



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE WALTER KASSEN BROCK SCHOOL – PS 185 K

DBN 20K185

PRINCIPAL: KENNETH LLINAS

EMAIL: KLLINAS@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
Kenneth Llinas	*Principal or Designee	
Dolores Lozupone	*UFT Chapter Leader or Designee	
Tressa Kabbez	*PA/PTA President or Designated Co-President	
Peggy Bracco	DC 37 Representative, if applicable	
Elisa Cassidy	<i>Member/Parent</i>	
Adele Doyle	Member/Parent	
David Forysth	Member/Parent	
Jackie Tepedino	Member/Parent	
Stefania Vasquez	Member/Parent	
Kristin Marte	Member/Staff	
Joy Wrigley	Member/Staff	
Kristin Clinton	Member/Staff	
Jennifer Kruger	Member/Parent	
Jennifer Rumfelt	Member/Staff	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- *To make AYP in ELA for 50% of our 4th and 5th grade ELLs by raising ELA and NYSESLAT scores and to assure that 50% of our PID(Promotion in Doubt) ELL students are properly promoted to the next grade.*

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.
- *30% of our 3rd, 4th and 5th grade students whose “promotion is in doubt” for both reading and Math are ELL students. One third of those students have “modified promotional standards” but the remaining students will be held to the “standard promotional criteria.” These students need intensive, carefully monitored and scaffolded instruction. They need access to the rigorous classroom content within a context that they can engage.*
- *By June 2013 50% of our ELL population in grades 4 and 5 will meet their AMO.*
- *Twentysix 4th and 5th grade ELL students will be taking the ELA. 50% of these students will increase their proficiency rating by 0.25.*
- *In grades 1 through 5, 60 students will take the NYSESLAT. 30% of these students will advance to the next proficiency level in Reading and Writing as measured by the spring 2013 administration of the NYSESLAT.*
- *In addition, these students will demonstrate benchmarked progress as measured on their data tracking sheets and their F and P Reading levels will be raised 2 levels.*
-

Instructional strategies/activities

- ESL teachers and our Instructional Specialists will design and implement a data tracking system that specifically monitors the progress of this sub-group. ELL instruction will be planned according to an “Activity Key” that identifies and measures small steps towards skill building.*
- Baseline, Benchmark and classroom benchmark tests will be utilized to dissect the item skills analysis to drive reteaching and retesting.*
- F and P reading levels and data tracking sheets will be utilized to monitor progress and identify further risk.*
- Classroom ESL instruction will focus on Reading and Writing skills and strategies.*
- Administrative cycles of classroom visits will provide targeted feedback focused on student engagement in scaffolded learning tasks and teacher’s ability to differentiate instruction.*
- Benchmarks will be set at first report cards in November.*
- Student work documenting specific, scaffolded tasks that lead to mastery of tested skills on the NYSESLAT will be recorded on the master data sheets to assess positive learning trends.*
- Each ESL student will produce written work that demonstrates the steps that were taken to achieve the overall goal of advancing to the next level.*
- ITA, Predictive and Lead 21 comprehension test results will be used to create individual student profiles of priority skills. Student work measured against rubrics matching CCLS will determine grades.*
- The percentage of ELLs receiving an ELA scale score higher than the previous year will be 50%. 50% of these will move up 0.25 on proficiency rating on ELA.*
- At least 50% of the ELL- PID students will be promoted on standard promotion criteria.*

- l. School-wide literacy tasks in grades 3, 4 and 5 will focus on non-fiction vocabulary, content and main ideas.*
- m. Grades 3, 4 and 5 Math tasks will focus on algebraic models and fractions.*
- n. All grades will share their work in a school Literacy Fair to be held in March 2012.*
- o. Our cluster program teachers will work closely with classroom teachers to modify all pacing calendars to align with the CCLS. This will occur during common prep times as well as after school during per-session time supported by the Title 3 program.*
- p. The implementation of My Math, our new school-wide math program, provides extensive support on multiple levels in the classrooms as well as provided an “E” connection for parents.*
- q. Pulling all of this together will be the planning and implementation of our newly conceived departmentalized Extended Day Program. This effort is meant to highlight specific skills with specific students demonstrating mastery in short time intervals. Tracking sheets will be utilized to monitor progress.*

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.
- Mid year grades developed in late January will be sent home for all students. These grades will reflect progress in all major subject areas and will be accompanied by parent workshops for further engagement and understanding.
- Parent Learning Leaders will focus on the needs of these students while becoming more familiar with the nature of ELL instruction.
- The Literacy and Math School Fairs will involve parents to a much greater extent as they will be instrumental in preparing and setting up the student work.
- Greater home connections will be developed through the implementation of the technology component of the Lead 21 Program and the My Math program. This exciting new, highly rigorous fully integrated literacy program is in full operation in grades one and two. Through the additional support of the Title 3 Program segments of Lead 21 will be integrated into the literacy curriculum in the upper grades. This implementation will focus on the ELL students by utilizing the Intensive and Strategic reading resources available in the Lead 21 Program. These levels contain the same highly rigorous vocabulary and ideas, all presented within a multi-entry level method. This will further assure continuity between classroom and support instruction.
- Title III Program will present multiple workshops for parents as described on our Title III Immigrant application
- Title III Program will incorporate parents into after school instruction
-

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA x Title III Grants Other

If other is selected describe here:

- 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.
- Our limited resources are being carefully aligned to assure that our teaching and learning goals are uniform throughout the school. All classroom teachers are focusing on enhancing classroom teaching and learning through an ongoing process of self-assessment.
- ARRA Data Specialist and ARRA Instructional Expectation funds will support this work
- Title 3 Immigrant and Title 3 LEP will both be used to support this goal.

- Fair Student Funding will support Instructional Specialists, classroom teachers, extended day and purchasing of support materials.
- PTA fundraising is earmarked to support each grade on equal levels.

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.
- Cluster teachers who present Science, Drawing and Research will fully align their teaching with the teaching goals and objectives of the classroom teachers.
- Instructional Specialists will provide year long P.D. during common preps to assure continuity of instruction and a clear prioritizing of academic goals.
- ESL Dept. will carefully monitor all work being completed by their students with a cross referencing of school bench marks.
-

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 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.

In ELA all students will engage in at least two literacy tasks aligned to specific Common Core Standards. Students will complete the tasks that asks them to read and analyze informational text and write opinions and arguments in response.

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.
- The Chancellor has identified this need across all schools. We believe that supporting the Chancellor's request to become involved in specific, rigorous literacy work will enhance the teaching and learning by all staff and students.
- An analysis of our Progress Report also indicates that our 4th and 5th grade students are still lacking several of the higher order thinking and writing skills which would enable them to improve their proficiency ratings and ELA test scores.
- Since the lower school supports the upper school's progress it has been determined that the lower school needed a new, more rigorous literacy program. All teachers were involved in the process of finding the program and deciding which to purchase. Lead 21 will be implemented this year in all grades K-5
- Each grade will select two specific non-fiction topics to develop tasks that will engage all students in discussions utilizing higher order thinking skills. Deep knowledge of the topic will enable students to produce written and illustrated products which will be assessed through the use of rubrics aligned with the Common Core Learning Standards. Each student's work, measured by rubrics, will indicate the extent to which the standards have been reached.
- .

Instructional strategies/activities

- 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.

. Utilizing the UBD method, teachers will identify their student goals and develop rubrics to measure expected achievement.

The Literacy tasks will be identified at grade level meetings led by our Instructional Specialists and supported by network professional development.

In grades K-5 the literacy work will be driven by the Lead 21 Program as supported by the grade level specialist and by the Lead 21 professional development staff.

The 3rd, 4th and 5th grade tasks will be identified at grade level meetings by teachers and the instructional specialist. These grades will use their current Science/Social Studies program to select the non-fiction topic to be studied. Regular cycles of administrative visits will be utilized to provide feedback to teachers focusing on questioning techniques, multiple student entry levels and rigorous expectations. Rubric measured grading will be one form of measurable evidence. As the work progresses, class work and student work binders on the specific content area topic will be the second form of evidence. Classroom presentations between classes will be the third form of evidence. School Fair on Literacy will be the fourth form of evidence. These tasks will be completed between January and May 2013

Strategies to increase parental involvement

Parent workshops will be presented on the following topics:
 The content and nature of the literacy and math tasks
 The writing rubric and how it will be applied in each of the grades
 Communicating with your child about his or her reading
 Learning Leaders will play an important role in supporting student participation in the “tasks”
 Letters from administration, written in a series, will provide continuous information pertaining to CCLS, tasks and benchmark/rubric assessments.
 Parent coordinator will begin to build a permanent lending library for multi-language homes
 School Fairs will motivate greater interest in literacy development.
 The School Messenger System will be utilized to communicate with all parents on a regular basis.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 x _____ Tax Levy _____ Title I _____ Title IIA x _____ Title III _____ Grants _____ Other

If other is selected describe here:

- 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.
- ARRA Data Specialist and ARRA Instructional Expectation funds will support this work
- Title 3Immigrant and Title 3 LEP will both be used to support this goal.
- Fair Student Funding will support Instructional Specialists, classroom teachers, extended day and purchasing of support materials.
- PTA fundraising is earmarked to support each grade on equal levels.

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.

Six grade level inquiry teams are coordinating instructional objectives upon review of student work.

Extended Day is using benchmark tests and Crosswalks testing to drive instruction
Special Ed. Support services are complying with all IEP mandates
Service providers and cluster teachers are coordinating instruction to support classroom objectives
Instructional specialists meet with all grades to assure the setting of priority goals

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 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.
- In Math, students will engage in two cognitively demanding tasks that require them to demonstrate their ability to model with Mathematics and/or construct and explore the reasoning behind arguments to arrive at a variable solution

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.
- The Chancellor has identified this need across all schools. We believe that supporting the Chancellor's request to become involved in specific, rigorous Math work will enhance the teaching and learning by all staff and students.
- An analysis of our Progress Report also indicates that our 4th and 5th grade students are still lacking several of the higher order thinking skills and the writing skills that support the "show your work" instructions on the State Math test. Improving these skills will help the students to achieve higher scale scores on their Math test by giving them a deeper understanding of specific Mathematical concepts.
- Each grade will select two specific tasks that will engage all students in utilizing algebraic expressions and the use of fractions. Deep knowledge of the topics will enable students to produce written and illustrated products which will be assessed through the use of rubrics aligned with the Common Core Learning Standards. Each student's work, measured by rubrics, will indicate the extent to which the standards have been reached.

Instructional strategies/activities

Utilizing the UBD method, teachers will identify their student goals and develop rubrics to measure expected achievement

Each grade will determine the specific task and develop the corresponding rubric by which the students will be measured.

Each class will make use of specially designed math kits and manipulatives to develop and present their projects.

Kindergarten will focus on numeration. They will develop illustrated models that represent multiple operations and algebraic thinking.

First and second grade students will develop models, drawn and written, that represent numbers and operations in base ten.

Third grade will focus on operations and algebraic thinking and will be supported by the use of Kapla blocks and appropriate classroom materials.

They will build, draw and provide written descriptions of structures that represent operations and algebraic thinking

Fourth grade will focus on fractions and will be supported by the CASA Intrepid Program and the use of Kapla blocks and Math Kits. The plan to focus on all activities by integrating the study of fractions should prove to be fascinating.

The IXL Math electronic system has been a very successful home school connection. This program allows parents to see the exact concept area in need of remediation and to track their children's efforts in practicing over an extended period of time. Parent teacher communication is the by-product of the system

Grades Kindergarten through Fifth will display their completed work in a school Math Fair on May 16th, 2013.

Regular cycles of administrative visits will be utilized to provide feedback to teachers focusing on questioning techniques, multiple student entry levels and rigorous expectations.

*CCLS rubrics will measure student class work as one form of evidence.
As the work progresses, class work and student work binders on the specific content area topic will be the second form of evidence.
Interclass presentations will be the third form of evidence.
School Math Fair will be the fourth form of evidence.
These tasks will be completed between January and March 2012*

Strategies to increase parental involvement

Parent workshops will be presented on the following topics:

- The content and nature of the literacy and math tasks
- Understanding the Math Extended Response

Learning Leaders will play an important role in supporting student participation in the “tasks”

Letters from administration, written in a series, will provide continuous information pertaining to CCLS, tasks and benchmark/rubric assessments.

School Fairs will motivate greater interest in Math development.

School Messenger System will be used extensively to communicate important events at the school and to draw in higher parental participation at workshops.

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- 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.
- ARRA Data Specialist and ARRA Instructional Expectation funds will support this work
- Title 3 Immigrant and Title 3 LEP will both be used to support this goal.
- Fair Student Funding will support Instructional Specialists, classroom teachers, extended day and purchasing of support materials.
- PTA fundraising is earmarked to support each grade on equal levels.

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.

Six grade level inquiry teams are coordinating instructional objectives upon review of student work.

Extended Day is using benchmark tests and ITAs to drive instruction

Special Ed. support services are complying with all IEP mandates

Service providers and cluster teachers are coordinating instruction to support classroom objectives

Instructional specialists meet with all grades to assure the setting of priority goals

ANNUAL GOAL #4 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 #4

- 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.
- *To enhance teacher effectiveness and strengthen student work in Reading, Writing and Math.*

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.

Our most recent Progress Report, although an A, confirmed that a number of our level 3 students were not making sufficient progress as measured by the NY State ELA and Math. Although the overall percentages were still quite high in both subject areas the students' scale scores had remained mostly unmoved. The school had been very successful in moving 67% of the previous year's 2s up to level 3 in ELA and 49% of the 2s up to level 3 in Math. The techniques used to achieve these results included intensive work in our extended day program and more differentiated work in the classrooms. Those techniques should be continued this year.

The school needs to initiate strong benchmarks to increase the validity of student grading more closely aligned with State Standards.

Far greater use of rubrics is also required in order to assure that students are aware of how their work is being measured.

Greater rigor is needed in the literacy program.

Greater attention needs to be paid to the analysis of all Benchmark and Baseline tests

More frequent cycles of classroom visits are needed to foster broader conversation about teacher effectiveness and student learning.

Parents need to be more fully informed of the schools efforts to raise standards and ways in which they can support student learning at home

Instructional strategies/activities

The school will continue to use rigorous benchmarks in Reading and Math prior to the first report card distribution.

Clusters will determine all student grades based on an "overall student performance" rubric

A new Literacy program, Lead 21, will be purchased to raise rigor and better integrate the content areas in all grades K-5.

Major tests such as Baselines and Benchmarks will be fully analyzed to determine trends in students' errors and specific student weaknesses

Writing rubrics that support the CCLS will be activated in all grades

Inquiry teams will be developed on all grades to study student work and modify instruction as needed

An after school program will be designed to support our greatest needs students *Based on a Danielson styled rubric on teacher effectiveness, 50% of all teachers will be expected to be moving towards being "highly effective" by June 2013.*

Administrators will make between 200 and 250 classroom visits to focus on teacher effectiveness in pre-determined domains.

two cycles of 5-6 classroom visits by administrators will provide targeted feedback,

Visits will be documented through the use of a visit summary form,

Specific written feedback will be provided to all teachers and half of these visits will result in “conversations” about teaching practices and student engagement. Ten “information letters” will be distributed to parents by April 1st offering details about benchmarking, common core standards and activities related to ELA and Math “tasks” as defined by the chancellor.

Students will complete 3 written benchmarked assignments in narrative, persuasive and informational genres by June 2013.

From January through May each classroom will be involved in tasks that demonstrate high levels of understanding and engagement by students in ELA and Math

The literacy and math tasks will be highlighted by means of two school-wide fairs to be held on January 17th and May 17th.I

Student work assignments will be evaluated with specific focus on student engagement and rigor.

Administration will have documented two complete cycles of 5-6 classroom visits illustrating teacher awareness of questioning techniques, student work entry levels and rubric based assessments.

A survey will be conducted to show that 50% of all teachers believe their teaching skills improved over the course of the year.

Classroom displays and related discussions of student work will reflect higher understanding by both teachers and students on the role of rubrics.

Student work in writing will evidence greater skill as measured by CCLS aligned rubrics.

At least 40 students will participate in the academic after school program

Teachers will work with parents and students after school to raise parent awareness of ways to support their children’s learning

Strategies to increase parental involvement

Parent workshops will be presented on the following topics:

- The content and nature of the literacy and math tasks
- The writing rubric and how it will be applied in each of the grades
- Communicating with your child about his or her reading
- Understanding the Math Extended Response

Learning Leaders will play an important role in supporting student participation in the “tasks”

Letters from administration, written in a series, will provide continuous information pertaining to CCLS, tasks and benchmark/rubric assessments.

Parent coordinator will begin to build a permanent lending library for multi-language homes

School Fairs will motivate greater interest in literacy development and math concepts

Parents will be invited to attend sessions after school with their children’s teachers to learn ways to support their children at home

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) x Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

All available funding will be utilized to support this work

CASA Intrepid programs will be paid for with Fair Student Funding, State Assemblyman Funding and PTA contributions

- ARRA Data Specialist and ARRA Instructional Expectation funds will support this work
- Title 3 Immigrant and Title 3 LEP will both be used to support this goal.
- Fair Student Funding will support Instructional Specialists, classroom teachers, extended day and purchasing of support materials.
- PTA fundraising is earmarked to support each grade on equal levels.

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.

Our School Instruction Team will be primarily responsible for coordinating the various components of school reform

Our two instructional specialists will provide professional development at grade level meetings

Administrators will provide professional development on P.D. days as well as during staff conferences.

Grade level inquiry teams will study student work and redirect instruction as needed

Network 604 will provide support in the development of the school-wide tasks and in the development of new pacing calendars

ANNUAL GOAL #5 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 #5

- 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.
- *To achieve a follow-up A on the School Progress Report by moving our largest population of “3”s to a higher proficiency level in ELA and by raising overall grade level performance*

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.

(Assuming benchmarks remain the same) The average student proficiency of 3.16 in ELA for all grades will go up to 3.26. Year-long review of benchmarked assessments will reflect positive trends. Our School Survey will reflect an increase in the number of parents and teachers who “strongly agree” that the school’s academic program is rigorous. The School Progress Report will be at least a B.

Instructional strategies/activities

We will benchmark all assessments throughout the year and analyze the results to drive reteaching efforts. Although our primary focus will be on our large group of level 3 students we will implement all newly developed strategies with all students. Our highest risk populations are currently in our 3rd and 5th grade ICT classes. The teachers of these two classes will meet to develop a specialized plan to support, motivate and guide these students. Leveled assignments that are scaffolded for success will be implemented in ELA and Math. Frequent cycles of administrative classroom visits will guide and assess overall instruction. The development of Literacy and Math tasks will increase student engagement and raise the standard of classroom instruction. Teachers will have and utilize data spread sheets that support their work with individual students. 50% of ELLs will have moved up at least one proficiency level. State test results will increase by 3% in both ELA and Math. Our official School Survey will reflect that more parents and teachers “strongly agree” that the school’s academic program is rigorous. A higher percentage of parents will strongly agree that the school’s administration provides timely and relevant information regarding curriculum and student progress. Our school generated survey will reflect that 50% of our teachers believe their teaching skills have improved this year. The Progress Report will be an A.

Strategies to increase parental involvement

Parent workshops will be presented on the following topics:

- The content and nature of the literacy and math tasks
- The writing rubric and how it will be applied in each of the grades
- Communicating with your child about his or her reading
- Understanding the Math Extended Response

Learning Leaders will play an important role in supporting student participation in the “tasks”

Letters from administration, written in a series, will provide continuous information pertaining to CCLS, tasks and benchmark/rubric assessments.

Parent coordinator will begin to build a permanent lending library for multi-language homes

School Fairs will motivate greater interest in literacy development and math concepts

Parents will be invited to attend sessions after school with their children’s teachers to learn ways to support their children at home

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

- 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.

Salvadori and CASA Intrepid programs will be paid for with Fair Student Funding, State Assemblyman funding and PTA contributions

- ARRA Data Specialist and ARRA Instructional Expectation funds will support this work
- Title 3 Immigrant and Title 3 LEP will both be used to support this goal.
- Fair Student Funding will support Instructional Specialists, classroom teachers, extended day and purchasing of support materials.
- PTA fundraising is earmarked to support each grade on equal levels.

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.

Our School Instruction Team will be primarily responsible for coordinating the various components of school reform

Our two instructional specialists will provide professional development at grade level meetings

Administrators will provide professional development on P.D.days as well as during staff conferences.

Grade level inquiry teams will study student work and redirect instruction as needed

Network 604 will provide support in the development of the school-wide tasks and in the development of new pacing calendars

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Gr 2 – 43 Gr 3 – 37 Gr 4 – 57 Gr 5 - 58	Wilson, small group, during school day with SETTS teacher at risk Extended Day Program, after school, small groups with all teachers providing support through Intensive and Strategic reading level series. Individualized support kits, small groups in classroom, by all classroom teachers SRA Reading Labs, monitored by Instructional Specialists Title III after school academic program, Small Steps to Success, for all Promotion in Doubt students Parent Learning Leaders provide one on one support as needed	
Mathematics	Gr 2 – 18 Gr 3 – 32 Gr 4 – 42 Gr 5 – 56	Math word problem work, during school day with SETTS teacher at risk Extended Day Program, after	

		<p>school, small groups with all teachers</p> <p>Individualized support kits, small groups in classroom, by all classroom teachers</p> <p>SRA Math Labs, monitored by Instructional Specialists</p> <p>Title III after school academic program, Small Steps to Success, for all Promotion in Doubt students</p> <p>Parent Learning Leaders provide one on one support as needed</p>	
Science	Gr 5 – 11	<p>Individualized support kits provided by classroom teachers and monitored by Instructional Specialists</p> <p>Parent Learning Leaders provide one on one support as needed</p>	
Social Studies	N/A		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		<p>Our .5 Guidance Counselor meets with at risk students to provide academic support in all major subject areas. She is also a member of our Academic Intervention team and meets with team members to assess pre-evaluation intervention strategies. These efforts are further supported by our Parent Coordinator who brings the parent into the</p>	

		academic cycle.	
		Our School Psychologist meets with at risk students to assess pre-evaluation needs. She is also a member of our Academic Intervention team and meets with team members to assess relevant intervention strategies. Our Parent Coordinator serves as a facilitator in communicating these efforts to parents.	
		Our Social Worker serves the at-risk population by assisting teachers in determining whether or not a student may need to be evaluated. As point person in parent communication, she works closely with our parent coordinator to increase communication and parent involvement.	
		Our school nurse provides on-going support to a great number of our at-risk students who also have medical histories. Students with asthma and other students with attendance concerns are monitored and referred to our Academic Intervention Team for follow up and resolution.	

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

A large, empty rectangular box with a thin black border, intended for the user to describe recruitment, retention, assignment, and support strategies for highly qualified teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Richard Gallo	District 20	Borough Brooklyn	School Number 185
School Name Walter Kassenbrock			

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

Principal Kenneth Llinas	Assistant Principal Rena Goudelias
Coach Kathy Levine	Coach Denise Autuoro
ESL Teacher Luke Meginsky	Guidance Counselor Dana Isaac
Teacher/Subject Area Helen Maloney/ESL	Parent Jen Kruger
Teacher/Subject Area Dolores Lozupone/Technology	Parent Coordinator Mary Maguire
Related Service Provider Audree Reiss	Other
Network Leader Richard Gallo	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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	781	Total Number of ELLs	85	ELLs as share of total student population (%)	10.88%
------------------------------------	------------	----------------------	-----------	---	---------------

Part II: ELL Identification Process

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

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

1. The following steps describe the process taken to initially identify a student who may possibly be an ELL. This process follows the “New York State – LEP Identification Process” as per CR Part 154. When the school receives a new admittance, the licensed ESL teachers, Ms. Maloney (K-1st grade) and Mr. Meginsky (2-5), conduct an informal interview with the parents and child to help determine the child’s eligibility for ESL services. Every parent fills out the Home Language Identification Survey (HLIS) for his/her child with the help of one of the two ESL teachers. Upon the completion of the HLIS, the ESL Teachers conduct an informal interview to determine if the student speaks a language other than English. If the student only speaks English, the ESL teacher stops the LEP Identification Process and the teacher makes a notation that the student only speaks English and “NO” is entered on the OTELE code. If the student speaks another language, as indicated in both the informal interview and the HLIS, the teacher administers the LAB-R to determine eligibility. Mr. Meginsky, who is proficient in Spanish conducts the informal interview with parents who speak Spanish only. On the occasion that neither parent speaks English or Spanish, we call translation services to bring in a pedagogue who can conduct the informal interview in the home language of the student.

If the LAB-R shows that the student is not proficient in English, we invite the parents to a meeting to discuss English Language Learner (ELL) program options for their child. If a parent cannot attend or does not show up on the day of the meeting, the ESL teachers set up a phone consultation or an individual meeting to discuss program options. For Spanish speaking students that do not pass the LABR, Mr. Meginsky, who is proficient in Spanish, administers the Spanish LABR to determine Spanish language proficiency in all four modalities.

Annually, the ESL teachers Ms. Maloney and Mr. Meginsky, administer the New York State English as Second Language Achievement Test (NYSESLAT) to all ELLs identified in the ATS BESIS reports. To ensure that all ELLs are tested, the ESL teachers cross reference the info in ATS with information in the students' cumulative records, classroom teacher records, ARIS reports, and in SESIS. Months before the test, the ESL teachers in conjunction with the administration set up specific dates to administer all four parts of the NYSELAT: reading, writing, listening, and speaking. Careful record keeping is maintained to ensure that the test is administered to each student in all four modalities. Students are tested according to administration directions in a separate location.

2. The structures in place to ensure that parents understand all three program choices are first to invite the parents to an ESL Meeting. We have a large meeting during the month of September when we explain the program choices, show the video in different languages to explain the choices, and explain their rights as an ESL parent. We give the parents the Parent Survey form along with the Parent Information Brochure about the three program choices available for ELLs. We ask them to return the form to us by the following week. If they do not return the form, we send out notices to the parents until the form is received. If the parent cannot attend the meeting or does not show up as scheduled, the ESL teachers set up a phone consultation or an individual meeting to explain the program choices. The parent coordinator, Mary Maguire, assists the ESL teachers in contacting parents who have not returned the forms. In the event we never receive a form back or cannot successfully contact the parent, we default to Transitional Bilingual but retain them in ESL, the sole

program hosted at P.S. 185. For parents who chose the TBE/DL program as their first choice, we explain to them that on the occasion that enough parents select one of these programs, PS 185 will open a TBE or a DL classroom and their child may transfer in as soon as it opens.

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

3. At the beginning of the year, Entitlement letters are distributed by Mr. Meginsky and Ms. Maloney. This letter informs the parent that their child is entitled to received ESL services. Contained in this letter is an invitation to attend the Parent Meeting in order to receive to their Parent Survey and Program Selection forms. They can either return it to us at the meeting or they can send it back to school with their child if they desire more time to consider their program choice. Parent Survey, Program Selection forms and Entitlement letters are collected by the ESL teachers and stored and locked up a file cabinet in the ESL classroom. If the child arrives in the middle of the school year, one of the ESL teachers meets with the parent to discuss their program choices and gives the parent the forms to return to school. The ESL teachers maintain a checklist to track the students whose parents returned their Parent Survey and Program Selection forms. The school continues to send the forms to the parents until they are received. In the event we never receive a form back, we default to TBE but retain them in ESL, the sole program hosted at P.S. 185.

4. The criteria used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs are detailed above in the previous questions. The ESL teachers first send out placement letters and continued entitled letters in the student's home language in September. Xeroxed copies are made of the continued entitled letters and are kept on file. As placement letters are distributed, notations of their distribution are recorded on rosters. The parent fills out the Parent Survey and Program Selection form after meeting with the ESL teachers to inform and discuss the program choices available to their child. If they have any questions they can feel free to call or make an appointment with one of the ESL teachers. To communicate who parents who speak a language other then spanish or english, PS 185 utilizes the Translation hotline or employs the translation skills of one of our many Learning Leaders who volunteer at the school. For students who did not pass the NYSELAT the previous year or for Ells transferring from another school, continued entitlement letters are distributed. Copies of these letters are stored and locked in the ESL classroom.

5. Upon reviewing the Parent Choice and Program Selection Forms for the past few years, the trend has been ESL as a 1st choice, Dual Language as a 2nd choice, and Transitional Bilingual as the 3rd choice. Last year Dual Language was the 2nd choice, but this year Transitional Bilingual education moved up to 2nd choice. This year two parents opted for transitional bilingual education, and one opted for Dual Language. All other parents requested ESL as their first choice.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	60	Special Education	17
SIFE	1	ELLs receiving service 4-6 years	25	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	60		7	25		10					85
Total	60	0	7	25	0	10	0	0	0		85

Number of ELLs in a TBE program who are in alternate placement: 0

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

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	13	5	8	4	0							37
Chinese		2		1	1	1								5
Russian					1									1
Bengali	1													1
Urdu		1	1		1	1								4
Arabic	2	4	3	4	8	9								30
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1												1
Albanian	1		1	1										3
Other		1				2								3
TOTAL	8	12	18	11	19	17	0	85						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

1a. The organizational models are both Push-In and Pull-Out. The Pull-Out programs for the Kindergarten through Fifth Grades are all 45 or 90 minutes long in duration to add up to 360 minutes each week for Beginners and Intermediates and 180 minutes each week for Advanced students. The Push-In programs last for 45 minutes within the classroom setting and are an essential part of the program to add up to the mandated number of minutes.

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

2.a. We currently service all 85 ELLs with ESL instruction. All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students are seen 8 periods or 360 minutes per week. Advanced ELL students are seen 4 periods or 180 minutes per week. The ELL students also receive 180 minutes of extra ELA instruction in the classroom.

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

3. In the Transitional Bilingual Education model, the bulk of classroom instruction is taught in the native language of the students in the classroom, supplemented by daily intensive english language instruction. As the students progress, more time is spent teaching subject matter in english and native language support decreases. In the Dual Language Model, the goal is for students to become fluent in both languages. Students of the native language are taught alongside students who speak english as their first language. In some schools, teachers teach in the students native language for an entire week, then reteach the same lessons and content in english the following week. In other schools, half the day is spent teaching lessons and content in english and the second half of the day is spent teaching in the students native language.

In line with the recent ESL initiatives, our ESL teachers are continuing to infuse ESL instruction with content area materials. Reading materials are related to the grade appropriate classroom topics that the ELLs are being taught. The ESL teachers follow the pacing calendars used by the mainstream teachers to align their ESL content instruction with the classroom, while scaffolding the content to support the ELLs' study of these subjects. The ESL teachers support the content area by providing realia, preteaching, reteaching, and acting out vocabulary, and deconstructing and reconstructing text in order to help ELLs better understand topics covered in social studies, science, and math.

The language of instruction is in English, as literacy in the native language is minimal or non existent for most of our ELL students. Many of our students were born in the USA or came here at a very young age. Although they can speak and understand the native family language, they cannot read or write in that language. Most parents have not taught their ELL children to read in any language and often don't read to them. This lack of ability in the native language is evidenced by the poor results on the LAB-R Spanish exams. For those beginning students who speak spanish as their first language, Mr. Meginsky provides spanish language support often repeating questions or vocabulary in their native language. For those beginning students who have literacy skills in a home language other then spanish, the ESL teachers encourage them to write in their home language and then, with the assistance of a student who has literacy skills in both languages, translate their writing into english. Finally, for those beginning students with literacy skills in their native language, PS 185 provides students with literature in their home language.

4. To ensure that ELLs are appropriately evaluated in their native language, the ESL teacher administers the LAB in spanish. For all other languages, P.S. 185 reaches out to parents and other staff members who are proficient in the student's native language in order to assess them properly.

5. a. There is one SIFE student at PS 185. The classroom teacher, Ms. Arico, in conjunction with cluster teachers and the ESL teacher have identified area of weaknesses in all subject areas. Through small group instruction and one-to-one conferencing, we aim to push this student to develop basic vocabulary, literacy skills, and basic math skills that will accelarate both language develop and overall academic achievement. Ideally, we would also be able to fund extra sessions of intensive language instruction with Title III monies.

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

A. Programming and Scheduling Information

strategies for differentiated instruction that addresses the needs of Ells.

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

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

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

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

Our SETTS teacher as well as our two instructional specialists, provide PD during grade meetings to address the needs of ELLs who are also SWDs.

6. Teachers of Ells-SWD use manipulatives and visuals, and other methodologies to address their individual needs in order to introduce and revisit topics covered by their classroom teacher. Teachers modify activities, assessments, and curriculum to meet the needs of Ells with IEPs, integrating strategies used by their SWD teacher, speech, and/or SETTs teacher. To accelerate language development, teachers integrate video into their classroom as a way to develop a deeper understanding of science and social studies concepts. Finally, to increase students oral language development in English, teachers utilize cd players and computer media players for listening activities. For ELL-SWDs whose IEP mandates bilingual instruction, PS 185 would provide these students with a paraprofessional who is fluent in their native language. At this time, PS 185 does not have any student whose IEP mandates bilingual instruction.

7. Ell teachers are provided with the same pacing calendar used by classroom teachers in order to ensure that Ell-SWDs receive instruction that corresponds with what they are learning in their regular classroom. Additionally, many Ell-SWDs receive push-in instruction in order to minimize time spent out of the classroom for those students who are pulled out for other related services. Flexible programming is used in placing these students in classes where they are learning alongside their non-disabled peers in an CTT classroom setting. Additionally, when ELL-SWDs are pulled out for ESL instruction, they are learning alongside non-disabled Ells.

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:

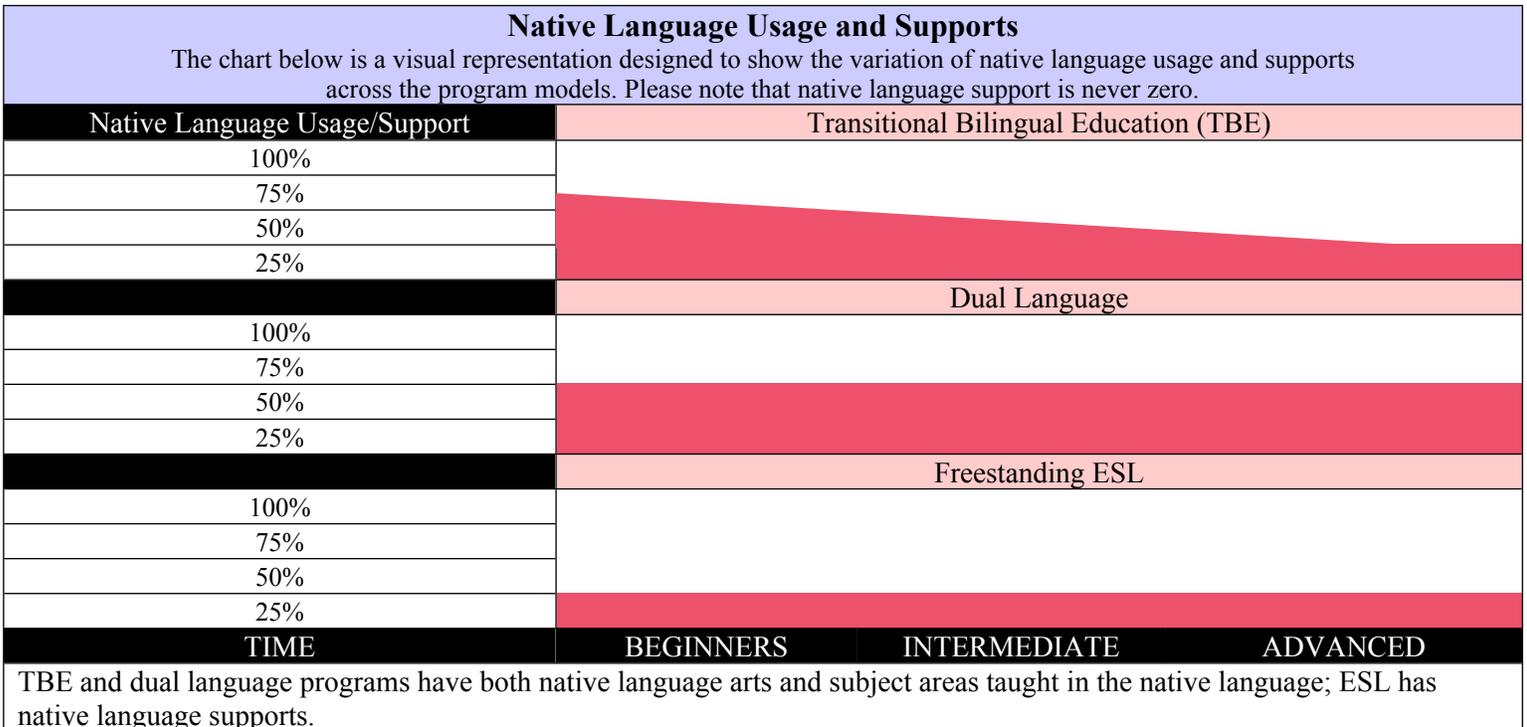
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

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



B. Programming and Scheduling Information--Continued

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?

8. The targeted intervention programs for ELLs in ELA include the ELL Treasures curriculum which parallels the skill being taught in the mainstream classroom in the upper grades. This is directed to the four to six year ELL and Long-Term ELL population to strengthen reading and writing skills. In all grades, the teacher teaches guided reading in centers to reinforce differentiated reading skills for each group. In the lower grades, the teacher supports ELA skills with the Foundations and the LEAD 21 program to align with the classroom teacher. These programs are used to encourage development in all areas for the newer ELLs and newcomers. The targeted intervention program in math focused on the language and vocabulary found in math, with a special emphasis on word problems. Students work alongside the ESL teachers to deconstruct language found in math problems in order to identify the steps or operations they must use in order to solve each problem. For Science and Social Studies, the ESL teachers work in guided reading groups to help students better understand topics and vocabulary using trade books that support the curriculum.

The ESL teachers network with the school staff during classroom teachers' common and individual preparation periods to provide and receive feedback in an on-going dialogue with the classroom and subject area teachers. Classroom teachers discuss student strengths and weaknesses with the ESL teachers in order for the ESL teachers to individualize instruction and provide for maximum growth. Classroom teachers are also supported with professional development activities which help them to improve the learning environment for ELLs. Focus is on the adaptation of Core Curriculum materials for the ELLs as well as on the various strategies which can be applied to the instruction of ELLs.

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

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

- A. Maximizing classroom design to provide interactive, hands-on learning opportunities.
- B. Planning language objectives for all lessons and make them explicit for all students.
- C. Emphasizing academic vocabulary development and background knowledge.
- D. Promoting oral interaction and extended academic discourse.
- E. Integrating assessment for learning techniques.

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

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

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

Intervention services at P.S. 185 include Academic Intervention services with Ms. Reiss, and small group instruction during our extended-day program Mondays and Tuesdays.

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

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

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

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

Students in Grades 3, 4 and 5 also receive service via Title III. In the near future, we will invite ELLs to participate in a Title III funded after school program with a focus on academic achievement in the area of literacy. PS 185 invites ELLs to Saturday Test Prep sessions for approximately a month prior to the NYS tests. Additionally, the ESL teachers run after-school programs for ELLs. For instance, this past school year a course focused on ESL through improvisational acting.

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

13. In addition to the Core Curriculum Materials our ESL teachers use a variety of materials with their students. For building literacy skills, these materials include:

Rigby Series - On Our Way to English, shared reading K-5, expanded in 2007

Rigby Series – On Our Way to English Newcomers Kit

Hampton-Brown Series - Into English, Grades K-2

Macmillan/McGraw-Hill Series – Treasures, Grades 1-5

Learning Resources, Inc. – Reading Rods for English Language Learners, Grades K-5

Attanasio & Associates, Inc. – Getting Ready For the NYSESLAT, K-5

LEAD 21 - Grades K-2

For Technology:

Orchard Gold Star, ESL software program

Starfall, website

Kidspiration, literacy software program

Mingoville, English for children through social media program on the Web

ICT Literacy Games, website to strengthen student literacy

For Science and Social Studies:

Houghton Mifflin Leveled Readers

MacMillan McGraw-Hill Leveled Reader Library trade books

Rigby On Our Way to English, 2004

In addition, our teachers use balanced literacy and content area materials. During push-in periods, the ESL teachers, after consulting with the classroom teachers, use classroom materials that address the learning needs of the ELLs.

PS 185 is currently in the process of acquiring native language materials, including dictionaries, nonfiction and fiction books, and software.

14. The ESL teachers at P.S. 185 validate the native language spoken by all students whenever possible. The ESL teachers provide students with additional reading material in their native language in the form of online libraries, as needed. When there are newcomer students, the ESL teachers pair them with a student who speaks their native language as well. For a description of the use of native language in other program models, please refer to question 3 in Part IV of the LAP.

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

16. Before the beginning of the school year, the ESL teachers recommend to the teachers some of the technological resources with which the newcomer ELLs can follow along. Then the teachers prepare for tutoring sessions especially for newcomer students during the year. The ESL teachers encourage the classroom teachers to create language buddies to support the students in their native language. Additionally, the ESL teachers utilize the parent learning leaders who volunteer at the school on a weekly basis. These parents provide additional language support to the newcomers ESL students. Within the first month of school the ESL teachers in conjunction with classroom teachers make anecdotal observations regarding the interests of each individual student in order to plan activities that would meet both their social and academic needs.

17. None

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. The ESL teachers offer Professional Development (PD) to staff members on ESL techniques and strategies. Staff members receiving the professional development include the assistant principal, the two paraprofessionals, the guidance counselor, special education teachers, psychologists, occupational and physical therapists, two speech therapists, secretaries, and our parent coordinator. ELL teachers participate in grade meetings, inquiry teams, and curriculum mapping workshops to ensure that particular attention is paid to meet the needs of the ELLs at each grade level. The ESL teachers receive their own PD through a variety of sessions offered by CFN 604. The information gained at these sessions keep the ESL teachers on the cutting edge of ESL education. It is often material to turnkey to the school staff. Ms. Maria Maisano runs a program of PDs for ESL teacher development.

2. P.S. 185 provides the PD to prepare students for the academic rigor of middle school. Our SAPIS worker provides direct in classroom sessions dedicated to middle school transition. Parents are supplied with dates of open houses for intermediate and middle schools in our district. In addition, our parent coordinator, Mary Maguire conducts a workshop annually to disseminate information about intermediate and junior high schools. Our Parent Coordinator serves as a liaison for parents of graduating students regarding JHS fairs and site visits. The administration supports the attendance of ESL teachers at all PD available in the region. ESL teachers at PS 185 provide the parents of ELLs with information about the ESL programs offered at other middle schools in the district in the event that these students do not pass the NYSELAT.

3. The minimum hours of training for all staff other than ESL are also provided through grade level conferences which focus on Differentiated Instruction. In addition, non-ESL staff received 8 hours of P.D. during the September 8th, November 8th, and Brooklyn/Queens PD days. Special Education teachers receive additional PD in ESL during in-house PD sessions. There are plans for staff to receive PD delivered by the ESL teachers at P.S. 185 who turnkey the PDs they attended. Records of minimum hours of training are maintained by the administration through the use of attendance sheets.

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?

1. PS 185 is a parent friendly school; we are receptive to all parents. We have translators available for non-English speaking parents and try to make the newcomer's transition to the NYC Public School System a smooth one. We hold a meeting each fall to welcome the parents of our ELL students and to tell the parents about the programs in which their child/children can participate. Parents of all students can stay involved by becoming a learning leader and assisting in the classroom, helping to run our Go Green Committee, and becoming a member and participant at our monthly PTA meetings. Anticipated events for this year include a multicultural night and a literacy night.

2. No, P.S. 185 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.

3. P.S. 185 evaluates the needs of the parents by listening to their concerns in the annual ESL Parent Meeting, after school in person or over the phone, or at Parent-Teacher Conferences. Additionally, the needs of parents are communicated when they fill out the Learning Environment Survey each year. Finally, the PTA president incorporates discussions about the ELL program at PS 185 and urges parents to voice their opinions and suggestions at monthly PTA meetings. The parent coordinator, Ms. Maguire, plays a pivotal role at PS 185. She serves as the liaison between the parents and the administration and staff of PS 185. Her direct contact with the parents during line-up and dismissal make her very available to the parents. Ms. Maguire also assists in registration. Furthermore, she is available at all parent teacher conferences, at all CEC meetings, and during open school days to answer any questions that parents of ELLs may have.

4. Our parental involvement activities address the needs of the parents by responding to their concerns when we listen and evaluate their needs. Parent involvement activities include participation at PTA meetings, class mothers, and becoming trained learning leaders, who assist in the classroom as needed. Learning leaders conduct supplementary activities such as poetry readings, go green activities, and assist teachers during instructional periods. P.S. 185 also addresses the needs of the parents through consistent communication between the parents and the teachers.

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)	3	5	4	3	2	2								19
Intermediate(I)	0	5	6	5	6	8								30
Advanced (A)	5	2	8	3	11	7								36
Total	8	12	18	11	19	17	0	0	0	0	0	0	0	85

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	8	9	2		19
5	3	12	1		16
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4	3		13		3		1		20

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1		10		7				18
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		7		3		5		18
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

- P.S. 185 assesses the early literacy skills for the ELLs using TCRWP assessment tool. The data provides the Independent Reading Level using the Fountas and Pinnell standards. The assessment also provides spelling and work identification capabilities. The data provides the information necessary for individual instruction plans and enables the educational team to meet student needs. The data is periodically available on Teacher's College assessment website. Additionally, P.S. 185 administers the Pearson Interim Assessment test at the beginning and middle of the year to assess students strengths and weaknesses in reading, writing, and listening.
- The data from the LAB-R this year revealed that ELL students newly enrolled to the NYC school system in grades k-5 manifest scores that are equally divided between beginning and advanced levels.
- Test results across modalities show that continued placement of greater emphasis in both the reading and writing modalities is required. To improve achievement in the areas of reading and writing, classroom teaches, esl teachers, cluster teachers, as well as extended-day teachers will exhort more effort in developing reading and writing skills. Using benchmark tests, interim assessments, and predictives, all teachers will be able to identify specific subskills that students are struggling with in order to tailor instruction to those areas of weakness.
- According to the NYSELAT results, the majority of students across grade levels demonstrate high levels of proficiency in listening and speaking. In the areas of reading and writing, students have not demonstrated equal success. Across grade levels, the majority of ELL students scored lower in reading then in any other modality. However, at most grade levels there are more students at the intermediate level then at beginning levels. There were no students who took the standardized State tests in their native language this past year. Members of the school leadership team, inquiry team members, administration, and the ESL teachers analyze this data and discuss its implications for teaching collectively.
 - These findings will drive instruction, placing a greater emphasis on improving reading and writing while maintaing support in the areas of speaking and listening. Periodic assessments were used and will continue to be used to support grading but even more importantly as a means to focus on specific Language Arts and Math skills. These assessments, in conjunction with the statewide ELA and math test, provide teachers with an item analysis so they can hone in on individual strengthes and weaknesses for Ell students. The Ell Pearson periodic assessment identified that students continue to struggle in the area of reading, with writing as the second highest area of weakness.
 - The school is learning that, as they acquire both social and academic language skills, they are going to be capable of achieving grade level standards but do require transitional support services particularly when their NYSESLAT scores allow them to be fully mainstreamed.
 - N/A
- We measure the success of the ESL Program by performance of our students on the NYSELAT, city and state exams. Additionally, throughout the year we assess based on classroom observations, classroom performance, and performance on the interim and predictive assessments.

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.

Sample schedule for beginning and intermediate group Grade 4 and 2/3

Day	1	2	3	4	5	6	7	8
M	4bi	4bi					2/3bi	2/3bi
T			2/3bi	2/3bi		4bi –	4bi	
W	2/3bi	2/3bi					4bi	4bi
Th			2/3bi	2/3bi				
F	4bi	4bi						

Part VI: LAP Assurances

School Name: 185

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kenneth Llinas	Principal		10/21/11
Rena Goudelias	Assistant Principal		10/21/11
Mary Maguire	Parent Coordinator		10/21/11
Luke Meginsky	ESL Teacher		10/21/11
Jen Kruger	Parent		10/21/11
Helen Maloney/ESL	Teacher/Subject Area		10/21/11
Dolores Lozupone/Technology	Teacher/Subject Area		10/21/11
Kathy Levine	Coach		10/21/11
Denise Autuoro	Coach		10/21/11
Dana Isaac	Guidance Counselor		10/21/11
Richard Gallo	Network Leader		10/21/11
	Other		10/21/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K185 **School Name:** PS 185K

Cluster: _____ **Network:** 604

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

Part A: Needs Assessment Findings

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

Home Language entered into ATS upon student registration. Parent Coordinator conducts a school wide parent survey, in multiple languages, assessing parent needs. Parent language needs are also collected from the classroom teachers and the ESL staff.

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.

Discussions with our PTA, SLT and staff determine our translation & interpretation needs. A Parent Handbook with relevant school information is made available in 8 languages. On-site interpreters are made available to parents and staff during the annual Parent-Teacher Conferences. Staff is also made aware of the over the phone and written services available to them through the DOE.

Part B: Strategies and Activities

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

Numerous documents are sent to the DOE T&I unit for translation. Private, approved vendors are also utilized. Bi-lingual staff is also used for translation services.

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.

On-site interpreters are made available to parents and staffmembers during Parent Teacher Conference and also for initial IEP meetings when needed. Information on how to access the over the phone translation service is made available to staff at Professional Development meetings. School staff is often used for oral translations.

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>.

Signage is posted in the lobby of the building. Language ID cards are with the Security staff and staff in the Main Office. Parents are informed of the bilingual accesability of the DOE website. Parents are informed, in a handbook in their native language, that translation and interpretation services are available to them upon request.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: PS 185K

DBN: 20K185

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 39

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 13

of certified ESL/Bilingual teachers: 1

of content area teachers: 12

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Many of our immigrant students in grades 3-5, including our ELLs and former ELLs, are performing below grade level in reading, writing, and mathematics. Many of these students are promotion in doubt, and are not meeting current benchmarks and grade level standards. Although most of these students receive academic intervention in our extended day program and through small group instruction during the day, they are still struggling academically.

In order to provide additional academic support to these students, administration and pedagogical staff at PS 185 will utilize a large portion of the Title III Immigrant funds to run an after school academic intervention program entitled "Small Steps to Success." Academic intervention will be provided through small group instruction every Thursday for a duration of 1.5 hours and will serve approximately 75 students in grades 3-5.

English Language Learners will be grouped according to their current NYSELAT or LAB-R placement level (Beginning, Intermediate, Advanced). These students will be placed with fourth and fifth grade students grouped by their ELA scores from the prior year. All third grade students will be grouped based on their current reading levels. The monolingual students and former ELLs who scored at a level 1 will be placed with the beginning ELLs. Students who scored a low 2 will be placed with the intermediate ELLs students, and the high 2s will be placed with the advanced students. In planning sessions, the ESL teacher will work with the general education teachers to address the differences and similarities between students at each level and how this particular grouping will lead to effective instruction.

The program will enlist the services of 4 common-branch certified teachers, all of whom will receive professional development on the structure, goals, and rationale for the program prior to its commencement date. Teachers will work alongside the ESL teacher to plan instruction, gather materials, and create assessments that address the needs of the students in the program. The ESL teacher will co-teach with the general education teacher, rotating each week, so that each teacher has the opportunity to participate in the co-teaching model. During instructional time, the ESL teacher will preteach the vocabulary and grammar that students will need in order to understand the lesson and the materials. The program will begin in early January and end in early May.

To improve literacy skills, teachers will use the intensive and strategic reading series from LEAD 21 and the SRA Reading Kits for independent reading practice. Teachers will integrate oral language development using the LEAD 21 oral language prompts and materials from Mondo. For students

Part B: Direct Instruction Supplemental Program Information

struggling in mathematics, teachers will use the SRA Math Kits and supplemental materials from the My Math program. All instruction will be in English.

As a means of better preparing our students for the statewide tests, this program will be supplemented by a Saturday Academy. The goal of the Saturday Academy is to familiarize students with the structure and demands of the tests, while simultaneously providing them with skills and strategies that will lead to greater confidence and academic achievement. Students will be encouraged to apply these skills and strategies in every academic arena, whether reading a social studies text, reading at home for fun, or researching on the internet.

The Saturday Academy will enlist the services of three common-branch certified teachers for a duration of 2 hours, over the course of 6 weeks. Similar to the Small Steps to Success Program, teachers plan lessons, gather materials, and create assessments with the ESL teacher a couple weeks prior to the start of the program. During instructional time, the ESL teacher will teach alongside one of the four teachers, preteaching the vocabulary and grammar that students will need to know in order to understand the lesson of the day. The program will begin in early February and end in the middle of March.

Additional targeted intervention for ELLs approaching proficiency in reading, writing, listening, and speaking will be provided by the ESL teacher through an after school program held on Fridays from 2:30-4pm. The program will be offered to 15 students in the upper grades who have been identified as approaching proficiency, according to their 2012 NYSELAT scores. This program will integrate drama, storytelling, and creative writing to help students improve their english language skills in all four modalities. The ESL teacher will supplement this program with NYSELAT test prep material. The program will begin in early February and terminate at the end of March.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here: To determine best strategies and establish a supporting pacing calendar for the Small Steps to Success program, all teachers will participate in a 1 hour professional development session. The PD session will be held on January 9 in the school library presented by our two instructional specialists and the school Principal. The focus of the PD will be on identifying vocabulary building strategies centered around fiction and non-fiction reading material. Using Lead 21 material to assess current skills and to provide rigorous content material, this PD session will align the pacing calendar with practical goals and "small steps" activities.

Additionally, our speech therapist, Mrs. Joan Giammarino will turnkey the information learned in her PD on Scientific Learning's Fast ForWord program to our ESL teacher and to all other teachers who service ELL students in grades K-5. Mrs. Giammarino's turnkey session will take place on January 25th for teachers in grades K-5 who service ELLs in their classroom.

On January 17th, the ESL teacher along with 3rd grade teacher Mrs. Appelbaum, Mrs. Giammarino, and 1st grade ICT teacher Mrs. Clinton will attend the PD entitled "Developing Deep Understanding in Mathematics Aligned with the NYC Common Core Learning Standards." These 4 teachers will turnkey this information to the teachers on their grade and to the other service providers during the next grade level meeting.

Mrs. Appelbaum, Mrs. Giammarino, Mr. Meginsky, and Mrs. Clinton will continue to attend PDs on ELL instruction throughout the year and turnkey the information accordingly.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: PS 185 will conduct two parent workshops for parents of immigrant students on two consecutive Thursdays in January. Dates for the workshop are January 10th and January 17th. Each workshop will last approximately 1 1/2 hours. The workshops will be for parents of students participating in the Small Steps to Success program and the Saturday Academy. The workshop will explain the rationale, structure, and goals of the program, leaving ample time for parents to ask questions. The workshop will be presented in the library by our principal and the instructional specialists two weeks prior to the start of the program. Each meeting will last 1 hour. PS 185 will have translators onsite for those parents who do not speak english. Letters inviting parents to the workshops will be disseminated the week before the workshop.

Part D: Parental Engagement Activities

--

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	9,487.71	Small Steps to Success. \$6,023 will pay for 5 teachers, working 1.5 hours for 16 weeks at \$50.19. Saturday Academy. \$2410 will pay for 4 teachers working 2 hours for 6 weeks at \$50.19 Parent Workshops. \$603.00 will pay for 4 teachers to work 3 hours at \$50.19. Each meeting will last 1 1/2 hours. Targeted Intervention for ELLs. \$451.71 will pay for 1 teacher to work 1.5 hours for 6 weeks at \$50.19.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	0	
Supplies and materials	<u>1,712.29</u>	The budgeted amount will cover the

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		cost of purchasing additional intensive reading kits for grades 3,4,5 from the LEAD 21 Program cost \$748.29 NYSELAT test materials cost \$964
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	11, 200