



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE CASTLEWOOD SCHOOL – PS 186Q

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 26Q186

**PRINCIPAL:** DOLORES TROY-QUINN      **EMAIL:** DQUINN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANITA SAUNDERS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Dolores Troy-Quinn	*Principal or Designee	
Tamara Restrepo	*UFT Chapter Leader or Designee	
Lori Stuthmann-Gonzales	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Michael Wrenn	Member/Parent	
Viji Hegde	Member/Parent	
Martha Lew	Member/Parent	
Lisa Coia	Member/Parent	
Allison Tralongo	Member/School	
Ilena Schreiber	Member/School	
Tara O’Neill	Member/School	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

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

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

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

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2012, 75% of all students in Grades K-5 will raise their level of reading comprehension as measured by achieving grade level proficiency or by making at least one year's progress on the Teachers College Reading & Writing Project (TCRWP) Benchmarks for Progress on Reading Levels.

### **Comprehensive needs assessment**

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

With the more rigorous demands of the Common Core Learning Standards that expect students to read books with more challenging text complexity, this reading goal was chosen by our community as an area of needed focus. Our data shows that while our students have made significant gains in ELA as measured by an increase in proficiency rates on the NYS ELA, we need to ensure that our students have the reading ability to be College and Career Ready by 2014.

### **Instructional strategies/activities**

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

### **Activity #1**

#### **Professional Development:**

- Classroom teachers, in conjunction with the TC staff developers, will revise their reading and writing calendars to reflect the more rigorous expectations of the Common Core Learning Standards.
- Teachers will participate in lab sites and lesson study cycles with the TC staff developer to improve their understanding of the grade level expectations of the new Common Core Learning Standards, particularly with regard to understanding the text complexity strand.
- Designated teachers will participate in 35 calendar days at Teachers College during the school year.
- Three teachers will participate in specialty courses that focus on improving students' reading comprehension and writing skills.
- Part-time literacy coach will participate in a yearlong coaching course at TC that will lead to the sharing of new ideas, content and

process being developed by the TCRWP that support the CCLS.

Target Population: All K-5 students

Responsible Staff: Classroom Teachers, Principal, Assistant Principal, Part-time literacy coach, Teachers College Reading & Writing Project Staff Developers

Implementation Timeline: September 2011- June 2012

- Occupational and physical therapists along with our Physical Education Teacher will work with identified students in grades 3, 4 and 5 to help increase reading comprehension through activities that improve the underlying causes for many behavior, focus, and academic struggles. These activities include: yoga, Move to Improve and S'Cool Moves.

Target Population: identified 3-5 students;

Responsible Staff: classroom teachers, principal, assistant principal; occupational therapists; physical therapist; physical education teacher

Implementation Timeline: September 2011- June 2012

- Networks Support Specialists will conduct professional development throughout the year on differentiated instruction techniques including a school wide focus on using Thinking Maps.

Target Population: grade PK-5 students;

Responsible Staff: classroom teachers, principal, assistant principal; Network Support Staff

Implementation Timeline: September 2011- June 2012

- A primary and upper grade lead teacher will attend monthly professional development provided by network literacy specialist and turnkey information back to staff.

Target Population: grade K-5 students

Responsible Staff: Lead teachers; classroom teachers, principal, assistant principal; Network literacy support staff

Implementation Timeline: September 2011- June 2012

- Part-time literacy coach will create a professional resource library including literacy toolkits available to all school staff.

Target Population: PK-5 students

Responsible Staff: Part-time literacy coach, principal, assistant principal

Implementation Timeline: September 2011-June 2012

## **Activity #2**

### **Review of Student Work**

- Classroom teachers will use student work samples, teacher-made pre-tests and standardized assessments to create interim and long

term goals for each student.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2011- June 2012

- School Assessment Team will support classroom teachers in developing interventions and strategies for improvement.

Target Population: grade K-5 at-risk students

Responsible Staff: classroom teachers, principal, assistant principal; School Assessment Team

Implementation Timeline: September 2011- June 2012

### **Activity #3**

#### **Strategic Staffing**

- Reading Recovery teacher will assist our most struggling first graders by conducting cycles of intervention throughout the year; Reading Recovery teacher will also have small group guided reading cycles for struggling grade 1 students four times a week throughout the year.

Target Population: identified grade 1 students reading below grade level;

Responsible Staff: Reading Recovery teacher, principal, assistant principal

Implementation Timeline: September 2011- June 2012

- Speech therapist and teacher will utilize Sounds in Motion program to assist identified kindergarten and grade 1 students in letter/sound recognition.

Target Population: Identified grade K-1 students;

Responsible Staff: K/1 classroom teachers, principal, assistant principal, speech therapists, cluster teacher

Implementation Timeline: September 2011- June 2012

- Identified students in grades 3-5 will participate in Castlewood Prep, a two-day a week test preparation after school program, to assist them in developing the skills necessary to achieve proficiency on the NYS ELA Assessment in the spring.

Target Population: Identified students in grades 3-5

Responsible Staff: Identified classroom teachers, assistant principal, principal

Implementation Timeline: January 2012- April 2012

- Two F-status teachers will work two - days a week with identified students, both struggling and high achieving , to target specific areas for growth based on assessment data.

Target Population: grade 3-5 at-risk and high achieving students

Responsible Staff: F-status teachers, principal, assistant principal

Implementation Timeline: January 2011- April 2012

**Steps to Include teachers in the decision-making process**

- Teachers will meet in grade level and vertical teams to review data from periodic assessments.
- Teachers review data and help determine inquiry focus.
- Interim benchmark reading levels were established and reviewed by teacher teams to ensure that interim measures were attainable.
- Periodic Assessment Dates: November 2011, January 2012, March 2012 and June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops will be conducted both during the day and the evening on the more rigorous expectations of the Common Core Learning Standards.
- One Family Literacy Night will be conducted in May to bring parents and children together to highlight the importance of literacy and ways parents can help their children at home.
- The school's librarian has developed a core of parents who are assisting the school in leveling all classroom non-fiction library books.
- A parent book club will be conducted four-five times throughout the year facilitated by the parent coordinator.
- The parent coordinator updates and distributes a parent handbook at the beginning of the school year.
- Monthly calendars are distributed to the parents that list upcoming events and often include tips for parents on the reverse side.
- Teachers send home monthly or bi-monthly grade level newsletters to parents to keep them informed of curriculum expectations.
- The parent coordinator, as well as various school staff, will conduct parent workshops throughout the year on literacy topics and ELA assessments.
- Although most parents are able to access ARIS Parent Link, the parent coordinator and APL coordinator are available to give individual tutorials to parents as needed.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Mentors are assigned to support untenured or struggling teachers.
- Student teachers from several colleges and universities are assigned to tenured and highly qualified teachers.
- Partnerships with NYU & Hunter College to identify special educators for our ASD Nest Program;
- Columbia University Teachers College Reading & Writing Project provides differentiated professional development for all classroom teachers in grades K-5
- Inter-visitations between staff for struggling or new teachers
- ICT classes that pair newer teachers with more experienced teachers allow for a natural mentoring to take place.

- Behavioral specialists, part-time literacy coach and assistant principal with a background in mathematics provide workshops and in - class assistance to teachers in need of support.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PS 186 partners with the Samuel Field Y, an after school program that provides free homework assistance five days a week to students who attend this three-hour program daily.
- Two teachers trained in Respect for All Curriculum provided by the NYC DOE to turnkey information to colleagues on lessons and activities to help raise awareness of bullying and to reinforce the school’s philosophy of creating an inclusive and respectful environment.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding Sources:

Professional development opportunities for September 2011-June 2012 include:

- per session, per diem, F-Status teachers, consultant fees for Teachers College Reading and Writing Project, NYU, and Reading Recovery  
(Fair Student Funding, ASD, Contracts for Excellence)
- Instructional materials for staff  
(Fair Student Funding, ASD, SIG)
- Data Specialist/Inquiry Teams  
(ARRA, Fair Student Funding, ARRA)

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

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

PK-Grade 2 students will improve their ability to respond to grade appropriate social studies informational texts, pictures, videos, etc. with prompting and support as measured by obtaining grade level or better responses or by increasing from level 1 to level 2 as measured by Teachers College Reading and Writing Project rubrics for informational writing;

Grade 3-5 students will improve their ability to write opinions or arguments based on analysis of informational texts, pictures, video, etc. related to their grade's social studies curriculum as measured by obtaining grade level or better responses or by increasing from level 1 to level 2 as measured by Teachers College Reading and Writing Project rubrics for opinion writing.

**Comprehensive needs assessment**

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

*Per the NYSED's website on the CCLS, "To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year."*

With this in mind, we have chosen to focus on informational (PK-grade 2) and opinion writing (grades 3-5) as a goal. With the more rigorous demands of the CCLS, combined with the NYC DOE's instructional emphasis on opinion writing, we will focus on these two types of writing. Also, data from last year's item skills analysis shows that we need to increase the amount of informational text that student read.

In addition, a long term study group comprised of cross grade level teachers met last year and reviewed student work samples. This team of teachers determined that our students need support in elaboration across all grade levels. We will be working to improve our students' ability to support their arguments with details in their writing.

**Instructional strategies/activities**

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

d) timeline for implementation.

## **Activity #1**

### **Professional Development**

- Inquiry focus for school's teacher teams will be on writing with each team defining their focus based on an analysis of student work.

Target Population: grade PK-5 students

Responsible Staff: classroom teachers, principal, assistant principal; cluster teachers

Implementation Timeline: September 2011- June 2012

- Teacher teams will share best practices via ARIS Team Spaces.

Target Population: grade PK-5 students;

Responsible Staff: classroom teachers, principal, assistant principal; part time literacy coach

Implementation Timeline: October 2011- June 2012

- Teacher observations and alternatives to observation will be part of the professional development plan in meeting this school-wide goal.

Target Population: grade PK-5 students

Responsible Staff: classroom and cluster teachers, principal, assistant principal

Implementation Timeline: September 2011- June 2012

- Full day professional development on 9/6/11, 11/8/11 and 6/7/12 will be used to continue school-wide focus on informational texts and opinion writing to improve the staff's knowledge of the more rigorous expectations of the CCLS.

Target Population: grade P K-5 students

Responsible Staff: Part-time literacy coach, principal, assistant principal, network support staff

Implementation Timeline: September 6, 2011; November 8, 2011; June 7, 2012

- Teachers will continue to revise curriculum, assessment, and instruction while also aligning curriculum and assessments to the CCLS while working in lab sites and attending on and off site professional development with our Teachers College Reading & Writing Project staff developers.

Target Population: grade K-5 students

Responsible Staff: K-5 classroom teachers, principal, assistant principal, TC staff developers, part-time literacy coach

Implementation Timeline: September 2011- June 2012

- ELA primary and upper grade LEAD teachers will meet monthly with network literacy support specialists to provide professional development around creating tasks that support the expectations of the CCLS.

Target Population: grade K-5 students

Responsible Staff: primary and upper grade LEAD teachers, principal, assistant principal, network literacy support specialists

Implementation Timeline: September 2011- June 2012

- Several study groups will be funded to create a continuum of student work samples that will be used as benchmark levels to evaluate student informational and opinion writing using the Teachers College Reading & Writing informational and opinion writing continuums.

Target Population: grade K-5 students

Responsible Staff: various classroom teachers, principal, assistant principal

Implementation Timeline: January 2012- May 2012

- With funding from NYSED through our S3TAIR grant, a professional resource library has been developed to provide teachers with materials to support their professional growth.

Target Population: Students in grades PK-5

Responsible Staff: Part-time literacy coach, assistant principal, principal

Implementation Timeline: October 2011- June 2012

## **Activity #2**

### **Review of Student Work**

- Study groups comprised of cross grade level teachers will meet to review student work in the areas of informational and opinion writing to create a school benchmarking system of evaluating students' progress utilizing the Teachers College Reading & Writing Project's informational and opinion writing continuums.

Target Population: grade K-5 students

Responsible Staff: various classroom teachers, principal, assistant principal

Implementation Timeline: January 2012- May 2012

- Classroom teachers will engage all students in at least one literacy/writing task that will be embedded in the CCLS curricula and include multiple entry points for all learners including students with disabilities and English language learners.

Target Population: grade PK-5 students

Responsible Staff: Classroom teachers, principal, assistant principal

Implementation Timeline: January 2012- March 2012

- Classroom teachers will use student work samples, teacher-made pre-tests and standardized assessments to create interim and long term goals for each student.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal  
Implementation Timeline: October 2011- June 2012

- During monthly grade conferences, inquiry team meetings and faculty conferences, student work samples will be used to help diagnose focal students' writing challenges. Teachers will case conference these students to help develop a greater repertoire of strategies to assist our most struggling students. Teachers will also use this same format to review high achieving students' writing, conference notes, etc. to help brainstorm strategies to improve our high achieving focal students' writing ability.

Target Population: One struggling and one high achieving focal student from each class.

Responsible Staff: Classroom teachers, principal, assistant principal, part-time literacy coach, TC staff developers  
Implementation Timeline: September 2011-June 2012

- The school's education cabinet (one representative from each teacher team) will review data across grade levels to note school wide trends.

Target Population: grade P K-5 students;

Responsible Staff: Education Cabinet teachers; classroom teachers, principal, assistant principal;

Implementation Timeline: September 2011- June 2012

### **Activity # 3** **Structures**

- Common planning time will be scheduled so teachers can develop writing rubrics that are aligned with their units of study, CCLS, and support content and concept building.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2011- June 2012

- The school's education cabinet (one representative from each teacher team) will review data across grade levels to note school wide trends.

Target Population: grade P K-5 students;

Responsible Staff: Education Cabinet teachers; classroom teachers, principal, assistant principal;

Implementation Timeline: September 2011- June 2012

- Assistant principal and principal will conduct walkthroughs to monitor implementation and provide feedback to teachers.

Target Population: Students in grades PK-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2011- June 2012

- Identified students in grades 3-5 will participate in Castlewood Prep, a two-day a week test preparation after school program, to assist them in developing the skills necessary to achieve proficiency on the NYS ELA Assessment in the spring.

Target Population: Identified students in grades 3-5

Responsible Staff: Identified classroom teachers, assistant principal, principal

Implementation Timeline: January 2012- April 2012

### **Steps to Include teachers in the decision-making process**

- Teachers will meet in grade level and vertical teams to review data from periodic assessments
- Teachers review data and help determine inquiry focus.
- In June 2011, teachers were asked to prioritize areas for needed professional development.
- Periodic Assessment Dates: November 2011, January 2012, March 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parent workshops will be conducted both during the day and the evening on the more rigorous expectations of the Common Core Learning Standards
- One Family Literacy Night will be conducted in May to bring parents and children together to highlight the importance of literacy and ways parents can help their children at home.
- The parent coordinator updates and distributes a parent handbook at the beginning of the school year.
- Monthly calendars are distributed to the parents that list upcoming events and often include tips for parents on the reverse side.
- Teachers send home monthly or bi-monthly grade level newsletters to parents to keep them informed of curriculum expectations.
- The parent coordinator as well as various school staff will conduct parent workshops throughout the year on literacy topics and ELA assessments.
- Invite parents periodically to classroom writing celebrations so that they can experience firsthand the types of writing our students are able to produce. Parents can also participate in delivering feedback to the writers.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Mentors are assigned to support untenured or struggling teachers.
- Student teachers from several colleges and universities are assigned to tenured and highly qualified teachers.
- Partnerships with NYU & Hunter College to identify special educators for our ASD Nest Program; Columbia University Teachers College Reading & Writing Project provide differentiated professional development for all classroom teachers in grades K-5
- Inter-visitations between staff for struggling or new teachers
- ICT classes that pair newer teachers with more experienced teachers allow for a natural mentoring to take place.
- Behavioral specialists, part-time literacy coach and assistant principal with a background in mathematics provide workshops and in class assistance to teachers in need of support.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PS 186 partners with the Samuel Field Y, an after school program that provides free homework assistance five days a week to students who attend this three-hour program daily.
- Two teachers trained in Respect for All Curriculum provided by the NYC DOE to turnkey information to colleagues on lessons and activities to help raise awareness of bullying and to reinforce the school's philosophy of creating an inclusive and respectful environment.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding Sources:**

Professional development opportunities for September 2011-June 2012 include:

- per session, per diem, consultant fees for Teachers College Reading and Writing Project, and NYU (Fair Student Funding, ASD, Contracts for Excellence)
- Instructional materials for staff (Fair Student Funding, ASD, SIG)
- Data Specialist/Inquiry Teams (ARRA, Fair Student Funding, ARRA)

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

By June 2012, 75% of all students in grades PK-5 will improve/maintain their ability to construct grade appropriate viable arguments in mathematics on constructed response questions as measured by 1) obtaining a practitioner or expert level or 2) moving from a novice to an apprentice level as measured by the Exemplar Rubric for Reasoning and Proof.

#### **Comprehensive needs assessment**

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

With the adoption of the CCLS, a greater emphasis had been placed on the process strands of mathematics. After two years of studying instructional strategies that improve mathematical communication, it was determined that students were ready to begin the process of improving their mathematical reasoning in the written form. To address this change, and in accordance with the Chancellor's mandates, we have made construction of mathematical arguments a priority for the school year.

#### **Instructional strategies/activities**

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

#### **Activity #1**

##### **Professional Development**

- Math lead teacher to attend monthly math meetings facilitated by Math NSS from network to learn the rationale and research around encouraging modeling as a means to support a mathematical argument that will lead to deeper understanding of mathematics content as required in the CCLS. She will share new information with upper grade colleagues.

Target Population: Students in grades 3-5

Responsible Staff: Math lead teacher, principal, assistant principal, Math NSS

Implementation Timeline: October 2011- June 2012

- Monthly teacher team meetings facilitated by the Assistant Principal will be used to assist teachers as they identify rigorous tasks that align with the instructional units of study and provide opportunities for students to sufficiently demonstrate mathematical reasoning.

Target Population: Students in grades K-5

Responsible Staff: Teacher teams, principal, assistant principal

Implementation Timeline: October 2011- June 2012

- Assistant principal will facilitate book study using the book ***Number Talks*** by Sherry Parrish to provide a selected team of teachers representing various grades with the instructional strategies designed to improve students' mathematical reasoning.

Target Population: Students in grades K-5

Responsible Staff: Selected classroom teachers, principal, assistant principal

Implementation Timeline: January 2012

## **Activity #2**

### **Review of Student Work**

- Classroom teachers will use student work samples, teacher-made pre-tests and standardized assessments to create interim and long term goals for each student.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2011- June 2012

- Classroom teachers will assign two constructed response tasks for each instructional unit to monitor students' ability to provide sufficient mathematical reasoning and proof for constructed response questions.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2011- June 2012

- Teacher teams will meet monthly with Assistant Principal to review student work samples to identify next steps for students and teachers.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2011- June 2012

- Assistant Principal selected three constructed response problems for each grade to be uniformly administered during the months of November, January, and March to identify any issues and trends across grades that will necessitate an adjustment of curriculum,

instructional strategies, or professional development to ensure the achievement of this annual goal.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: November 2011, January 2012, March 2012

### **Activity #3**

#### **Strategic Staffing**

- Identified students in grades 3-5 will participate in Castlewood Prep, a two-day a week test preparation after school program, to assist them in developing the skills necessary to achieve proficiency on the NYS Mathematics Assessment in the spring.

Target Population: Identified students in grades 3-5

Responsible Staff: Identified classroom teachers, assistant principal, principal

Implementation Timeline: January 2012- April 2012

#### **Steps to include teachers in the decision-making process**

- Teachers will meet in grade level and vertical teams to review data from periodic assessments.
- Teachers review data and help determine next steps for professional development focus.
- Periodic Assessment Dates: November 2011, January 2012, March 2012 and June 2012

#### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
  - Monthly math newsletters, ***Math Minute with Mrs. Sci***, will include exemplar tasks and solutions that illustrate the new expectations for students.
  - Parent workshops will be held in the morning and the evening to provide information about the goals and strategies for parents to support their child in mathematics.
  - Workshops for parents on the rigorous expectations of the Common Core Learning Standards.
  - Math-Science-Technology (MST) Family Night held in October 2011 to highlight the integration of these three curriculum areas.

- Classroom teachers to send home monthly or bi-monthly grade level newsletters to parents on upcoming math units.
- Although most parents are able to access ARIS Parent Link, the parent coordinator and APL coordinator are available to give individual tutorials to parents as needed.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Mentors are assigned to support untenured or struggling teachers.
- Student teachers from several colleges and universities are assigned to tenured and highly qualified teachers.
- Partnerships with NYU & Hunter College to identify special educators for our ASD Nest Program;
- Inter-visitations between staff for struggling or new teachers;
- ICT classes that pair newer teachers with more experienced teachers allow for a natural mentoring to take place.
- Behavioral specialists, part-time literacy coach and assistant principal with a background in mathematics provide workshops and in class assistance to teachers in need of support.
- Student teachers are provided all in-house professional development opportunities that the regularly assigned teachers receive to ensure that they are qualified to accept a full time position upon graduation.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- PS 186 partners with the Samuel Field Y, an after school program that provides free homework assistance five days a week to students who attend this three-hour program daily.
- Two teachers trained in Respect for All Curriculum provided by the NYC DOE to turnkey information to colleagues on lessons and activities to help raise awareness of bullying and to reinforce the school's philosophy of creating an inclusive and respectful environment.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**Funding Sources:**

Professional development opportunities for September 2011-June 2012 include:

- per session & per diem for study groups, outside professional development, Castlewood Prep  
(Fair Student Funding, ASD)
- Instructional materials for staff  
(Fair Student Funding, ASD)
- Data Specialist/Inquiry Teams  
(ARRA, Fair Student Funding, ARRA)

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	14		N/A	N/A	1			
<b>1</b>	22	1	N/A	N/A				
<b>2</b>	24		N/A	N/A				
<b>3</b>	31	14	N/A	N/A	1			
<b>4</b>	28	12			1			
<b>5</b>	23	14	2		1		1	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Small group/individual instruction using Wilson, Foundations, Reading Recovery, word study, Teachers College units of study in reading and writing during extended time period (Early Bird AIS) as well as during the school day using a pull out/push in model.
<b>Mathematics</b>	Small group instruction using Every Day Mathematics materials as well as supplementary math materials during extended time period (Early Bird AIS) as well as during the school day using a pull out/push in model.
<b>Science</b>	Small group instruction during our extended day period (Early Bird AIS) using the Harcourt Science text and materials as well as supplementary science materials.
<b>Social Studies</b>	Small group instruction during our extended day period (Early Bird AIS) using the NY Coach test prep series as well as supplementary social studies materials.
<b>At-risk Services provided by the Guidance Counselor</b>	Group and/or individual sessions that promote self-esteem and problem solving strategies that may include the use of games, role playing and at risk therapy.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	Small group or individual session for children displaying low self-esteem or emotional issues that impact on daily function at school using games, role play, and other appropriate activities.

<b>At-risk Health-related Services</b>	N/A
--	-----

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Mary Jo Pisacano</b>	District <b>26</b>	Borough <b>Queens</b>	School Number <b>186</b>
School Name <b>The Castlewood School</b>			

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

Principal <b>Dolores Troy-Quinn</b>	Assistant Principal <b>Eve Sci</b>
Coach <b>Melissa Puglisi</b>	Coach
ESL Teacher <b>Laura Rivera</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Michele Rowe</b>
Related Service Provider	Other
Network Leader <b>Mary Jo Pisacano</b>	Other

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

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>371</b>	Total Number of ELLs	<b>3</b>	ELLs as share of total student population (%)	<b>0.81%</b>
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## Part II: ELL Identification Process

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

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

Within the first ten days of initial enrollment, children are identified as being possible ELLs by our certified ESL teacher. The teacher uses the Home Language Identification Survey and the informal interview process to determine eligibility for the LAB-R. If needed, translation services are available. If eligible, our ESL teacher then assesses a student using the LAB-R assessment. LAB-R proficiency levels determine what, if any, services a child receives. If a Spanish-speaking child does not pass the LAB-R, he/she will then take the Spanish LAB. Then every spring, the ELL students are all assessed using the NYSESLAT to determine their English Language Proficiency.

Within the first ten days of a child being admitted and proven to need ELL services, we offer an orientation to all new parents. Prior to the orientation, our ESL teacher sends home letters to the Parent in their native language. These letters include: an entitlement letter, the Parent Survey, Program Selection Form and the Guide for Parents of English Language Learners brochure. In the entitlement letter, the parents are invited to the orientation meeting and asked to bring the forms with them. Within the orientation meeting, all three program choices are presented and discussed fully. These programs are Transitional Bilingual Education, Dual Language, and Freestanding ESL. In the transitional bilingual program, instruction is provided in the students' native language with intensive support in ESL. The Dual Language program integrates ELLs with native English speakers so that all students develop second language skills while learning content knowledge in both languages. Finally, in Freestanding ESL, students are taught in English using ESL methodologies.

During the orientation, the parents view the Orientation Video for Parents of Newly Enrolled English Language Learners. Parents have the opportunity to view the video in their Native Language, if available, and translations services are always provided if needed. Parents are informed that they have the right to select the program that is appropriate for their child. Then the parents fill out the Program Selection Form for their program choice. Each program offered is explained fully and all questions are answered at that time. This year we had two new parents and they both selected the Freestanding ESL Program. During the orientation process, the parents have the opportunity to meet the school principal, the parent coordinator and to discuss any concerns they may have about the program.

As mentioned above, all parents fill out and return the forms at the orientation meeting. Again, we had only two parents and they selected the Freestanding ESL Program. Past data trends have shown that parents always select the ESL program. Therefore, this is the program that is offered at our school.

We currently have two Kindergarten students in their first year of service and one first grade student who is in their second year of service.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

**B. ELL Years of Service and Programs**

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3									3
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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
<b>TOTAL</b>	<b>0</b>													

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1												3
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>										

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you ensure that ELLs are appropriately evaluated in their native languages?</li> <li>5. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for long-term ELLs (completed 6 years).</li> </ol> </li> <li>6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?</li> </ol>

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

At PS 186, our program is designed as a free standing ESL program. Presently we have 3 Newcomers, having received 0-3 years in ESL. We currently do not have any SIFE or Long-Term ELLs in our program.

All students are served according to the NYS mandate as requires under CR Part 154. We currently have two ESL classes. One class is for the advanced proficiency level first grade student with four 45 minute push-in periods of instruction. This totals 180 minutes per week for 1 student. The other class is for the advanced proficiency level kindergarten students with four 45 minute push-in periods of instruction. This totals 180 minutes per week for 2 students.

Students are taught within daily reading and writing workshops. The Everyday Mathematics program is used in the teaching of mathematics. The Harcourt science series is used in grades 3-5 while all students in grades K-5 use hands on science investigations throughout the year. All of the curriculum areas are taught in English and infused with ESL strategies that support the ESL Standards. All lessons are planned carefully with general education teachers in order to be aligned with the Common Core and New York State Standards while following the classroom curriculum.

All lessons are differentiated in all areas according to the needs of the students. Using the framework of the Universal Design for Learning, our teachers recognize that every student learns differently. All new material is presented using texts, charts, and technology. Concepts are often reintroduced using ESL strategies to achieve full understanding. Native Language picture dictionaries are used to help ELLs make connections to English and help ease stress.

All ELL students who are in need of extra support receive AIS services during our Early Morning AIS program. Students may also receive push-in or pull out services during the day. Eligible students receive mandated services such as speech, occupational and physical therapy, SETTS, and counseling. Students may also receive at-risk counseling or SETTS for a short period of time, if warranted.

All ELL students in grades 3-5 are eligible to attend Castlewood Prep, our after-school test preparation program for the NYS ELA and Mathematics assessments. One of our ELL students attends our OST after-school program run by the Samuel Field Y where they are included in all activities. ELL students and their families are invited to attend all Family Nights and Movie Nights hosted throughout the year. All ELL students participate in all enrichment programs conducted during the year. In Grade 5 we have a Ballroom Dancing program which all ELL students participate fully. In essence, ELL students fully participate in all school programs and activities offered throughout the year.

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

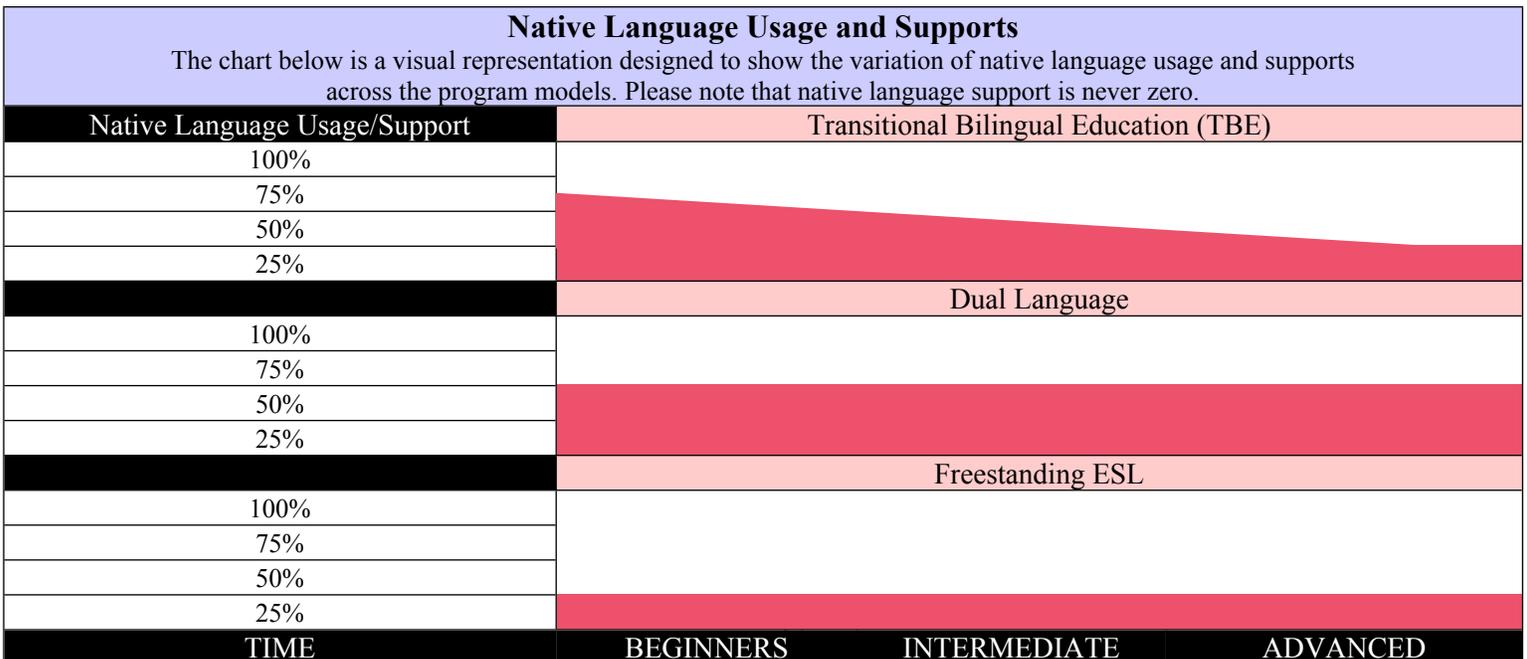
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	


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

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



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

## B. Programming and Scheduling Information--Continued

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

We provide many opportunities for targeted intervention in all content areas. Some of the interventions available are targeted small group work, Early Bird AIS program, push-in/pull-out programs, Castlewood Prep classes, and Foundations/Wilson classes. Our programs provide rigorous academic subject area instruction in English using ESL methodology and instructional strategies. ESL strategic instruction will help each child meet or exceed NYS standards and incorporate the CCLS so these students will ultimately achieve the state designated level of English proficiency for their grade level. ESL and ELA methodologies and strategies will emphasize content area instruction. Due to our small population of ELLs, they are provided the same opportunities as the general population. Our ELL students continue to receive interventions noted above even if they reach English proficiency.

Last year we had 5 ESL students and 2 reached proficiency on the NYSESLAT. These students will be provided with special test accommodations on all assessments for the next two years for transitional support. The students will receive time and a half, separate location, listening passage read three times for the ELA and bilingual word for word dictionaries for all tests. We will also continue to provide the same level of intervention with our present ESL students because it's clear that (based on last year's data) that we are successful using the above named interventions.

All ELL students are fully integrated into all school activities. They participate in activities such as recorder lessons, singing in Fall and Winter concerts, theater arts and visual arts programs. Our students also participate in Enrichment Clusters. Our cluster programs provide students with an opportunity to participate in self-selected learning activities some of which include robotics, readers' theater, yoga, healthy cooking, gymnastics, Zumba, etc. Additionally, in grade 5, students participate in a Ballroom Dancing program. The supplemental language development, as well as opportunities for students to use oral expression, provided by these programs excite the students and bolster ELLs Speaking and Listening skills. The arts program is also enriched by our drama and visual arts programs.

In every class we cater to all learning styles by providing visual, kinesthetic, and tactile activities to support English Language Learners. We have Smart Boards in almost all classrooms. Also, teachers use the program Boardmaker to provide picture support to the students. Classroom teachers were provided with iPads to use with the students as well. All materials are age and grade appropriate. Some of the materials used in the ESL program are Pearson, Addison Wesley and different translation apps for the iPad.

Newly enrolled ELLs and their families are invited to attend a Kindergarten Orientation where they hear all about our school and are given a tour of the building. Older students also receive a tour of the school at the time of their registration. The Parent Coordinator gives parents information about the school, neighborhood and nearby free adult ESL classes.

## 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)?

## D. Professional Development and Support for School Staff

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

Our Teachers College Reading and Writing Project staff developers work on improving our small group instructional strategies that support English language development in reading and writing. The staff developers provide job embedded professional development on literacy instruction that lays out a rigorous progression of skills-phonics, vocabulary, reading, writing, listening and speaking – that are aligned with the Common Core Learning Standards. The ESL teacher attends Teachers College Reading and Writing calendar days as needed throughout the year. She then provides professional development to the staff based on the needs of our students and faculty. Also, all classroom teachers are offered a variety of grade and content specific calendar days at the Teachers College. All information from calendar days are turnkeyed at our faculty meetings or staff development days.

We also provide professional development that assists teachers in preparing our ELLs for standardized testing in grades 3-5. The ESL teacher provides professional development on the NYSESLAT for classroom teachers during grade conferences. Congruence meetings between ESL teacher and classroom teachers are held on a weekly basis.

The minimum 7.5 hours of ESL training for all staff is achieved through the aforementioned Professional Development sessions. Agendas are kept to reflect monthly topics addressed at grade level meetings, faculty meetings, CFN professional development sessions, etc. Teacher attendance at all sessions is monitored.

## 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?

Parents are scheduled to attend Parent Teacher Conferences as well as encouraged to participate in all classroom activities such as writing and reading celebrations throughout the year. Also, every December our school hosts a multicultural celebration which parents are invited to come in and share some items from their culture. Some parents share jewelry, music, songs, dances and books from their native country. All ELL parents are encouraged to participate in all parent workshops throughout the year.

We use the Parent Coordinator email distribution system to make sure that parents have up to date information on district and citywide learning opportunities. Monthly classroom newsletters are also sent home highlighting student learning by grade. Any information sent home is available in the parents native language or it is stamped \*Important – Please have translated in eight languages.

If parents have any needs, they contact our parent coordinator and she is able to direct them where to go to get the help they desire. If our parent coordinator sees a common thread in the needs of the parents, she will develop a parent workshop to assist them.

# 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)														0
Intermediate(I)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	1				1
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									0
4									0
5	1								1
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	

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

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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

<b>School Name: <u>The Castlewood School</u></b>		<b>School DBN: <u>26Q186</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dolores Troy-Quinn	Principal		12/14/11
Eve Sci	Assistant Principal		12/14/11
Michele Rowe	Parent Coordinator		12/14/11
Laura Rivera	ESL Teacher		12/14/11
	Parent		11/14/11
	Teacher/Subject Area		11/14/11
	Teacher/Subject Area		11/14/11
Melissa Puglisi	Coach		12/14/11
	Coach		11/14/11
	Guidance Counselor		11/14/11
Mary Jo Pisacano	Network Leader		12/14/11
	Other		11/14/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 26Q186      **School Name:** Castlewood School

**Cluster:** 2      **Network:** .05

**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**

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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.

Parent coordinator and ESL teacher review Home Language Information Surveys to find out the languages spoken in our school. Teachers and parents may also request translations services any time during the school year.

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.

Most of our ESL parents are able to read and communicate in English. However, we discovered that occasionally we need Spanish interpretation for our families. When this is necessary, there are several members of the staff available for immediate translation. Our school psychologist is also available to translate in Hindi, if necessary.

## Part B: Strategies and Activities

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

We plan on providing written translation using the DOE translation unit as needed. All important home/school communications are also stamped in several languages that tell parents to have the document translated. Several teachers and our nurse are fluent in Spanish. They translate important information as needed. A teacher is able to assist us in translating for our Chinese families. Additionally, a paraprofessional assigned to PS 224 (housed in our building) can communicate in Malayalam. Our school psychologist and a classroom teacher are fluent in Hindi.

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.

We have several teachers and our nurse fluent in Spanish. A teacher is able to assist us in translating for our Chinese families. Additionally, a paraprofessional assigned to PS 224 (housed in our building) can communicate in Malayalam. We have teachers and paraprofessionals fluent in Korean, Cantonese, Arabic, and Hindi as well, should interpretation services be required.

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>.

At PS 186, we adhere to all regulations regarding parental notification requirements for translation and interpretation services. All parent notices that are sent home are either sent in the parents primary language or stamped \*Important - Please translate\* written in many other languages. Parents are also notified of translation services through signs that are displayed throughout the building. The parent coordinator will also be able to help any parents receive the required translation services. As stated before, we have many teachers, paraprofessionals, security officer and school nurse who also are available to translate any verbal or written communication.