



P.S.186

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20K186

ADDRESS: 7601 19 AVENUE, BROOKLYN, NEW YORK 11214

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S.186 **SCHOOL NAME:** Dr. Irving A. Gladstone

SCHOOL ADDRESS: 7601 19 Avenue, Brooklyn, New York 11214

SCHOOL TELEPHONE: 718-236-7071 **FAX:** 718-331-9181

SCHOOL CONTACT PERSON: Bayan Cadotte **EMAIL ADDRESS:** bcadotte@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Margaret Finnegan

PRINCIPAL: Bayan Cadotte

UFT CHAPTER LEADER: Joan Birnbach

PARENTS' ASSOCIATION PRESIDENT: Robert Castellano/Maria Gavinelli

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 604

NETWORK LEADER: Greg Jaenicke

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
Bayan Cadotte	*Principal or Designee	
Joan Birnbach	*UFT Chapter Chairperson or Designee	
Maria Gavinelli	*PA/PTA President or Designated Co-President	
Robert Castellano	<i>Co- President</i>	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Margaret Finnegan	Member/ Staff	
Kristen Barbera	Member/Staff	
Georgia Mousouroulis	Member/Staff	
Maria DiMaria	Member/Parent	
Jaime Paddyfoot	Member/Parent	
Antonella Gallo	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 186 is located in Bensonhurst, Brooklyn, New York. We educate 939 students from Pre-Kindergarten through Grade 5. There are 2 half-day Universal Pre-K classes, 32 General Education classes, 2 self-contained Special Education Classes and 5 Collaborative Team Teaching classes. Support programs include 5 ESL Teachers, 1 SETSS Teacher, 1 School Nurse, a School Psychologist and a part time Guidance Counselor. There are 2 administrators: Mrs. Bayan Cadotte, Principal and Mrs. Rina Horne, Assistant Principal, I.A. Professional Development, demonstration lessons, and mentoring are provided by the Literacy Coach as well a newly developed instructional Common Core Standards Team. The team includes: Assistant Principal, Coach, Data Specialist, E.S.L Teacher, Science teacher, Math Liaison, and an Early and Upper grade teacher who meet to plan professional development and Inquiry Work that is aligned to our school goals and dedicated to improving the quality of teaching and learning in our school.

At P.S. 186 we regard parents as partners in the educational process. Parents serve as members of our School Leadership Team which meets twice each month and is responsible for the development and revision of the school's Comprehensive Educational Plan. Our Parent Coordinator, Mrs. Elaine Delaney has worked diligently with parents, the community, civil servants and staff to plan parent workshops and serve as a liaison between home and school for parents. Our P.T.A. collaborates on all major school initiatives and produces a bi-monthly newsletter apprising the General Membership of important school events and accomplishments. Home-to-school communication folders are distributed to every child providing a standard means of communication for all parents as well as specific information on every aspect of P.S.186 procedures and expectations. Parents attend instructional workshops and are invited to student performances and classroom literacy celebrations. Parents are welcome to attend our Family Literacy and Math Nights and weekly Adult ESL classes.

Special academic programs and curriculum include our E.S. L. Academy, Science Academy, the Everyday Mathematics Program, Balanced Literacy and Teachers College Writing. Academic intervention services include: At-Risk SETSS, Wilson Instruction along with 2 F-Status AIS teachers that base their small group instruction on data that is differentiated according to students' learning needs and style.

Since P.S.186 has a full time visual arts and music cluster teachers, all of our children receive Arts instruction. Our chorus performs in the school and community and has expanded since last year. Recorder instruction is provided in Grade 3 and has expanded to include some grade 4 students. We also continue our Art Committee, Dance Team, Cheerleading and Violin instruction. We are pleased to be able to partner with American Ballroom Dancing and L.E.A. P. to offer our students experiences in the performing arts. Social and emotional development is enhanced in our implementation of the Competent Kids, Caring Classrooms instructional program.

The demographic make up of our school is extremely diverse and consists of students from low to middle class socioeconomic backgrounds. As a result, we are a Universal School Meals participant and offer our students free lunches. P.S. 186 has a large E.S.L. population and as a result has worked hard to develop a strong program that provides diversity of learning approaches, including small group and individualized targeted instruction. The ESL curriculum is taught in a co-teaching, push-in model and has been developed in cooperation with consultants from America's Choice. Staff development is an integral part of our ESL program. ESL methodology, training, lesson planning and demonstration lessons are held throughout the year for ESL teachers and all other staff members. ESL parent involvement is an important component of our program. Parent workshops are scheduled early in the year to explain goals and objectives. All notices are translated into home languages. Twice yearly we enlist the help of translation services to assist during parent teacher conferences.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:					
District:	20	DBN #:	20K186	School BEDS Code:	332000010186

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	72	72	72		94.7	95.2	tbd		
Kindergarten	117	133	144						
Grade 1	125	116	132	Student Stability: % of Enrollment					
Grade 2	139	128	127	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	115	141	127		93.6	93.1	tbd		
Grade 4	159	118	149						
Grade 5	136	157	121	Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					63.6	63.6	80.7		
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					4	20	tbd		
Grade 12									
Ungraded	6			Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	869	865	872		23	29	27		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	46	33	21	Principal Suspensions	1	0	tbd		
No. in Collaborative Team Teaching (CTT) Classes	40	40	39	Superintendent Suspensions	0	2	tbd		
Number all others	21	36	33						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	243	233	217	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	12	9	35	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	68	67	tbd
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	13	16	tbd
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	tbd
	0	0	tbd				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	tbd
American Indian or Alaska Native	0.4	0.2	0.1	Percent more than two years teaching in this school	73.5	74.6	tbd
Black or African American	0.7	0.7	0.3	Percent more than five years teaching anywhere	54.4	56.7	tbd
Hispanic or Latino	20.9	22.3	22.5				
Asian or Native Hawaiian/Other Pacific Isl.	37.7	40.0	42.0	Percent Masters Degree or higher	87.0	85.0	tbd
White	40.3	36.6	34.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.6	97.8	tbd
Multi-racial							
Male	53.9	53.8	52.5				
Female	46.1	46.2	47.5				

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

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	✓	✓					
White	✓	✓					
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	7	7	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	86.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	8.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available⁵³ for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

PS 186 has received a "B" rating on the 2009-2010 progress report. The last Quality Review took place in the 2007-2008 school year and the school received a "Well Developed". PS 186 was identified as a SINI School based on the performance of our Students with Disabilities subgroup on the 2006-2007 ELA test; however due to increased performance levels on the 2007-2008 and 2008-2009 ELA test, the SINI status has been removed.

Our 2009-2010 Progress Report indicated an overall score of 54.3% compared with a score of 86.3% on the previous years' report. However, based on this year's peer group and growth percentile measurement we scored better than 67% of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles. For the first time, our lowest gains were made in the category of Student Performance. Our score was a 55.0% in ELA and a 70.9% in Math both decreasing from 60.2% in ELA and 93.2% in Math last year. Within that data, we recognize that E.S.L students still have made an increase of exemplary proficiency gains in ELA and Math and we received additional credit on our school progress report in both categories. Our Special Education students' progress has made some exemplary gains and we received additional credit for CTT – ELA only. Increasing student performance and progress for Special Education students in both ELA and Math will remain a focus for us as we move forward. We continue to follow the Balanced Literacy approach along with the Everyday Math instructional program and have incorporated Friday Math Games into our curriculum. We differentiate learning based on student need and use data to plan for effective instruction. We anticipate an increase in Special Education student ELA and Math achievement this year.

As a result of progress report and testing data, increasing overall student performance and continuing to improve student progress will be a focus for us as we move forward. Our ELL and Special Education subgroups will still remain a focus for us as we strive to continue to increase their performance in English Language Arts and Math. The use of data is a focal point for improving differentiation of instruction. Our teachers, including content area teachers, AIS teachers, and SETTTS provider will put a spotlight on gathering data on their students to provide targeted needs based instruction while collaborating with classroom teachers during grade level and inquiry work meetings. In addition, an initiative to add teacher professional and class goals our existing work around individual student goals will be used to develop baseline and benchmark goals that will provide ongoing opportunities for self assessment and reflection.

Our School Environment category is still an area of concern and our goal is to collaboratively develop ways to address the areas of Engagement and Communication. We will be focusing much attention on increasing communication and engagement with all parents as well as staff in our school building. We will arrange a variety of increased opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We will be focusing on development of consultancy teams and additional opportunities for staff to plan across grades and content areas including Inquiry Work during Thursday extended time SBO. We anticipate that focusing on these goals and making them more transparent will improve our school environment and ultimately lead us toward a successful outcome.

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.

Based upon the information provided by the Needs Assessment, the following goals have been established for P.S.186 for the 2010-2011 school year.

By June 2011 there will be a 7% increase in opportunities for teachers to improve their instructional practice through effective school organization and increased collaboration. As staff members take an active role in planning professional activities and decision making; we will improve instruction, communication and engagement.

By June 2011, 90% of teachers will revise a minimum of one unit of our existing English Language Arts curriculum maps in order to integrate the higher order knowledge and skills required by the Common Core Standards. As staff members attend and turn-key information about CCSS, pedagogues will actively revise curriculum maps to reflect higher level and more complex content and resources that are aligned with the standards and new test modifications that will improve student performance.

By June 2011, 90% of teachers will use data effectively to inform and differentiate instruction for all students in ELA and Mathematics. By increasing teachers' proficiency in using data to drive instruction, we can increase achievement in all areas.

Improve communication and engagement in our school community by increasing parent involvement by 5%. Increased parent involvement will enable the school to better serve the students as parents participate more actively in the school community.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 there will be a 7% increase in opportunities for teachers to improve their instructional practice through effective school organization and increased collaboration. As staff members take an active role in planning, professional activities and decision making; we will improve instruction, communication and engagement.</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>	<ul style="list-style-type: none"> • Grade Leaders serve as liaisons between administration and teachers (weekly) • Monthly faculty conferences will focus on providing and delivering professional development. • We will increase number of intervisitations among teachers to Scheduling two common preps per week on each grade, for cluster teachers and service providers. • As a result of an SBO, teachers will have weekly opportunity for collaboration and inquiry during Thursday morning extended time.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • As a conceptually consolidated school, I funds sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA allocated to contracted professional development providers and our coach for the delivery of professional development. • TL Fair Student Funding allocated as Per-diem and per-session so all pedagogues can participate in high quality professional development. • Specialty teachers will provide professional development to colleagues on theory and practice of content area instruction. • Conceptually consolidated funds including Tax Levy will be scheduled in per diem for supplemental so that teachers can participate in intervisitations
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Accomplishment will be reflected in on-going formal and informal classroom observations, periodic setting and reviewing of professional and class goals and indicators, periodic review of all professional development workshops, planning sessions, agendas and minutes. Administrators, Coach and Grade Leaders will collaborate to monitor progress towards achieving this goal on a monthly basis. Attendance and reflection sheets from all meetings, professional development sessions and conferences will be utilized to measure interim progress and allow for modification monthly. A mid-year benchmark assessment will be conducted by Adminstrators, Coach, Grade Leader and Common Core Instructional Team to observe our data and ensure that we are on track to achieving our goal.</p>

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of teachers will revise a minimum of one unit of our existing English Language Arts curriculum maps in order to integrate the higher order knowledge and skills required by the Common Core Standards. As staff members attend and turn-key information about CCS, pedagogues will actively revise curriculum maps to reflect higher level and more complex content and resources that are aligned with the standards and new test modifications that will improve student performance and achievement.</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>	<ul style="list-style-type: none"> • Common Core Team Staff members including Assistant Principal and Literacy Coach will attend monthly Common Core Standards training and plan opportunities to turn-key information to school staff. • During the school year, multiple opportunities for mapping curriculum K-5, will provide teacher teams and support staff the opportunity to revise a literacy unit within our existing curriculum maps. • On-going opportunities for professional study groups facilitated by lead teachers and/or members of the Common Core Instructional Team before, during and after school will contribute to staff members increase in knowledge about ELA higher order skills, content and resources. • On-going professional development before, during and after the school day along with Inquiry Work during Thursday morning extended time will focus on formalizing protocols for looking at student work and developing performance tasks that assess mastery of common core standards aligned content. Professional Development opportunities will focus on sharing and encouraging the implementation of best practices.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Conceptually consolidated fund sources which include Title 1 SWP, TL Fair Student funding and Title 1 ARRA is allocated to allow staff members to participate in per- diem and per- session opportunities for CCS professional development, curriculum mapping, and study group opportunities before, during, and after the school day. • Per-diem and per-session funds including inquiry team funds will be utilized so all pedagogues can participate in high quality professional development. • Conceptually consolidated fund sources which include Title 1 SWP, TL Fair Student funding and Title 1 ARRA has been allocated for professional texts and resources that support curriculum mapping development and integration of higher order knowledge and content.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Accomplishment will be reflected in collection and review of a literacy revised curriculum unit. Implementation of a formalized protocol for reviewing student work and assessment data during benchmark intervals to measure student achievement. Observation of performance task development and collection of student performance task data. Review of all professional development workshops, planning sessions, agendas and minutes. Attendance and reflection sheets from all meetings, professional development sessions and conferences will be utilized to measure interim progress and allow for modification monthly. Mid-year benchmark assessment will provide an opportunity to observe data collected and evidence of best practices through focused walk-through to ensure that we are on track for achieving our goal.</p>

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of teachers will use data effectively to inform and differentiate instruction for all students in ELA and Mathematics. By increasing teachers’ proficiency in using data to drive instruction, we can increase achievement in all areas.</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>	<ul style="list-style-type: none"> • All staff members will be trained in the use of assessment tools (including ARIS and Acuity). This professional development will be ongoing and provided by Inquiry Team members. • Teachers will utilize the data provided by targeted instructional assessments, predictive assessments, NYS ELA, Math, Social Studies and Science along with the data compiled in their class’ assessment binders to monitor student progress and adapt individual goals appropriately. (Ongoing) • Professional development on differentiated instructional strategies based upon data analysis will be provided to all staff members by the Literacy Coach, Common Core Instructional Team, Math Lead Teacher, SSO support personnel and contracted providers. This professional development will be partially based upon Test Talk instructional strategies. (Ongoing) • Teachers will meet as teams to set measurable goals including: professional, class, and targeted student goals. (Ongoing)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Conceptually consolidated fund sources which include Title 1 SWP, TL Fair Student funding and Title 1 ARRA is allocated to our coach for the provision of professional development. • Inquiry Team funds and personnel will be utilized for the analysis of data and to determine the implications for instruction. • Conceptually consolidated funds will be allocated to contracted professional development providers and our coach for the delivery of professional development. • Conceptually consolidated fund sources allocated for Per-diem and Per-session funds will be utilized so all pedagogues can participate in high quality professional development.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Utilizing the Acuity Class Roster and Item Analysis Reports, TCRWP, Math Unit data, and diagnostic exam results, teachers will demonstrate in monthly grade meetings their progress towards achieving this goal. Evidence of data driven decision making will be evident in lesson plans. Teacher assessment binders will reflect student progress based upon data driven instruction and to facilitate appropriate grouping of students. Periodic classroom visits will provide the opportunity to observe data driven instruction and lesson plans, including student grouping based upon analysis of sub-skill mastery and need. A mid-year review of data collected along with focused walkthroughs will help to determine if we are on track toward achieving our goal.</p>

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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Improve communication and engagement in our school community by increasing parent involvement by 5%. Increased parent involvement will enable the school to better serve the students as parents participate more actively in the school community.</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>	<ul style="list-style-type: none"> • All parent notices will be translated into home languages. • Weekly adult ESL workshops will be offered by the Assistant Principal and Parent Coordinator throughout the year. • Parents will be invited to Curriculum Conferences and grade specific workshops to obtain information about the academic programs being taught. (ongoing) • Parents will be invited to attend in-class writing celebrations three times during the school year. • Family Literacy celebrations, including “Literacy Pajama Night”, will be held throughout the school year. • Family Math Games will be conducted throughout the school year. • A parent interest survey will be issued to determine which parent workshops will be conducted throughout the year. (2 times per year) • Parent meetings (i.e. ARIS Parent Link Workshops, Goal setting, and Test Taking Strategies) will be periodically conducted. • Each grade will perform assembly programs to which parents will be invited. • Students will participate in Musical Concerts and performances throughout the year to which parents will be invited. • Awards assemblies will be held for Grade 3-5 students and their families. • Student of the month certificates will be distributed at special parent meetings. • Parents will be invited into classrooms for V.I.P. Readers Day. • Family activities, such as <i>Family Movie Night</i>, and P.S. 186’s <i>Annual Picnic</i> will be held throughout the year. • Parents will be invited to attend adult ballroom dancing classes given at P.S. 186.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Title I Parent Involvement funds will be utilized for these activities including Title 1 SWP and ARRA.

Indicators of Interim Progress and/or Accomplishment

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

- Attendance Sheets, Feedback Forms and Agendas will be analyzed and compared with figures from prior years. An increase in parent participation as measurable through attendance sheets will be used as an indicator of increase in parental involvement and effective communication efforts.
- An increased score on the Parent Survey of the Learning Environment Survey will measure overall, annual gains.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1	55	46	N/A	N/A				
2	52	50	N/A	N/A				
3	57	57	N/A	N/A				
4	83	83	36	83				
5	85	63	12	63				
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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>Wilson, small group during extended day focused on decoding, encoding, phonemic awareness and fluency.</p> <p>Skill Builders, small group during the school day skills based and test prep.</p> <p>At-risk SETTS, small group during the school day to assess and address students' need.</p> <p>Extended Learning Time through NIA, small group after school to assess and address students' need.</p> <p>* addresses writing, phonemic awareness, fluency, comprehension, phonetics and word work.</p>
Mathematics:	<p>Kaplan Foundations & Skill Builders, small group during the school day.</p> <p>Extended Learning Time through NIA, small group after school to assess and address students' need.</p>
Science:	<p>Saturday Science Academy, small group instruction provided on Saturdays using hands on methodologies.</p> <p>Science instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and science based literature both during the school day and after school.</p>
Social Studies:	<p>Social Studies instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and historical literature both during the school day and after school.</p>
At-risk Services Provided by the Guidance Counselor:	<p>Group and individual counseling (mandated and at-risk)</p> <p>Parent outreach and communication</p> <p>Crisis intervention</p> <p>Classroom, group and individual interventions</p> <p>Participation in the Pupil Personnel Committee</p>
At-risk Services Provided by the School Psychologist:	<p>Group and individual counseling and parent outreach and communication.</p> <p>Participation in the Pupil Personnel Committee</p>

At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	Parent outreach and communication via presentations at PTA meetings and scheduled workshops. Workshop presentation on Epi-Pen use for teachers, paraprofessionals and school aides. Asthma workshop for all third grade students Hygiene lessons for all fifth grade students presented by the School Nurse Dental Health assembly for all K-2 students

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

NCLB/SED requirement for all schools

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

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) K-5 Number of Students to be Served: 939 LEP 156 (16.1%) Non-LEP: 783

Number of Teachers 98 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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		
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-5 **Number of Students to be Served:** 224 LEP _____ Non-LEP

Number of Teachers 5 **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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.

- As a Title I School Wide Programs school, our building services over 939 students from grades Pre-K through 5. About 16.1% of the student population is English Language Learners. In preparation for the NYSESLAT, an ESL Academy for ELL’s will be conducted at the school. We will use Rigby’s On Our Way to English and for test prep, “Getting Ready for the NYSESLAT” (from Attanasio and Associates, Inc) and other instructional materials to service the students for the duration of the Saturday Program which will take place for weeks immediately prior to the date of the NYSESLAT. On Our Way to English and Getting Ready for the NYSESLAT have been effective in our work with ESL students for the past two years as we have seen the following results last year:
- NYSESLAT scores
 - 2008-2009 had 73% proficient in Listening/Speaking (N=251) and 27% proficient in Reading/Writing.
 - 2009-2010 had 62% proficient in Listening/Speaking (N=228) and 25% proficient in Reading/Writing.
- 2009-2010 ELA sub-group scores as compared to non-ESL students scores
 - 44% vs. 63% (N=90)
 - 41% vs. 62% (N=106)
 - 33% vs.56% (N=90)

Our five certified ESL Teachers will continue to work with our children in the ESL program. There is the need for a supervisor for this program as there is no other program running at P.S.186. Instructional materials (both consumable and non-consumable) will be purchased and distributed to all teachers servicing ELLs in classes during the regular school year.

During the school day Adult ESL classes will be held on a weekly basis. Our Assistant Principal and Parent Coordinator will work collaboratively to ensure that parents are invited and attendance is maintained throughout the course of the school year.

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.

A series of workshops conducted three times by consultants from America’s Choice will be provided to teachers that service our ELL’s as part of our school wide Professional Development plan. The teachers involved include ESL Teachers, Classroom Teacher and Related Service Providers. The focus of these sessions will be upon accommodating the needs of ESL students in Literacy and developing an understanding of writer’s workshop. Professional Development purchased through America’ Choice will also focus on ELL strategies to address the needs of newcomers and beginners.

Form TIII – A (1)(b)

School: P.S.186K

BEDS Code: 332000010186

**Title III LEP Program
School Building Budget Summary**

Allocation Amount: \$33, 620.00		
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) 1. Per session 2. Per diem	\$24,739.80	Hours of per session and per diem for ESL and General Ed teacher to support ELL Students during an instructional program and attend professional development activities. Includes: teachers, secretaries, and supervisor per session for after school program. 8 teachers X 30 Days (45 hrs) X \$49.89 = \$17,960.40 1 Supervisor X 30 Days (60 hrs) X \$51.51 = \$3,090.60 2 Secretaries X 30 Days (60 hrs) X \$30.74 = \$3,688.80
Purchased services 1. High quality staff and curriculum	\$7,500.00	Professional development workshops offered on how we can adapt instruction to Title III eligible students. Focus on Literacy and Writer’s

development contracts.		Workshop.
Supplies and materials 2. Must be supplemental. 3. Additional curricula, instructional materials. 4. Must be clearly listed.	\$1,380.20	Instructional books, materials for ESL student instruction.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$33,620.00	

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.

On the first day of school and continuing throughout the school-year for new admits, parents are surveyed for their translation and interpretation needs. Once the surveys are compiled, there is a recap sheet by class and language that is distributed to aides, teachers, secretarial and support staff so that we can easily provide language translation and interpretation services. This year's survey indicates that there are 211 Chinese, 138 Spanish, 32 Arabic, 15 Urdu and 43 Russian families requiring written translation. Oral interpretation services are required by 162 Chinese, 74 Spanish, 13 Arabic, 11 Urdu and 17 Russian families. Parent involvement has been assessed based upon parent response to notices and attendance at school functions. Teachers were surveyed for feedback on their experiences with parent communication.

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.

Parent involvement has been greater since invitations and reminder notices have been sent home in both English and translated into the home languages. This increased participation is measured by attendance and participation in school/community activities. A survey of classroom teachers indicates that difficulty arises in communicating with parents verbally at Parent Teacher Conferences, in telephone conversations and in person. PTA representatives have also expressed a need for translation at all of their 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.

The majority of parent communication letters will be translated by the DOE Translation Unit. Additionally, select staff members will be asked to assist in providing written translations. In this manner, parents will have a greater opportunity to participate in all school activities. This written translation will be done as a per session activity by teachers and paraprofessionals. In addition, all staff will receive a copy of the Language Identification form and instructions for using phone translation services that are provided through the DOE translation unit.

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.

Select staff members will provide oral interpretation services. Time will be scheduled each week for participants to meet with teachers and parents and to make telephone calls. In this manner, parents will have a greater opportunity to participate in all school activities. This translation will be done as a per session activity by teachers and paraprofessionals. Additionally, we will provide translators through a contracted vendor at Parent Teacher Conferences and other applicable meetings.

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>.

In accordance with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. Working with the DOE Translation and Interpretation Unit and as a per-session activity for staff members will provide both written and oral interpretation services. These services will be provided at all school functions (including PTA meetings, Parent-Teacher Conferences) and as many written communications as possible. Our Adult ESL classes allow parents needing translation and interpretation an opportunity to express the effectiveness of the program in place.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	488,227.	355,347.	843,574.
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,882.	3,478.	8,360.
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,411.35	*	
4. Enter the anticipated 10% set-aside for Professional Development:	48,823.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.8

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We are supporting out of license area teachers to ensure they meet all requirements with the State of NY. In addition, our full time coach is working with these teachers to insure that they meet all requirements.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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.

We have conducted an analysis of data accumulated over the past four years (2007, 2008 & 2009), significant findings are included below and referenced on pages 10, 11-18.

Analysis of 2009-2010 Grade 3 NYS-ELA Test results indicates:

- All Tested Students scoring Level 1 increased from 0.7% to 13% and those scoring at level 3 or above decreased 22.6% from **80.6% to 58%**.
- Special Education Students performing at or above Level 3 indicates a decrease of 21% from **54.2% to 33 %**
- English Language Learners’ data indicates that **44% scored Level 3** or above a decrease about 30% from the previous year.

Improving outcomes for our Special Education and ELL populations will help greatly in improving the results of All Tested Students. A focus on realigning the curriculum to reflect the more rigorous content of the new Common Core Standards is expected to improve the number of students scoring

level 3 or above. Increased collaboration among teacher teams will provide opportunities for looking at curriculum, data, and practice to ensure student achievement.

Analysis of 2009-10 Grade 4 NYS-ELA Test results indicates:

- All Tested Students scoring Level 1 increased from 3.6% to 6% and those scoring at level 3 or above decreased 14% from **71.2% to 57%**.
- Special Education Students performing at or above Level 3 indicates a 7% decrease from **25% to 18%**.
- English Language Learners' data indicates that **41%** scored Level 3 or above an increase of 1% from previous year.

Improving outcomes for our Special Education and ELL populations will help greatly in improving the results of All Tested Students. A focus on realigning the curriculum to meet the more rigorous content of the new Common Core Standards is expected to improve the number of students scoring level 3 or above. Increased collaboration among teacher teams will provide opportunities for addressing curricula needs, informative use of data, and implementation of best practices to improve student achievement.

Analysis of 2009-2010 Grade 5 NYS-ELA Test results indicates:

- All Tested Students scoring Level 1 increased by 11% from 0.0% to 11% and those scoring at level 3 or above decreased 32% from **82.9% to 50%**.
- Special Education Students performing at or above Level 3 indicates a 35% decrease from **47% to 12%**.
- English Language Learners' data indicates that 33% scored Level 3 or above a decrease of about **26% from 59%**.

Improving outcomes for our Special Education and ELL populations will help greatly in improving the results of All Tested Students. A focus on realigning the curriculum to meet the more rigorous content of the new Common Core Standards is expected to improve the number of students scoring level 3 or above. Increased collaboration among teacher teams will provide opportunities for addressing curricula needs, informative use of data, and implementation of best practices to improve student achievement.

Analysis of 2009-2010 Grade 3 NYS Math Test results indicates:

- a. All Tested Students scoring Level 1 increased by 2% from 1% to 3% in the previous year and those scoring at level 3 or above decreased by 31.4% (from 99% to 59%).
- b. Special Education Students performing at or above Level 3 indicate a decrease of 62% (**95% to 33%**).
- c. English Language Learners' data indicates that 43% scored Level 3 or above a decrease of 55% (98 to 43%).

Improving outcomes for our Special Education and ELL populations will help greatly in improving the results of All Tested Students. Increased collaboration among teacher teams will provide opportunities for addressing curricula needs, informative use of data, and implementation of best practices to improve student achievement.

Analysis of 2009-2010 Grade 4 NYS Math Test results indicates:

- d. All Tested Students scoring Level 1 decreased by 1% (4% -3%) and those scoring at level 3 or above decreased by 23% (**90% to 77%**)
- e. Special Education Students performing at or above Level 3 indicate a decrease of 18% from **50% to 32%**.
- f. English Language Learners' data indicates that 67% scored Level 3 or above a decrease of 25% (**91% to 67%**).

Improving outcomes for our Special Education and ELL populations will help greatly in improving the results of All Tested Students. Increased collaboration among teacher teams will provide opportunities for addressing curricula needs, informative use of data, and implementation of best practices to improve student achievement.

Analysis of 2009-2010 Grade 5 NYS Math Test results indicates:

- g. All Tested Students scoring Level 1 increased by 8% (1.3% to 9%) and those scoring at level 3 or above decreased by 19% (**90% to 71%**)
- h. Special Education Students performing at or above Level 3 indicate a 39 % decrease (**59% to 20%**).
- i. English Language Learners' data indicates that 71% scored Level 3 or above a decrease of 9% (**80% to 71%**).

Improving outcomes for our Special Education and ELL populations will help greatly in improving the results of All Tested Students. Increased collaboration among teacher teams will provide opportunities for addressing curricula needs, informative use of data, and implementation of best practices to improve student achievement.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

Based upon the findings and implications of our needs assessment, our priorities to support increased student achievement in ELA and ESL for 2010-2011 are:

- Continuing our partnership with the Teachers College Writing Project for the fifth year.
- Continue to implement Foundations instruction to all of our Kindergarten and Grade 1 students and extend that implementation to Grade 2.
- Providing professional development for all teachers on utilizing data to inform instruction, differentiating instruction based upon the information provided on that data and designing more standards based instructional assessments.
- Continue to use the balanced literacy, workshop model in all classrooms.
- Provide AIS services to all students identified at risk of not meeting the state standards.
- Enhance our push-in ESL model in all Kindergarten through Grade 3 classes in an effort to increase time on task in literacy. We will work to align better ESL instruction with classroom instruction in order to maximize student achievement.

Based upon the findings and implications of our needs assessment, our priorities to support increased student achievement in Mathematics for 2010-2011 are:

- Based upon its effectiveness to date, we will continue to deliver instruction utilizing Everyday Math and Math Steps.
- Utilize the data provided by ARIS, NyStart, periodic assessments and Everyday Math assessments to differentiate instruction within the classroom.
- Provide AIS services to all students identified at risk of not meeting the state standards.

- Providing professional development for all teachers on utilizing data to inform instruction, differentiating instruction based upon the information provided on that data and designing more standards based instructional assessments.

3. Instruction by highly qualified staff.

Our teachers are all State Certified and considered highly qualified. Additionally, the following interventions are provided to appropriate students by specially trained and certified teachers; Wilson Program, Kaplan Foundations.

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.

High quality professional development is provided to our staff in an ongoing manner by our Literacy Coach, Lead Teachers and contracted organizations.

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

Not applicable.

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

We are committed to increased parental involvement and have committed to:

- Involve our School Leadership Team in all planning and decision making.
- Hold parent meetings that provide appropriate information in keeping with the guidelines of Section 1112 of the ESEA
- Hold Title I committee meetings to further develop the parent involvement plan.
- Maintain the Title I committee, composed of representatives of all constituencies.
- Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
- Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
- Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:
 - Providing informational workshops on a regular basis. The workshops will be presented by our Literacy Coach, Math Coach, Parent Coordinator, science cluster teachers and ESL teachers.
 - Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, ARIS ParentLink and NYSED websites.

- 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 expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children’s academic achievement.
 - Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
 - Collaboration between parents and staff will be fostered in all areas of P.S.186’s school activities.
 - Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
 - Translators will be available during Parent Teacher Conferences and at PTA meetings.
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.

An orientation meeting (our Kindergarten Tea) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented. Our Parent Coordinator and Pre-Kindergarten Social Worker participate in the meeting and provide additional information on the resources available to parents.

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.

Our teachers are represented through their attendance at various assessment workshops, participation in curriculum mapping, and responses to our needs assessment. Additional workshops (mandated and voluntary) will be offered on the effective use of data to inform instruction.

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.

Teachers are directed to present students at risk of academic failure to our pupil personnel committee which meets bi-weekly. This committee uses a case management approach in recommending and implementing interventions appropriate to individual students and monitoring their effectiveness or lack thereof.

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.

Programs are offered to students and parents in violence prevention, child abuse, health and nutrition, fire prevention, and dental health. These programs are typically presented by outside agencies. Additionally, our guidance counselor works with groups of children to address issues such as; working together, conflict resolution, suicide threats, etc which often leads to referrals to resources within our community.

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) 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 page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)

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

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

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

Title I, Part A (Basic)	Federal	X				X	
Title I, Part A (ARRA)	Federal	X				X	
Title II, Part A	Federal	X					
Title III, Part A	Federal		X				
Title IV	Federal			X			
IDEA	Federal		X				
Tax Levy	Local	X				X	

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Title I set-aside funds should be used primarily for educational services to ensure homeless children and youth progress academically. However, due to the different needs of the homeless population, Title I funds may be used to pay for emergency supplies such as uniforms, school supplies, books or even glasses. The list below highlights examples of allowable uses of Title I funds:

- 1) Academic programs and educational support services
- 2) Basic/emergency supplies
- 3) Extended library hours access school programs
- 4) Counseling services
- 5) Parental involvement
- 6) Intervention programs
- 7) Transportation once the student is permanently housed
- 8) Outreach efforts to identify the STH population and help them
- 9) The work of the liaison
- 10) Research based programs that benefit highly mobile students
- 11) Data collection to assess the needs/progress of STH

Title I funds **cannot** be used for such purposes/items as rent, graduation rings, driver's licensing test fees, or non-academic extracurricular activities.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 186 Dr. Irving A Gladstone					
District:	20	DBN:	20K186	School		332000010186

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	72	72		94.7	95.2	95.8
Kindergarten	133	144	158				
Grade 1	116	132	140	Student Stability - % of Enrollment:			
Grade 2	128	127	133	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	141	127	128		93.6	93.1	93.0
Grade 4	118	149	144				
Grade 5	157	121	157	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		63.6	80.7	80.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	20	27
Grade 12	0	0	0				
Ungraded	0	0	2	Recent Immigrants - Total Number:			
Total	865	872	934	(As of October 31)	2007-08	2008-09	2009-10
					23	29	27

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	21	18	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	40	39	54	Superintendent Suspensions	0	2	2
Number all others	36	33	39				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	68	67	64
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	16	6
# receiving ESL services only	233	217	TBD				
# ELLs with IEPs	9	35	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	8

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	100.0	100.0
				% more than 2 years teaching in this school	73.5	74.6	95.3
				% more than 5 years teaching anywhere	54.4	56.7	76.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	85.0	93.8
American Indian or Alaska Native	0.2	0.1	0.1	% core classes taught by "highly qualified" teachers	86.6	97.8	100.0
Black or African American	0.7	0.3	0.2				
Hispanic or Latino	22.3	22.5	25.2				
Asian or Native Hawaiian/Other Pacific	40.0	42.0	38.7				
White	36.6	34.4	35.9				
Male	53.8	52.5	50.5				
Female	46.2	47.5	49.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	54.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	35.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

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

PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

P.S.186 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, 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.
- Consistent with section 1118, the school will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this school wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- 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.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the State Department of Education.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

PART II. DESCRIPTION OF HOW SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S.186 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - To involve our School Leadership Team in all planning and decision making.
 - To hold parent meetings that provide appropriate information in keeping with the guidelines of Section 1112 of the ESEA
 - To hold Title I committee meetings to further develop the parent involvement plan.
2. P.S.186 will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - To analyze the data provided by the school report card, Princeton Review, State ELA, Math and Science exams, and NyStart reports.
3. P.S.186 will coordinate and integrate parental involvement strategies in all schoolwide programs by:
 - To hold Title I committee meetings to further develop the parent involvement plan.
 - To maintain the Title I committee, composed of representatives of all constituencies.
4. P.S.186 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. 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 about 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.

- Carefully analyzing responses to the Learning Environment Survey to find ways to further involve parents.
 - Improving the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisiting home language surveys and providing translated notices appropriately.
5. P.S.186 will build the school's and parent's 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, with the assistance of its Title I, Part A schools, 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 --
- the State's academic content standards,
 - the State's student academic achievement standards,
 - 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:

P.S.186 will provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:

- Providing informational workshops on a regular basis. The workshops will be presented by our Literacy Coach, Math Coach, Parent Coordinator, Science Cluster Teachers and ESL Teachers.
 - Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Princeton Review and NYSED websites.
- B. The school 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:
- Expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children's academic achievement.
- C. The school will, with the assistance of its schools 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 in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
- Collaboration between parents and staff will be fostered in all areas of P.S.186's school activities.

D. The school 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 preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- Conduct parent outreach and provide translation services during curriculum conferences held in September.
- Host workshops to train parents to participate in Learning Leaders in our school.

E. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of 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:

- Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
- Translators will be available during Parent Teacher Conferences and at PTA meetings.

PART III. DISCRETIONARY 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 to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to

enable parents to participate in school-related meetings and training sessions;

- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

P.S.186 remains committed to improving and enhancing parent involvement through effective communication, quality workshops, adult ESL classes and collaboration between our parents and all staff members.

* * * * *

PART IV. ADOPTION

This 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 parent attendance.

This policy was adopted by P.S.186 on 6/1/2009 and will be in effect for the period of September 1, 2009-June 30, 2010. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/01/09.

(Signature of Authorized Official)

(Date)

SCHOOL-PARENT COMPACT

P.S.186 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 2009-2010.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S.186 will:

- 1. 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:**
 - **By providing high quality instruction to all of our students.**
 - **By implementing appropriate interventions to those students at risk of not meeting the State Standards. These interventions include; Wilson Program, Reading Recovery, Leveled Literacy Intervention, Kaplan Foundations, at-risk SETSS and after school academies.**
 - **By providing high quality professional development to our faculty.**
- 2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held during November, 2009 and March, 2010.
- 3. Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
 - Report cards distributed in November, March and June for Grades 1-5.
 - Report cards distributed in January and June for Kindergarten.
 - Annual Goals Progress Reports for children with IEPs.
 - Princeton Review Interim Assessments
- 4. Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
 - During Parent Teacher Conferences
 - During IEP Conferences
 - As requested for individual appointments throughout the year.

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities**, as follows:
- Visits during “Open School Week”.
 - Class performances, class trips, in-class celebrations.
 - Science Fair
 - Holiday and Spring Concerts
 - Parent requests for additional classroom visits are typically honored.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child’s classroom.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.
- 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.



OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

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

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

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

P.S.186 will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school wide program plan, in an organized, ongoing, and timely way.
3. 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.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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 Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State's high academic standards, P.S.186 will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State's Committee of Practitioners and School Support Teams.

2. Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA's written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

**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 604	District 20	School Number 186	School Name Dr. Gladstone
Principal Bayan Cadotte		Assistant Principal Rina Horne	
Coach Donna Neglia		Coach	
Teacher/Subject Area Mary Cagliostro		Guidance Counselor Keith McFall	
Teacher/Subject Area Mary Candela		Parent Maria Gavinelli	
Teacher/Subject Area type here		Parent Coordinator Elaine Delaney	
Related Service Provider Theresa Schuster		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	5	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	939	Total Number of ELLs	224	ELLs as Share of Total Student Population (%)	23.86%
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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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In order to assure that our English Language Learners receive a high quality of education to meet the State Standards, we have produced a Language Acquisition Policy (LAP) for our ESL program.

Our entire ESL population of 224 students participates in the Free-standing ESL program. This is consistent with the wishes of our parents. Our parents have continuously requested English as a Second Language Program for the children at P.S.186. To assure compliance with the city, state and federal regulations, P.S.186 offers all parents an opportunity to learn about our ESL program at our orientation meetings. At these meetings, presentations are made by the ESL teachers, who explain the procedure of how the children are determined to be ESL children. The entire Home Language Survey is explained to the parents on how and when testing is done. The NYCDOE compliance video is then shown, followed by questions and answers. During the orientation meetings parents who request Bi-Lingual instruction for their children are offered transfer options to schools that have Bi-Lingual services. Again this year we had no parents request to have their children placed in Bi-Lingual Chinese classes. At this time, there are no children to open up a Bi-Lingual Chinese class. If requests for a Bi-Lingual Chinese class arise, we will then offer parents the Bi-Lingual programs. The trend in our parent's choice in our school for the past few years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class.

In order to assure that all students receive the proper instruction, the Home Language Surveys of all newly admitted students are reviewed by our ESL teachers. When it is determined that a child is eligible for the LAB-R, according to mandated guidelines, the test is administered within 10 days of admission. The status of transfer students is checked by the ESL coordinator using test history report provided by ATS services. By carefully and consistently tracking our ESL students, we are confident that all of our English Language Learners are receiving the appropriate educational services.

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	Tot #
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	5	5	4	4	3	3								24
Total	5	5	4	4	3	3	0	24						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	224	Newcomers (ELLs receiving service 0-3 years)	156	Special Education	28
SIFE	0	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	156	0	9	35	0	15	0	0	4	191
Total	156	0	9	35	0	15	0	0	4	191

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	
	ELL	EP	ELL	EP																
Spanish																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	11	9	6	8	9	11								54
Chinese	19	14	15	13	14	16								91
Russian	2	3	3	5	4	3								20
Bengali	0	0	0	0	0	0								0
Urdu	1	4	1	1	1	0								8
Arabic	3	2	0	3	2	3								13
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	0	2	1	0	0								3
Albanian	3	2	1	1	3	1								11
Other	4	4	6	2	3	20								39
TOTAL	43	38	34	34	36	54	0	239						

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.

By carefully and consistently tracking our ESL students, we are confident that all of our English Language Learners are receiving the appropriate educational services.

The goals of the ESL program of PS 186 are:

*Provide academic subject-area instruction in English using ESL methodology and instructional strategies

*Incorporate ESL strategic instruction

*Assist students to achieve the state designated level of English proficiency for their grade

*Help each ELL meet and/or exceed New York City and/or State standards

The ESL program at PS 186 is taught by 6 licensed and certified teachers. Our program features a blended model of instruction, incorporating a push-in program and a pull-out 4th and 5th grade beginner group.

Our ESL students receive an academically rigorous; standards based instruction which encompasses all of the academic subject areas.

Science, social studies, and math are also included in the ESL program. ESL lessons are designed around thematic topics, such as clothing, food, weather, and/or author studies to incorporate a rapid acquisition of new vocabulary with emphasis of the Balance Literacy approach.

All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teachers in the ESL program implement the six types of scaffolding in WALQUI'S MODEL (2003): Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. All classroom libraries include bilingual and multicultural book baskets.

The ESL program at PS186 embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELL's to think critically, solve problems and communicate in everyday life situations. They will and can demonstrate their academic rigor in some of the following ways:

- Making connections to texts
- Learning experiences
- Prior knowledge

- Use of language in discussions, group work, and in presentations
- Understand the multiple meanings of words
- Collect, analyze and organize information
- Perform multi-step tasks

All of our students receive the mandated amount of ESL instructions that is required. Beginners and intermediate students receive 360 minutes a week, while the advance students receive 180 minutes a week with an additional 180 minutes of English Language Arts instruction. All students are serviced by licensed ESL teachers. These students are grouped by proficiency level. Instructions are modified to meet our student's needs. We incorporate their Native Language in our teachings by utilizing the buddy system. We allow them to express themselves in their native language until they have some command of English.

In addition to daily ESL classes, our ELL's receive specialized instruction in the classroom. The classroom teachers receive regular staff development on how to incorporate ESL principles and practices into their classrooms. Students who are newcomers, or are not making progress, attend an ESL Saturday Academy in a three-hour block of time. Some children also receive Academic Intervention Services (AIS) on a twice weekly basis for 45 minute periods. These additional services help the ESL child to receive small-group instruction in the reading components of phonemic awareness, phonics, letter recognition and writing. NYSESLAT results are analyzed to provide better instruction for our children through increased differentiation. Our goal is to enhance our students' language acquisition to help them reach state standards.

Based on the results of the NYSESLAT scores of 2009, two significant patterns were observed in our school. First, students who are at the beginner's level do better in reading and writing, with minimal progress in listening and speaking. Students at the intermediate level show improvement in reading and writing and lesser success in listening and speaking. Students who reach the advanced level show improvement in both reading and writing and in listening and speaking.

The second pattern that we found to be significant to our school is that students in grades K-5 attain advanced and proficient levels at the same rate, with the greatest achievement in the middle grades (2-4).

The instructional program of P.S.186 is designed to meet the educational needs of all our ELL's. Our beginners need to build on their listening and speaking skills so that they can develop better reading and writing skills. Our intermediates require more concentration on reading and writing, while continuing to improve their listening and speaking skills. Our advanced students need to become proficient in the reading and writing skills, while they continue to master their listening and speaking skills.

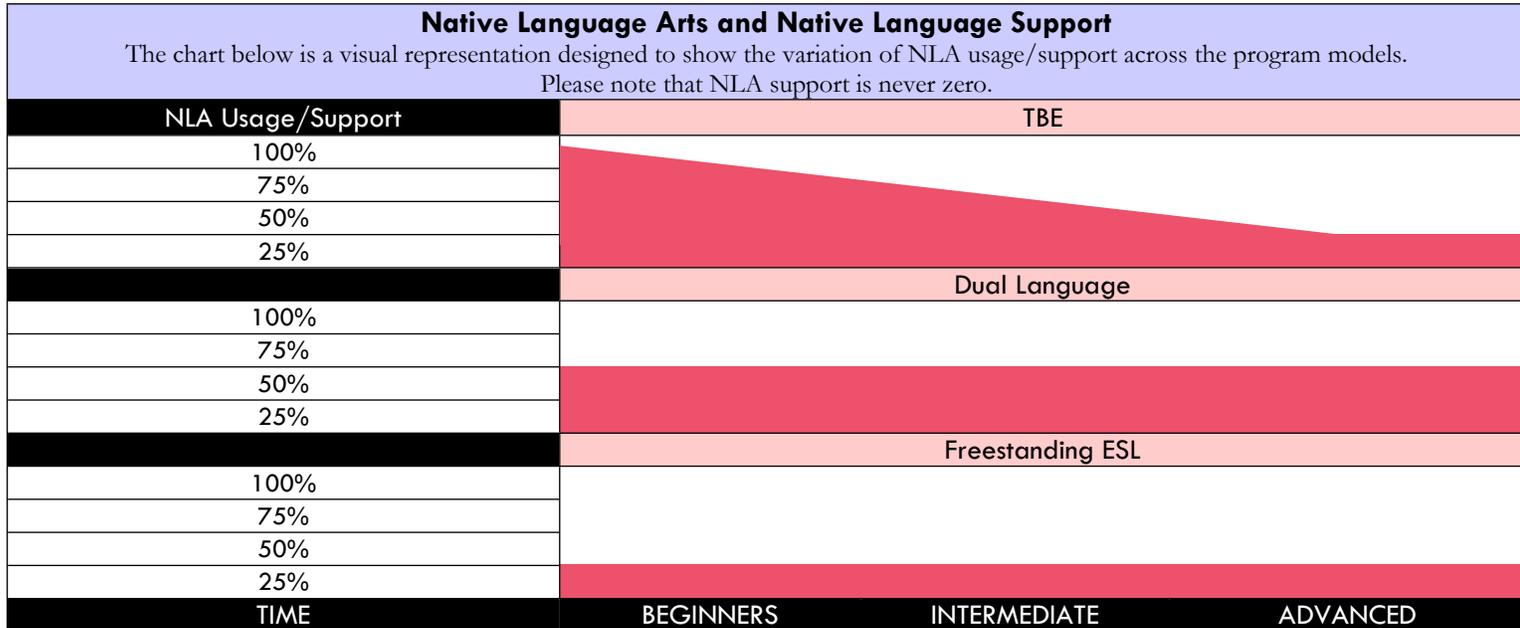
We as a school have developed a much intensified program in our language skills component to help our ELL's pass the NYSESLAT in all grades. Our classroom activities are similar to the reading and writing questions that are on the exam, we also incorporate learning strategies and metacognitive awareness into the learning environment. The writing process focuses on helping students to use the English Language as a way of communicating clearly with others.

With our content-area instruction we try to encourage our students to develop thinking skills in all subject areas while at the same time acquiring the English Language. Academic Intervention Services targets students who are at-risk by focusing in on reading and writing skills.

None of our children are Students with Interrupted Formal Education. They all have been placed on grade level according to their academic achievements in their native countries. Long term ELL's are receiving extra help through Push-In AIS, Test Prep classes, after-school , and ESL Saturday Academy.

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



B. Programming and Scheduling Information--Continued

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

The staff of P.S. 186 receives on-going staff development from our ESL teachers and also at workshops presented in the building by America's Choice. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons.

Some of our special education ELL students have alternative placement. These children receive the same amount of ESL services that is mandated according to their ability with their paraprofessional coming with them to the ESL class. With the help of their para, these children are receiving the services that are stated in their IEP's.

We will also provide Native Language support for the students with the use of native language books and a buddy system. Use of Native Language in our building will be provided with native language books placed in both the classrooms and a special section of the school library that will house these books. We will also try to use the buddy system with our children whenever possible. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time.

Our newcomers receive an additional period of ESL per week with an ESL teacher in a smaller class environment. One of the techniques that are used with our newcomers is the TPR approach which helps the student to develop receptive language. We also use games to improve vocabulary and phonetic awareness. Some games are also used to teach survival skills. The ESL program in our school presents challenging and well-developed language strategies both in content-area and in ESL. We are preparing our children to solve problems, think critically and communicate in the language they are being taught in. We are engaged in NYS standard-based academic curriculum. Balanced Literacy and the workshop model are also used in our instruction. Words Their Way, Foundations and Everyday Math are part of our curriculum. We are also part of the Teachers College Writing Workshop, which our teachers have been attending throughout the school year. Our ESL teachers have also taken part in the QTEL/ELL-I workshops which have provided us with new and different ideas for the ESL child

ESL and classroom teachers (General Education and Special Education) collaborate on Thematic Units with the use of Big Books, Novels, Fiction and Non-Fiction books to reinforce ESL strategies and methodologies in the mainstream classroom. With this in mind we have purchased a new series from Rigby entitled On Our Way to English to be used by the ESL teachers in addition to our other materials. The infusion of ESL into content area instruction is emphasized on the development of vocabulary and language skills and meanings. Both ESL teachers and General Education teachers receive professional development support through America's Choice in both literacy and English Language Learner strategies. Quality literature- Books on tape, Rosetta Stone, and computer software will continue to be used to support ELL students.

We support our classroom and cluster teachers with many different and new ESL techniques and strategies. We meet with the teachers as needed to inform them of new ideas and programs that are available for ESL children and how to incorporate them into their lesson plans. This year, we plan to continue our partnership with America's Choice and offer E.S.L. teachers an opportunity to strengthen their understanding of Writer's Workshop so that they can improve the quality of collaborative planning with the General Education teacher during push-in E.S.L. instruction.

Once our children have scored out of the ESL program, they continue to receive services so that they will not fall behind. Some services may include Extended Instructional time (37.5 minutes) Program, After-School Academic Academy, Saturday Science Academy, Academic Intervention Services push-in and pull-out services.

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.

The staff of P.S. 186 receives on-going staff development from our ESL teachers and also at workshops presented in the building by America's Choice. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons. Our Network is providing a series of ongoing professional development workshops that address strategies for English Language Learners as well as information and application of the Common Core Standards. These workshops invite both E.S.L and classroom teachers to attend.

E. Parental Involvement

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

We have introduced into our school with the help of our parent coordinator an ESL Literacy Program for parents of our students. This class is held during school to help the parents improve their English literacy and to also help them with everyday life skills. We have implemented an adult lending library that contains children's books with text presented in both the home language and English. Parent Surveys are distributed in multiple languages and help to inform the types of activities and workshops the parents are interested in receiving. Our parent coordinator, Assistant Principal, and E.S.L. Staff work collaboratively to bring high-quality workshops that appeal to all parents including ELLs. Wherever possible translators are made available during workshops.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	15	17	8	8	10	8								66
Intermediate(I)	11	15	9	10	16	8								69

Advanced (A)	16	4	18	15	15	21								89
Total	42	36	35	33	41	37	0	0	0	0	0	0	0	224

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	15	2	4	2	2								
	I	0	9	2	1	5								
	A	0	9	12	9	5								
	P	0	11	11	15	18								
READING/ WRITING	B	0	10	1	4	5								
	I	11	15	10	9	10								
	A	16	4	15	14	15								
	P	0	2	4	0	0								

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	10	14	2	36
4	5	17	14	0	36
5	3	17	9	1	30
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	2	5	5	12	0	5	0	30
4	3	1	11	4	14	1	14	1	49
5	2	2	8	2	16	3	9	0	42
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5	1	5	1	17	2	15	3	49
8									0

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

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

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

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

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

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

Our school uses TCRWP and leveled libraries as per Fountas and Pinnell. Classroom teachers use writing on demand pieces to assess understanding of both genre specific writing and mechanics/grammar. The data used concurrently with genre specific checklist and the Foundations program assists with providing students targeted instruction in reading and writing. The data provided by TCRWP is able to track students reading level progress. We are able to track beginner, intermediate, and advanced ELLs as they progress through reading levels from grades K-2. Recently, our school has chosen to utilize TCRWP tracking tool through all grades including K to 5. TCRWP provides comparative data between ELLs and non -ELL students in all grades. TCRWP helps teachers acquire information about children's phonemic awareness and phonics skills including letter and sound recognition. This data is valuable because utilized effectively it allows teachers the opportunity to observe strengths and areas of difficulty while setting grade level benchmarks for four assessment windows. Our September 2010 - TCRWP benchmark indicated that 51% of our ELL students in grades 1 and 2 are level 1s. This implies that their reading level is below the benchmark. Teachers and parent reports are printed that provide tips & information on how to improve reading and early literacy skills. As part of our school's instructional program teachers collaboratively look at student work and data such as TCRWP, running records and anecdotal notes to select resources, material, revise curriculum and plan for small group and/or individualized instruction. Based on the 2009-2010 NYSESLAT R & W test results students at a beginning level decreased across grade K-5. By grade 5 only 8% of students tested were at a Beginning level. In all grades, the majority of our students were at an advanced or proficient level. Our goal is to continue to increase the number of advanced and proficient students by providing them with targeted instruction, and push-in E.S.L. instruction. On the 2009-2010 L & S portion the majority of students in all grades scored in the advanced and proficient levels. This year, we will continue to focus on meeting the needs of children's learning styles and increasing opportunities for students to learn using best practices that afford learners opportunities to strengthen all modalities.

Additional Information

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

Part VI: LAP Assurances

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		