, the newcomers are offered time in a listening center to support their instructional period of ESL through Balanced Literacy strategies. The ESL teacher tries to make the language taught relevant to everyday life. All instruction is guided by the NYS Learning Standards for ESL. Students are allowed extra response time in order to encourage participation. These students may also attend after school Title III sessions.

c. In order to service students that have been receiving four to six years, the ESL teachers offer the students at risk service where it is deemed necessary. We design authentic ESL learning experiences which focus on the areas of weakness. In most cases these students are verbal with a high level of comprehension. They do poorly on tests; however, because of their low level reading and writing skills. Therefore, we incorporate tasks which reflect all four language skills with a strong emphasis on Reading and Writing. We also work via ESL to prepare the long term ELL for NYS assessments in core subject areas. These students may also attend the after school Title III sessions.

d. P.S. 185 does not have any long term ELLs.

e. For ELLs identified as having special needs, the ESL teachers consider IEP requirements for the ELL students who receive SETTS. Monthly data is currently being submitted for these students. There are no full special education classes at PS 185 but there are Cooperative Team Teaching (CTT) classes.

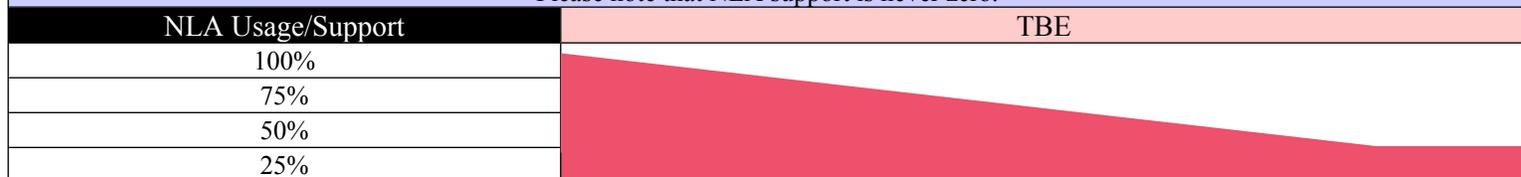
There are two full-time Differentiated Instruction teachers to support the needs of struggling students, one for the lower grades and one for the upper grades. They provide a lower teacher-to-student ratio as well as support.

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

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

Native Language Arts and Native Language Support

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention programs for ELLs in ELA include the ELL Treasures curriculum which parallels the skill being taught in the mainstream classroom in the upper grades. This is directed to the four to six year ELL and Long-Term ELL population to strengthen reading and writing skills. In all grades, the teacher teaches guided reading in centers to reinforce differentiated reading skills for each group. In the lower grades, the teacher supports ELA skills with the Foundations program and the RIGBY themes to align with the classroom teacher. These programs are used to encourage development in all areas for the newer ELLs and newcomers.

The ESL teachers network with the school staff during classroom teachers' common and individual preparation periods to provide and receive feedback in an on-going dialogue with the classroom and subject area teachers. Classroom teachers discuss student strengths and weaknesses with the ESL teachers in order for the ESL teachers to individualize instruction and provide for maximum growth. Classroom

teachers are also supported with professional development activities which help them to improve the learning environment for ELLs. Focus is on the adaptation of Core Curriculum materials for the ELLs as well as on the various strategies which can be applied to the instruction of ELLs.

ELLs are taught academic language in the ESL classroom and in their classes. Instruction is scaffolded and builds from month to month and year to year. It must be understood that it can take up to seven years to develop academic language in content areas (as per ESL guru Jim Cummins). It can be a slow process. Working with the classroom teacher, the ESL teacher develops units of study which relate to units being developed in the classroom. It is best that this curriculum specific language be taught in context. ELLs are encouraged to express their understanding of content area language orally and via creative projects. This will keep them interested and motivated as they gather the language needed for content area reading and writing.

To achieve success with our ELL students, we have adopted an instructional model that focuses on the following strategies:

1. Maximizing classroom design to provide interactive, hands-on learning opportunities.
2. Plan language objectives for all lessons and make them explicit for all students.
3. Emphasize academic vocabulary development and background knowledge.
4. Promote oral interaction and extended academic discourse.
5. Integrate assessment for learning techniques.

Through the efforts of our School Instructional Team we plan to train all staff, as well as, our ESL teachers in these stated strategies.

The ESL pull-out/push-in instruction is based on the SIOP (Sheltered Instruction Observation Protocol). This represents 30 instructional strategies grouped into eight instructional components. The eight components are as follows:

1. Preparation
2. Building background
3. Comprehensible input
4. Strategies
5. Interaction
6. Practice/application
7. Lesson delivery
8. Review assessment

Intervention services at P.S. 185 include Academic Intervention services with Ms. Reiss and two Differentiated Instruction teachers: Ms. Williams for the upper grades and Ms. Fritsche for the lower grades. They are offered in English.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELLs who leave the ESL program because they score out on the NYSESLAT continue to get support as “at risk” students and receive Academic Intervention Services. They receive extra time on NYS tests for up to two years after reaching proficiency on the NYSESLAT. In addition, they are offered additional reading help. They may also attend our after school programs.

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

P.S. 185 does not plan to create new programs this upcoming school year.

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

P.S. 185 does not plan to discontinue any programs this upcoming school year.

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

Certainly all ELLs may participate in all programs at P.S. 185, but they are also specifically encouraged to participate in such programs like after-school to better support their academic achievement. P.S. 185 promotes achievement for all students.

Students in Grades 3, 4 and 5 also receive service via Title III. P.S. 185 invites ELLs to Saturday Test Prep sessions for approximately a month prior to the NYS tests. Additionally, the ESL teachers run after-school programs for ELLs. For instance, this past school year a course focused on ESL through cooking and a course in ESL through TPR techniques and yoga were offered.

These classes with content area focus allow ELL students to use the rich vocabulary of the various content areas in a supportive and exciting classroom environment. Teachers use materials related to the regular day classes. Part of the time also focuses on the language of

tests and higher order thinking skills.

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

In addition to the Core Curriculum Materials our ESL teachers use a variety of materials with their students. These include:

- Rigby Series - On Our Way to English, shared reading K-5, expanded in 2007
- Rigby Series – On Our Way to English Newcomers Kit
- Hampton-Brown Series - Into English, Grades K-2
- Macmillan/McGraw-Hill Series – Treasures, Grades 1-5
- Learning Resources, Inc. – Reading Rods for English Language Learners, Grades K-5
- Attanasio & Associates, Inc. – Getting Ready For the NYSESLAT, K-5

Technology:

- Orchard Gold Star, ESL software program
- Starfall, website
- Kidspiration, literacy software program
- Mingoville, English for children through social media program on the Web
- ICT Literacy Games, website to strengthen student literacy

In addition, our teachers use balanced literacy and content area materials.

11. How is native language support delivered in each program model?

The ESL teachers at P.S. 185 validate the native language spoken by all students whenever possible. The ESL teachers provide students with additional reading material in their native language in the form of online libraries, as needed. When there are newcomer students, the ESL teachers pair them with a student who speaks their native language as well.

12. Do required services support, and resources correspond to ELL’s ages and grade levels?

Yes, the required services support and correspond to ELL’s appropriate ages and grade levels.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Before the beginning of the school year, the ESL teachers recommend to the teachers some of the technological resources with which the newcomer ELLs can follow along. Then the teachers prepare for tutoring sessions especially for newcomer students during the year.

14. None

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

The ESL teachers offer Professional Development (PD) to staff members on ESL techniques and strategies. The ESL teachers receive their own PD through a variety of sessions offered by CFN 604. The information gained at these sessions keep the ESL teachers on the cutting edge of ESL education. It is often material to turnkey to the school staff. Ms. Maria Maisano runs a program of PDs for ESL teacher development. The schedule for this school year is as follows:

Date	Title	Location/Time	Facilitators
2010			
Friday 10/29/10	Academic Literacy for ELLs Aligned to Common Core State Standards:		
Session #1	Introduction to CCSS	Petrides 118A	
8:30 AM –			
2:30 PM	CFN 604 & 609		
Instruction Team			
Tuesday			
11/2/10	Scaffolding Instruction for ELLs: ESL Strategies for Classroom Teachers	Petrides Bldg “A” Rom. 317	
Session #1:			
8:30 – 11:00 AM			
Session #2			
12:30 – 3:00 PM	Maria Teresa Maisano		
Margarita Gonzalez			
Tuesday			
12/7/10	Academic Literacy for ELLs aligned to CCSS: Session #2. Reading & Writing Informational Text	TBA	
8:30 AM –			
2:30 PM	CFN 604 & 609		
Instructional Team			
2011			
Tuesday			
1/25/11	Academic Literacy for ELLs Aligned to CCSS: Session #3, Looking at Student Work	TBA	
8:30 AM –			
2:30 PM	CFN 604 & 609		
Instructional Team			
Thursday			
1/27/11	Team Teaching in the ESL Program	Petrides 118A	
8:30 AM- 2:30 PM	Maria Teresa Maisano		
Margarita Gonzalez			
Tuesday			
3/22/11	Academic Literacy for ELLs Aligned to CCSS: Session #4, Curriculum Mapping	TBA	
8:30 AM –			
2:30 PM	CFN 604 & 609		
Instructional Team			

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

P.S. 185 provides the PD on the schedule as shown above to prepare students for the academic rigor of middle school. Our SAPIS worker provides direct in classroom sessions dedicated to middle school transition. McKinley JHS is scheduled to visit our school to provide answers to all questions posed by fifth grade students. Our Parent Coordinator serves as a liaison for parents of graduating students regarding JHS fairs and site visits.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

The minimum hours of training for all staff other than ESL are also provided P.D. through grade level conferences which focus on Differentiated Instruction. In addition, non-ESL staff received 8 hours of P.D. during the September 7th and November 2nd PD days.

Special Education teachers receive additional PD in ESL during in-house PD sessions .There are plans for staff to receive PD delivered by

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	Parental Involvement	0	0	0	0	0	0							
	Describe parent involvement in your school, including parents of ELLs.													
	Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?	0	3	3	4	8	3							
READING/ WRITING	How do you evaluate the needs of the parents?	0	16	2	16	11	4							
	How do your parental involvement activities address the needs of the parents?	0	12	3	6	0								
	Describe parent involvement in your school, including parents of ELLs.	0	8	2	18	8	5							
	Is your school a parent friendly school; we are receptive to all parents. The Principal, Mr. Llinas, shows that this is a priority since he is in an ESL class to the parents of ELLs this year. His class targets everyday language particularly to support the ability of the parents to converse with their children about their progress in school and beyond.	0	2	3	10	9	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	6	2	1	23
4	2	4	0	0	6
5	3	2	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

Mr. Llinas evaluates the needs of the parents by listening to their concerns in the annual ESL Parent Meeting, at the Parent ESL Class taught by Mr. Llinas after school in person or over the phone, or at Parent-Teacher Conferences

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		11		9		1		23
4	2		3		2		0		7
5	1		5		0		0		6
6									0
7	Part V: Assessment Analysis								
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		3		2		2		7
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP) How can this information help inform our school's instructional plan? Please provide any quantitative data available to support your response.

P.S. 185 assesses the early literacy skills for the ELLs using TCRWP assessment tool. The data provides the Independent Reading Level using the Fountas and Pinnell standards. The assessment also provides spelling and work identification capabilities. The data provides the information necessary for individual instruction plans and enables the educational team to meet student needs. The data is periodically available on Teacher's College assessment website.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data revealed a rise in scores in the Listening/Speaking modalities in all but Grade 2. In the Reading/Writing modality, all grades need more learning experiences to develop Reading/Writing skills.

3. How will patterns across NYSESLAT modalities – reading/writing/listening/speaking – affect instructional decisions?

Test results across modalities show that continued placement of greater emphasis is required in both the reading and writing modalities.

4. For each program, answer the following:

a. Examine student results. What are patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Across proficiencies and across grades, our ELL students are making strides. We feel that the preponderance of Level 1's and 2's in the 3rd Grade on both the ELA and Math has been fueled by additional factors. Many of those ELL students also have Special Ed designations. Too few students took the standardized State tests in their native language to draw any general conclusions.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Periodic assessments were used to support grading but even more importantly as a means to focus on specific Language Arts and Math skills.

c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school is learning that, as they acquire both social and academic language skills, they are going to be capable of achieving grade level standards but do require transitional support services particularly when their NYSESLAT scores allow them to be fully mainstreamed.

5. N/A

6. Describe how you evaluate the success of your programs for ELLs.

We measure the success of the ESL Program by the same standards used to evaluate the mainstream student body, by the yearly growth of the students.

Additional Information

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

PS 185K has one student receiving ESL services as per recommendation on their IEP. Although this student passed the LAB in 2008, we chose to include them in our ELL data because they are currently receiving services.

Part VI: LAP Assurances

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

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

	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 185 Walter Kassenbrock					
District:	20	DBN:	20K185	School		332000010185

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.6	94.9	95.0
Kindergarten	149	145	111				
Grade 1	149	143	148	Student Stability - % of Enrollment:			
Grade 2	139	146	146	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	140	140	140		96.7	96.6	97.4
Grade 4	119	135	134				
Grade 5	122	123	140	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		34.5	47.6	47.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		8	6	1
Grade 12	0	0	0				
Ungraded	0	0	3	Recent Immigrants - Total Number:			
Total	818	832	822	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					20	13	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	26	41	47	Superintendent Suspensions	0	0	0
Number all others	37	40	37				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	50	49	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	7	7
# receiving ESL services only	114	104	TBD				
# ELLs with IEPs	0	24	TBD	Number of Educational Paraprofessionals	0	0	2

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.0	100.0
				% more than 2 years teaching in this school	86.0	87.8	81.1
				% more than 5 years teaching anywhere	62.0	63.3	62.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	94.0	92.5
American Indian or Alaska Native	0.1	0.1	0.1	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	0.9	1.1	1.1				
Hispanic or Latino	14.1	16.2	16.3				
Asian or Native Hawaiian/Other Pacific	14.8	12.5	12.4				
White	69.9	70.0	69.5				
Male	52.0	52.3	52.6				
Female	48.0	47.7	47.4				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	40.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.5						

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

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

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf