



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 186

DBN 20K186

PRINCIPAL: BAYAN CADOTTE

EMAIL: BCADOTTE@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
Bayan Cadotte	*Principal or Designee	
Joan Birnbach	*UFT Chapter Leader or Designee	
Christine Abbate	*PA/PTA President or Designated Co-President	
Allison Phillipin	*PA/PTA President or Designated Co-President	
Salvatrice Caruso	Member/ Parent	
Domenica Siragusa	Member/ Parent	
Maria Pignalosa	Member/ Parent	
Theresa Cavallaro	Member/ Teacher	
Marianna Sini	Member/ Teacher	
Georgia Mousouroulis	Member/Teacher	

** 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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, there will be a 7% increase in opportunities for teachers to improve their instructional practice through effective school organization and increased collaboration as evidenced by agendas and attendance sheets.

Comprehensive needs assessment

- PS 186 has received an “A” rating on the 2011-2012 progress report.
- The last Quality Review took place in the 2010-2011 school year and the school received a “Well Developed”.
- PS 186 was identified as a SINI School based on the performance of our Students with Disabilities subgroup on the 2006-2007 ELA test; however due to increased performance levels on the 2007-2011 ELA tests, the SINI status has been removed.
- Our **2011-2012** Progress Report indicated an overall score of 71% compared with a score of 50.5% on the previous years’ report. However, based on this year’s peer group and growth percentile measurement we scored better than **88%** of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles which we received an A in. Our Student Performance has shown an increase from last year along with our proficiency levels from last year. This data showed that our median adjusted growth percentile in ELA was 62.2% an increase from 56.4% last year. In math, our median growth percentile was a 79.6% an increase from 71.1% last year. The median growth percentile in the area of progress also increased significantly from the previous year indicating a growth to 75% in ELA and 80% in Math. We are continuing to use the Journeys Literacy Program along with Everyday Mathematics including supplemental materials that we have designed as grade teams to complement the Common Core Learning Standards Our **2010-2011** Progress Report indicated an overall score of 50.5% compared with a score of 54.3% on the previous years’ report. However, based on this year’s peer group and growth percentile measurement we scored better than 66% of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles. Our lowest gains were made in the category of Student Performance. Our score was a 56.4% in ELA and a 71.1% in Math both increasing from last year only by a small percentage. Within that data, we recognize that we did not make exemplary proficiency gains for our ELL students our lowest third citywide. Our Special Education students’ progress has made some exemplary gains and we received additional credit for self contained – ELA only. Increasing student performance and progress for Special Education students in both ELA and Math will remain a focus for us as we move forward. Making gains in Mathematics for this subgroup will also be a focus of this year’s school goals. We are currently using the Journeys Literacy Program along with the Everyday Math instructional program and have incorporated Friday Math Games into our curriculum. We differentiate learning based on student need and use data to plan for effective instruction at all levels of performing. This year, as part of our inquiry work we will be studying academic rigor and creating and analyzing student work through performance tasks. We anticipate an increase in Special Education student ELA and Math achievement this year.
- As a result of progress report and testing data, increasing overall student performance and continuing to improve student progress will be a focus for us as we move forward. Our ELL and Special Education subgroups will still remain a focus for us as we strive to continue to increase their performance in English Language Arts and Math. According to 2012 Instructional Initiatives our school will be examining teacher effectiveness in planning for academic rigor using frameworks that teachers are familiar with and planning for at-risk learners and students who are at risk and at the bottom third of our school population. We are also paying special attention to students who are high performers and planning for enrichment and challenging opportunities for them both during and after school hours. This year, we are introducing the use of Junior Great Books and Math Olympiad word problems to increase the level of what is being taught. The use of data is a focal point for

improving differentiation of instruction. Our teachers, including content area teachers, AIS teachers, and SETTS provider will put a spotlight on gathering data from Journeys diagnostic assessments, unit assessments, and Math ITA's, Predictives, and Unit exams to plan for needs based instruction and rigorous tasks. In addition, teacher professional and class goals will be aligned with our school goals so that the focal point will be improving student achievement. Ongoing opportunities for self assessment and reflection will take place to help us benchmark our progress. We will continuously look at multiple sources of data to determine if students are on track for meeting or exceeding the grade level standards.

- Last year, our School Environment category was still an area of concern (grade B) and our goal was to collaboratively develop ways to address the areas of Engagement and Communication. We are pleased with our improvement in this area. We will continue to increase communication and engagement with all parents as well as staff in our school building. We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We will be focusing on development of consultancy teams and additional opportunities for staff to plan across grades a minimum of two times per week and during Inquiry as part of a SBO. We anticipate that building capacity through teacher development and encouraging teachers to take a more active role in PD, collaborative goal setting and action planning will help us to continue to improve our school environment and ultimately lead us towards successful outcomes.

Instructional strategies/activities

Grade Leaders serve as liaisons between administration and teachers (weekly)

Assigning an Instructional Team in Galaxy and meeting to plan for curriculum map revisions, alignment of Performance Tasks to CCLS in both ELA and Math

Time line:- Sept. – June 2013

- Grade Leaders and teacher teams will collaboratively analyze student work and classroom trends, against the CCLS and DOK to surface gaps in instruction and plan for appropriate PD to address the individual needs of staff members
- Monthly faculty conferences will focus on providing and delivering professional development.
- We will increase the number of inter-visitations among teachers and schedule two common preps per week on each grade and include cluster teachers and service providers.
- Consultancy teams will attend in house and external PD opportunities on implementation of Instructional Expectations, CCLS, Universal Design for Learning which will assist us in deepening differentiation of instruction for ELL and SWD and Depth of Knowledge Matrix which will ensure rigor in instruction planning.
- Consultancy teams will take a more active role in planning and presenting high quality pds to help us meet the Instructional Expectations and implement CCLS in meeting the needs of all students.
- As a result of an SBO, teachers will have weekly opportunity for collaboration and inquiry during Wednesday afternoon extended time.
- Begin to utilize a research based framework for Teaching; establishing benchmarks which will guide self-assessments and allow for the development of an individual professional learning plan that improves the development of reflective teaching practices and creates a higher level of student engagement there by promoting student achievement.
- Teacher teams will be provided with pd in the use of a research based rubric to enhance professional practice, to develop a common lens for instruction and curriculum, by setting clear expectations, discuss what's working and what needs to be improved
- Frequent informal and formal classrooms visits; with opportunities for timely and informative feedback.

Time line: from Sept 2012-June2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Hold parent meetings that provide appropriate information in keeping with the guidelines of Section 1112 of the ESEA

- Hold Title I committee meetings to further develop the parent involvement plan.
- Maintain the Title I committee, composed of representatives of all constituencies.
- Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
- Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
- Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:
 - Providing informational workshops on a regular basis. The workshops will be presented by our A.P.s, Parent Coordinator, science cluster teachers and ESL teachers.
- Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, and ARIS Parent Link and NYSED websites.
- Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children's academic achievement. Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
- Collaboration between parents and staff will be fostered in all areas of P.S.186's school activities.
- Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
- Translators will be available during Parent Teacher Conferences and at PTA meetings.
- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- An orientation meeting (our Kindergarten Tea) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented
- Each grade is required to plan 3 parental involvement activities per year and submit descriptive to their supervisors by Sep. 30. 2012.

Budget and resources alignment

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

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

 X Tax Levy X Title I _____ Title IIA X Title III X Grants _____ Other

- If other is selected describe here: As a conceptually consolidated school, fund sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA allocated to contracted professional development providers and our coach for the delivery of professional development.
- TL Fair Student Funding allocated as Per-diem and per-session so all pedagogues can participate in high quality professional development, coaching, mentoring, and study groups.
- Specialty teachers will provide professional development to colleagues on theory and practice of content area instruction.
- Conceptually consolidated funds including Tax Levy will be scheduled in per diem for supplemental so that teachers can participate in intervisitations, coaching, mentoring, and network level PDs.
- Contract for Excellence funding will be utilized as per session and supply money to recruit highly qualified teachers to work as part of ELT and collaborate with counselors.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Expanding effective practice and improve the quality of student learning is a focus for our work. Our after school CBO (NIA) in partnership with PS 186 in Expanded **Learning Time** will work together with Principal Cadotte and Educational Liaison, Donna Neglia, A.P. to align the program with our curriculum maps, performance tasks, and will be data driven. Mrs. Neglia, A.P. works with ELT counselors and specialists to align curriculum and unpack the Common Core Learning Standards in Math and ELA. In addition, lesson plans as part of ELT will reflect scaffolded support and enrichment activities that are aligned with our performance tasks and classroom themes. Approximately, 500 students attend the after school program. SWP and TL funding is used to support the purchasing of supplemental materials and supplies that address the needs of our population. STH are identified and funding is specifically allocated for these students. Parental and family outreach is conducted by our parent coordinator and school social worker to identify the needs of these children and their families.
- Title III and Tax Levy funds will be used to support after school and Saturday Programs to address the needs of our at risk learners in our Title 1 and Title 111 funded students. We plan for using supplies during the school day and afterschool including Saturday to support the needs of at risk learners, newcomer, ELLs and new immigrants. We also address the needs of former ELL Students through these supplemental supplies and after school programs. We also use the funding to purchase intervention resources such as Achieve 3000 online intervention ELA program and Wilson Intervention which we use during the school day for targeted students. During our Extended Day we purchase materials through SWP and Tax Levy funding for supplemental resources from our Journey's ELA curriculum and Math Steps for our Math supplemental material. This year, we also allocated funding to purchase Ticket to Read an online supplemental program to address and improve reading skills. As a Title 1 school, we use this program and offer it to student's school wide.

Strategies for attracting Highly Qualified Teachers (HQT)

- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
- High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations.
- Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, 90% of teachers will continue to focus on school wide curriculum mapping that is aligned with the CCLS, is data driven to ensure and guide a rigorous reading and writing curricular, and results in an ELA performance task. This will be evidenced through the creation of rich performance tasks aligned with our curriculum maps.

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.
 - PS 186 has received an “A” rating on the 2011-2012 progress report.
 - The last Quality Review took place in the 2010-2011 school year and the school received a “Well Developed”.
 - PS 186 was identified as a SINI School based on the performance of our Students with Disabilities subgroup on the 2006-2007 ELA test; however due to increased performance levels on the 2007-2011 ELA tests, the SINI status has been removed.
 - Our **2011-2012** Progress Report indicated an overall score of 71% compared with a score of 50.5% on the previous years’ report. However, based on this year’s peer group and growth percentile measurement we scored better than **88%** of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles which we received an A in. Our Student Performance has shown an increase from last year along with our proficiency levels from last year. This data showed that our median adjusted growth percentile in ELA was 62.2% an increase from 56.4% last year. In math, our median growth percentile was a 79.6% an increase from 71.1% last year. The median growth percentile in the area of progress also increased significantly from the previous year indicating a growth to 75% in ELA and 80% in Math. We are continuing to use the Journeys Literacy Program along with Everyday Mathematics including supplemental materials that we have designed as grade teams to complement the Common Core Learning Standards Our **2010-2011** Progress Report indicated an overall score of 50.5% compared with a score of 54.3% on the previous years’ report. However, based on this year’s peer group and growth percentile measurement we scored better than 66% of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles. Our lowest gains were made in the category of Student Performance. Our score was a 56.4% in ELA and a 71.1% in Math both increasing from last year only by a small percentage. Within that data, we recognize that we did not make exemplary proficiency gains for our ELL students our lowest third citywide. Our Special Education students’ progress has made some exemplary gains and we received additional credit for self contained – ELA only. Increasing student performance and progress for Special Education students in both ELA and Math will remain a focus for us as we move forward. Making gains in Mathematics for this subgroup will also be a focus of this year’s school goals. We are currently using the Journeys Literacy Program along with the Everyday Math instructional program and have incorporated Friday Math Games into our curriculum. We differentiate learning based on student need and use data to plan for effective instruction at all levels of performing. This year, as part of our inquiry work we will be studying academic rigor and creating and analyzing student work through performance tasks. We anticipate an increase in Special Education student ELA and Math achievement this year.
 - As a result of progress report and testing data, increasing overall student performance and continuing to improve student progress will be a focus for us as we move forward. Our ELL and Special Education subgroups will still remain a focus for us as we strive to continue to increase their performance in English Language Arts and Math. According to 2012 Instructional Initiatives our school will be examining teacher effectiveness in planning for academic rigor using frameworks that teachers are familiar with and planning for at-risk learners and students who are at risk and at the bottom third of our school population. We are also paying special attention to students who are high performers

and planning for enrichment and challenging opportunities for them both during and after school hours. This year, we are introducing the use of Junior Great Books and Math Olympiad word problems to increase the level of what is being taught. The use of data is a focal point for improving differentiation of instruction. Our teachers, including content area teachers, AIS teachers, and SETTS provider will put a spotlight on gathering data from Journeys diagnostic assessments, unit assessments, and Math ITA's, Predictives, and Unit exams to plan for needs based instruction and rigorous tasks. In addition, teacher professional and class goals will be aligned with our school goals so that the focal point will be improving student achievement. Ongoing opportunities for self assessment and reflection will take place to help us benchmark our progress. We will continuously look at multiple sources of data to determine if students are on track for meeting or exceeding the grade level standards.

School Data 2012-2013 Level 3 and Above ELA

Year	2009-2010	2010-2011	2011-2012
Level 3 and Above All Students	55%	56%	62%
SWD Only	19%	18%	14%
Limited English Proficient	40%	25%	19%

Year	Level 1	Level 2	Level 3	Level 4
2009	10%	35%	46%	9%
2010	8%	36%	53%	3%
2011	9%	29%	55%	7%

ALL LEVELS - Performance Data	2009	2010	2011
Grade 3 All Students	Level 1 13% Level 2 28% Level 3 43% Level 4 16%	Level 1 8% Level 2 36% Level 3 55% Level 4 1%	Level 1 12% Level 2 29% Level 3 52% Level 4 7%
Grade 4 All Students	Level 1 6% Level 2 38% Level 3 52% Level 4 4%	Level 1 8% Level 2 36% Level 3 53% Level 4 3%	Level 1 2% Level 2 32% Level 3 60% Level 4 6%
Grade 5 All Students	Level 1 11% Level 2 39% Level 3 43% Level 4 7%	Level 1 9% Level 2 35% Level 3 52% Level 4 4%	Level 1 12% Level 2 26% Level 3 54% Level 4 9%

Last year, our School Environment category was still an area of concern (grade B) and our goal was to collaboratively develop ways to address the areas of Engagement and Communication. We are pleased with our improvement in this area. We will continue to increase communication and engagement with all parents as well as staff in our school building. We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We will be focusing on development of consultancy teams and additional opportunities for staff to plan across grades a minimum of two times per week and during Inquiry as part of a SBO. We anticipate that building capacity through teacher development and encouraging teachers to take a more active role in PD, collaborative goal setting and action planning will help us to continue to improve our school environment and ultimately lead us towards successful outcomes

- **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Our instructional team will be instrumental in working with teacher teams to revise both our ELA and Math Curriculum Maps Timeline for implementation.
- Instructional Team members including Principal, Assistant Principals, and lead teachers will attend bi-monthly Common Core Standards training and plan opportunities to turn-key information to school staff. Network 602 ELA and Math Ambassadors attend monthly trainings facilitated by the network and return to meet with our Instructional Team members to turn key information. The instructional team members plan for turn keying to all staff during grade meetings, inquiry meetings, Faculty Meetings, and PD staff development days.
- All Pedagogues will actively engage in a process of examining, revising curriculum maps to reflect higher level and more complex content and resources that are aligned with the standards and new test modifications thereby improving student performance.
- Revisions made to CCLS aligned Literacy Curriculum Maps as well as the use of standards based rubrics and the Depth of Knowledge matrix will provide all children rigorous literacy instruction across the grades.
- Universal Design for Learning methods will be incorporated into the CCLS aligned activities and lessons ensuring that there are multiple entry points for the success of all students
- In teacher teams CCLS aligned rubrics will be utilized to analyze student work to surface gaps in learning and provide for differentiated instruction
- Ongoing opportunities for staff to utilize data such as Journeys Assessments, Writing Samples, and review curriculum.
- During the school year, plan and provide for multiple opportunities for teacher teams to create CCLS differentiated lesson plans resulting in Performance Tasks and aligned to Curriculum Units
- Continued use of data provided by targeted instructional assessments, predictive assessments, NYS ELA to drive instructional decisions and differentiated instruction in planning for Units of Study
- On-going opportunities for professional study groups facilitated by lead teachers and/or members of the Common Core Instructional Team.
- Administration, ELA and Math Ambassadors will attend PD provided by Network Achievement Coaches regarding: Teacher Effectiveness Framework, CCLS aligned rigorous curriculum maps including, Units of study and lesson planning and turnkey gleaned information to all appropriate staff,
- On-going professional development in the use of UDL, and DOK to reach, teach and provide a rigorous curriculum.
- AIS will provide students at risk for not meeting the standards with intervention through small group activity
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation to increase rigor and effectiveness of instruction
- Collaborative examination of student work, and timely, specific, evidence-based teacher feedback and support, will assist in increasing rigor and effectiveness of instruction

Time line: from Sept 2012-June2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
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 - Hold Title I committee meetings to further develop the parent involvement plan.
 - Maintain the Title I committee, composed of representatives of all constituencies.

- Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
- Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
- Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:
- Providing informational workshops on a regular basis. The workshops will be presented by our A.P.s, Parent Coordinator, science cluster teachers and ESL teachers.
- Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, and ARIS Parent Link and NYSED websites. Ongoing parent meetings
- Provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children’s academic achievement. Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
- Collaboration between parents and staff will be fostered in all areas of P.S.186’s school activities.
- Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
- Translators will be available during Parent Teacher Conferences and at PTA meetings.
- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- An orientation meeting (our Kindergarten Tea) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented
- Each grade is required to plan a minimum of 3 parental involvement activities per year and submit descriptive to their supervisors by Sep. 30. 2012.

Budget and resources alignment

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

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

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

If other is selected describe here:

- As a conceptually consolidated school, fund sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA allocated to contracted professional development providers and our coach for the delivery of professional development.
- TL Fair Student Funding allocated as Per-diem and per-session so all pedagogues can participate in high quality professional development, coaching, mentoring, and study groups.
- Specialty teachers will provide professional development to colleagues on theory and practice of content area instruction.
- Conceptually consolidated funds including Tax Levy will be scheduled in per diem for supplemental so that teachers can participate in intervisitations, coaching, mentoring, and network level PDs.
- Contract for Excellence funding will be utilized as per session and supply money to recruit highly qualified teachers to work as part of ELT and collaborate with counselors.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Expanding effective practice and improve the quality of student learning is a focus for our work. Our after school CBO (NIA) in partnership with PS 186 in Expanded **Learning Time** will work together with Principal Cadotte and Educational Liaison, Donna Neglia, A.P. to align the program with our curriculum maps, performance tasks, and will be data driven. Mrs. Neglia, A.P. works with ELT counselors and specialists to align curriculum and unpack the Common Core Learning Standards in Math and ELA. In addition, lesson plans as part of ELT will reflect scaffolded support and enrichment activities that are aligned with our performance tasks and classroom themes. Approximately, 500 students attend the after school program. SWP and TL funding is used to support the purchasing of supplemental materials and supplies that address the needs of our population. STH are identified and funding is specifically allocated for these students. Parental and family outreach is conducted by our parent coordinator and school social worker to identify the needs of these children and their families.
- Title III and Tax Levy funds will be used to support after school and Saturday Programs to address the needs of our at risk learners in our Title 1 and Title 111 funded students. We plan for using supplies during the school day and afterschool including Saturday to support the needs of at risk learners, newcomer, ELLs and new immigrants. We also address the needs of former ELL Students through these supplemental supplies and after school programs. We also use the funding to purchase intervention resources such as Achieve 3000 online intervention ELA program and Wilson Intervention which we use during the school day for targeted students. During our Extended Day we purchase materials through SWP and Tax Levy funding for supplemental resources from our Journey's ELA curriculum and Math Steps for our Math supplemental material. This year, we also allocated funding to purchase Ticket to Read an online supplemental program to address and improve reading skills. As a Title 1 school, we use this program and offer it to student's school wide.
- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal

Strategies for attracting Highly Qualified Teachers (HQT)

- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.
- High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations.
- Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2013, 90% of teachers will continue to focus on school wide curriculum mapping that is aligned with the CCLS and data driven to guide a rigorous math curriculum resulting in Performance Tasks. This will be evidenced through the creation of a rich performance task aligned with our curriculum and measured by NYC DOE Mathematics Materials Review Rubric.

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.
 - PS 186 has received an “A” rating on the 2011-2012 progress report.
 - The last Quality Review took place in the 2010-2011 school year and the school received a “Well Developed”.
 - PS 186 was identified as a SINI School based on the performance of our Students with Disabilities subgroup on the 2006-2007 ELA test; however due to increased performance levels on the 2007-2011 ELA tests, the SINI status has been removed.
 - Our **2011-2012** Progress Report indicated an overall score of 71% compared with a score of 50.5% on the previous years’ report. However, based on this year’s peer group and growth percentile measurement we scored better than **88%** of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles which we received an A in. Our Student Performance has shown an increase from last year along with our proficiency levels from last year. This data showed that our median adjusted growth percentile in ELA was 62.2% an increase from 56.4% last year. In math, our median growth percentile was a 79.6% an increase from 71.1% last year. The median growth percentile in the area of progress also increased significantly from the previous year indicating a growth to 75% in ELA and 80% in Math. We are continuing to use the Journeys Literacy Program along with Everyday Mathematics including supplemental materials that we have designed as grade teams to complement the Common Core Learning Standards Our **2010-2011** Progress Report indicated an overall score of 50.5% compared with a score of 54.3% on the previous years’ report. However, based on this year’s peer group and growth percentile measurement we scored better than 66% of all Elementary Schools. Our progress Report indicates our strengths were in the area of Student Progress as measured by median growth percentiles. Our lowest gains were made in the category of Student Performance. Our score was a 56.4% in ELA and a 71.1% in Math both increasing from last year only by a small percentage. Within that data, we recognize that we did not make exemplary proficiency gains for our ELL students our lowest third citywide. Our Special Education students’ progress has made some exemplary gains and we received additional credit for self contained – ELA only. Increasing student performance and progress for Special Education students in both ELA and Math will remain a focus for us as we move forward. Making gains in Mathematics for this subgroup will also be a focus of this year’s school goals. We are currently using the Journeys Literacy Program along with the Everyday Math instructional program and have incorporated Friday Math Games into our curriculum. We differentiate learning based on student need and use data to plan for effective instruction at all levels of performing. This year, as part of our inquiry work we will be studying academic rigor and creating and analyzing student work through performance tasks. We anticipate an increase in Special Education student ELA and Math achievement this year.
 - As a result of progress report and testing data, increasing overall student performance and continuing to improve student progress will be a focus for us as we move forward. Our ELL and Special Education subgroups will still remain a focus for us as we strive to continue to increase their performance in English Language Arts and Math. According to 2012 Instructional Initiatives our school will be examining teacher effectiveness in planning for academic rigor using frameworks that teachers are familiar with and planning for at-risk learners and students

who are at risk and at the bottom third of our school population. We are also paying special attention to students who are high performers and planning for enrichment and challenging opportunities for them both during and after school hours. This year, we are introducing the use of Junior Great Books and Math Olympiad word problems to increase the level of what is being taught. The use of data is a focal point for improving differentiation of instruction. Our teachers, including content area teachers, AIS teachers, and SETTS provider will put a spotlight on gathering data from Journeys diagnostic assessments, unit assessments, and Math ITA's, Predictives, and Unit exams to plan for needs based instruction and rigorous tasks. In addition, teacher professional and class goals will be aligned with our school goals so that the focal point will be improving student achievement. Ongoing opportunities for self assessment and reflection will take place to help us benchmark our progress. We will continuously look at multiple sources of data to determine if students are on track for meeting or exceeding the grade level standards.

School Data 2012-2013 Level 3 and Above ELA

Year	2009-2010	2010-2011	2011-2012
Level 3 and Above All Students	55%	56%	62%
SWD Only	19%	18%	14%
Limited English Proficient	40%	25%	19%

Year	Level 1	Level 2	Level 3	Level 4
2009	10%	35%	46%	9%
2010	8%	36%	53%	3%
2011	9%	29%	55%	7%

ALL LEVELS - Performance Data	2009	2010	2011
Grade 3 All Students	Level 1 13% Level 2 28% Level 3 43% Level 4 16%	Level 1 8% Level 2 36% Level 3 55% Level 4 1%	Level 1 12% Level 2 29% Level 3 52% Level 4 7%
Grade 4 All Students	Level 1 6% Level 2 38% Level 3 52% Level 4 4%	Level 1 8% Level 2 36% Level 3 53% Level 4 3%	Level 1 2% Level 2 32% Level 3 60% Level 4 6%
Grade 5 All Students	Level 1 11% Level 2 39% Level 3 43% Level 4 7%	Level 1 9% Level 2 35% Level 3 52% Level 4 4%	Level 1 12% Level 2 26% Level 3 54% Level 4 9%

Last year, our School Environment category was still an area of concern (grade B) and our goal was to collaboratively develop ways to address the areas of Engagement and Communication. We are pleased with our improvement in this area. We will continue to increase communication and engagement with all parents as well as staff in our school building. We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We will be focusing on development of consultancy teams and additional opportunities for staff to plan across grades a minimum of two times per week and during Inquiry as part of a SBO. We anticipate that building capacity through teacher development and encouraging teachers to take a more active role in PD, collaborative goal setting and action planning will help us to continue to improve our school environment and ultimately lead us towards successful outcomes.

Instructional strategies/activities

- Instructional Team members including Principal, Assistant Principals, and lead teachers will attend bi-monthly Common Core Standards training and plan opportunities to turn-key information to school staff. Network 602 ELA and Math Ambassadors attend monthly trainings facilitated by the network and return to meet with our Instructional Team members to turn key information. The instructional team members plan for turn keying to all staff during grade meetings, inquiry meetings, Faculty Meetings, and PD staff development days.
- All Pedagogues will actively engage in a process of examining, revising curriculum maps to reflect higher level and more complex content and resources that are aligned with the standards and new test modifications thereby improving student performance.
- Revisions made to CCLS aligned Literacy Curriculum Maps as well as the use of standards based rubrics and the Depth of Knowledge matrix will provide all children rigorous literacy instruction across the grades.
- Universal Design for Learning methods will be incorporated into the CCLS aligned activities and lessons ensuring that there are multiple entry points for the success of all students
- In teacher teams CCLS aligned rubrics will be utilized to analyze student work to surface gaps in learning and provide for differentiated instruction
- Ongoing opportunities for staff to utilize data such as Journeys Assessments, Writing Samples, and review curriculum.
- During the school year, plan and provide for multiple opportunities for teacher teams to create CCLS differentiated lesson plans resulting in Performance Tasks and aligned to Curriculum Units
- Continued use of data provided by targeted instructional assessments, predictive assessments, NYS ELA to drive instructional decisions and differentiated instruction in planning for Units of Study
- On-going opportunities for professional study groups facilitated by lead teachers and/or members of the Common Core Instructional Team.
- Administration, ELA and Math Ambassadors will attend PD provided by Network Achievement Coaches regarding: Teacher Effectiveness Framework, CCLS aligned rigorous curriculum maps including, Units of study and lesson planning and turnkey gleaned information to all appropriate staff,
- On-going professional development in the use of UDL, and DOK to reach, teach and provide a rigorous curriculum.
- AIS will provide students at risk for not meeting the standards with intervention through small group activity
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation to increase rigor and effectiveness of instruction
- Collaborative examination of student work, and timely, specific, evidence-based teacher feedback and support, will assist in increasing rigor and effectiveness of instruction

Time line: from Sept 2012-June2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Hold parent meetings that provide appropriate information in keeping with the guidelines of Section 1112 of the ESEA
 - Hold Title I committee meetings to further develop the parent involvement plan.
 - Maintain the Title I committee, composed of representatives of all constituencies.
 - Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
 - Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
 - Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:
 - Providing informational workshops on a regular basis. The workshops will be presented by our A.P.s, Parent Coordinator, science cluster

teachers and ESL teachers.

- Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, and ARIS Parent Link and NYSED websites. Ongoing parent meetings
- Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children's academic achievement. Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
- Collaboration between parents and staff will be fostered in all areas of P.S.186's school activities.
- Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
- Translators will be available during Parent Teacher Conferences and at PTA meetings.
- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- An orientation meeting (our Kindergarten Tea) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented
- Each grade is required to plan a minimum of 3 parental involvement activities per year and submit descriptive to their supervisors by Sep. 30. 2012.

Time line: from Sept 2012-June2013

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

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

If other is selected describe here:

- As a conceptually consolidated school, fund sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA allocated to contracted professional development providers and our coach for the delivery of professional development.
- TL Fair Student Funding allocated as Per-diem and per-session so all pedagogues can participate in high quality professional development, coaching, mentoring, and study groups.
- Specialty teachers will provide professional development to colleagues on theory and practice of content area instruction.
- Conceptually consolidated funds including Tax Levy will be scheduled in per diem for supplemental so that teachers can participate in intervisitations, coaching, mentoring, and network level PDs.
- Contract for Excellence funding will be utilized as per session and supply money to recruit highly qualified teachers to work as part of ELT and collaborate with counselors.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported

under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Expanding effective practice and improve the quality of student learning is a focus for our work. Our after school CBO (NIA) in partnership with PS 186 in Expanded **Learning Time** will work together with Principal Cadotte and Educational Liaison, Donna Neglia, A.P. to align the program with our curriculum maps, performance tasks, and will be data driven. Mrs. Neglia, A.P. works with ELT counselors and specialists to align curriculum and unpack the Common Core Learning Standards in Math and ELA. In addition, lesson plans as part of ELT will reflect scaffolded support and enrichment activities that are aligned with our performance tasks and classroom themes. Approximately, 500 students attend the after school program. SWP and TL funding is used to support the purchasing of supplemental materials and supplies that address the needs of our population. STH are identified and funding is specifically allocated for these students. Parental and family outreach is conducted by our parent coordinator and school social worker to identify the needs of these children and their families.
- Title III and Tax Levy funds will be used to support after school and Saturday Programs to address the needs of our at risk learners in our Title 1 and Title 111 funded students. We plan for using supplies during the school day and afterschool including Saturday to support the needs of at risk learners, newcomer, ELLs and new immigrants. We also address the needs of former ELL Students through these supplemental supplies and after school programs. We also use the funding to purchase intervention resources such as Achieve 3000 online intervention ELA program and Wilson Intervention which we use during the school day for targeted students. During our Extended Day we purchase materials through SWP and Tax Levy funding for supplemental resources from our Journey's ELA curriculum and Math Steps for our Math supplemental material. This year, we also allocated funding to purchase Ticket to Read an online supplemental program to address and improve reading skills. As a Title 1 school, we use this program and offer it to student's school wide.

Strategies for attracting Highly Qualified Teachers (HQT)

- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.
- High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations.
- Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like.

Time line: from Sept 2012-June2013

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

By June 2013 we will improve parent involvement by 5% in our school community, which will be evidenced by agendas and attendance sheets.

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.
 - Last year, our School Environment category (Grade B) was still an area of concern and our goal was to collaboratively develop ways to address the areas of Engagement and Communication. We are pleased with our improvement in this area and realize that continual increased parent involvement will enable the school to better serve the students as parents participate more actively in the school community.
 - We will continue to increase communication and engagement with all parents as well as staff in our school building. We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops)
 - School-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic)
 - We will be focusing on development of consultancy teams and additional opportunities for staff to plan across grades and content areas including Inquiry Work as part of an SBO.
 - We anticipate that building capacity through teacher development and leadership abilities, collaborative goal setting and action planning will continue to improve our school environment and ultimately lead us towards successful outcomes.

We hope to see an improvement on State exams in grades 3 to 5 as a result of parental involvement and improved school environment

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel 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, assessments to evaluate the effectiveness of the strategies/activities.
- All parent notices will be translated into home languages.
- Weekly adult ESL workshops will be offered by the Assistant Principal and Parent Coordinator throughout the year.
- Parents will be invited to Curriculum Conferences and grade specific workshops to obtain information about the academic programs being taught. (ongoing)
- Parents will be invited to attend in-class writing celebrations a minimum of three times during the school year.
- Family Literacy celebrations, including "Literacy Pajama Night", will be held throughout the school year.
- Family Math Games will be conducted throughout the school year.
- A parent interest survey will be issued to determine which parent workshops will be conducted throughout the year. (2 times per year)
- Parent meetings (i.e. ARIS Parent Link Workshops, Goal setting, and Test Taking Strategies) will be periodically conducted.
- Each grade will perform assembly programs to which parents will be invited.
- Students will participate in Musical Concerts and performances throughout the year to which parents will be invited.
- Awards assemblies will be held for Grade 3-5 students and their families.
- Student of the month certificates will be distributed at special parent meetings
- Opportunities for parents to attend nutrition, how to help your child workshops and homework help will be planned throughout the year.

Time line: from Sept 2012-June2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- Meetings and informational sessions on how to log in to Journeys Literacy program THINK CENTRAL – online access to literacy resources
- Launching of PS186.com interactive school website with up-to date information and translation services available. Hold parent meetings that provide appropriate information in keeping with the guidelines of Section 1112 of the ESEA
 - Hold Title I committee meetings to further develop the parent involvement plan.
 - Maintain the Title I committee, composed of representatives of all constituencies.
 - Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
 - Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
 - Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by: Providing informational workshops on a regular basis. The workshops will be presented by our A.P.s, Parent Coordinator, science cluster teachers and ESL teachers.
 - Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, and ARIS Parent Link and NYSED websites.
 - Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children's academic achievement. Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
 - Collaboration between parents and staff will be fostered in all areas of P.S.186's school activities.
 - Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
 - Translators will be available during Parent Teacher Conferences and at PTA meetings.
 - Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - An orientation meeting (our Kindergarten Tea) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented
 - Student planners and correspondence folders will help improve the quality of home-school communication on a daily basis.
 - Each grade is required to plan a minimum of 3 parental involvement activities per year and submit descriptive to their supervisors by Sep. 30. 2011

Budget and resources alignment

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

- As a conceptually consolidated school we will use funding from Title I Parent Involvement funds will be utilized for these activities including Title 1 SWP and ARRA as per the guidelines.

- Tax Levy – TL Fair Student Funding for Per diem or per session activities

Contract for Excellence –After School Program per session and supply money

- Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional

strategies/activities to achieve our goal.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations. Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- An academic Saturday program – per session will support at –risk students as well as students in need of enrichment during this time parents will be invited to attend workshops facilitated by APs and/or lead teachers to address how they can support their child academically and foster a positive social emotional growth.
- Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary

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.

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Journeys thematic <i>Write in Readers</i> for students below the standards during Extended Day. Wilson or Foundations, small group during extended day focused on decoding, encoding, phonemic awareness and fluency. Skill Builders, small group during the school day skills based and test prep. At-risk SETTTS, small group during the school day to assess and address students' need. Extended Learning Time through NIA/ELT, small group after school to assess and address students' need. Saturday Program for at-risk learners and for enrichment groups. * addresses writing, phonemic awareness, fluency, comprehension, phonetics and word work. Pull out At risk program for Wilson targeted grades 1-2 Math and Technology group during ELT – Afterschool with day school staff. Ticket To Read online intervention program used during and after school hours in school and also at home.</p>
<p>Mathematics</p>	<p>Kaplan Foundations & Skill Builders, small group during the school day. Extended Learning Time through NIA, small group after school to assess and address students' need. Math Steps for Extended Day students Mathematics enrichment program incorporating Art and Mathematics through Problem Solving – Saturday Program</p>
<p>Science</p>	<p>After School Science Academy, small group instruction provided on Saturdays using hands on methodologies. Science instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and science based literature both during the school day and after school. Achieve 3000 online intervention program incorporates ELA through Science and Social Studies content area reading (grades 2-5) at risk learners, , we use the program during extended day, after school hours and during Sat. program</p>

Social Studies	Social Studies instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and historical literature both during the school day and after school. Achieve 3000 online intervention program incorporates ELA through Science and Social Studies content area reading (grades 2-5) at risk learners, we use the program during extended day, after school hours and during Sat. program
At-risk Services provided by the Guidance Counselor	Group and individual counseling (mandated and at-risk) Parent outreach and communication Crisis intervention Classroom, group and individual interventions Participation in the Pupil Personnel Committee
At-risk Services provided by the School Psychologist	Group and individual counseling and parent outreach and communication. Participation in the Pupil Personnel Committee
At-risk Services provided by the Social Worker	Small group at risk & mandated counseling, social/emotional growth. Conflict resolution group setting and individual. Parental outreach and family meetings to support children's social emotional well being. The social worker provides push in lessons dealing with self esteem and team building. Our entire staff is trained yearly on the use of CKCC a comprehensive program that helps build students social emotional growth and promote positive student behaviors.
At-risk Health-related Services	Parent outreach and communication via presentations at PTA meetings and scheduled workshops. Workshop presentation on Epi-Pen use for teachers, paraprofessionals and school aides. Asthma workshop for all third grade students Hygiene lessons for all fifth grade students presented by the School Nurse Dental Health assembly for all K-2 students

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.

- High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School Wide Program to meet the State's student academic standards.
- High quality professional development is provided to our staff in an on-going manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations.
- Pd is provided during faculty conferences, grade team meetings, and on Staff development planning days.
- Staff Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observations up to 6 times per year. Teacher effectiveness will be promoted by providing feedback that helps them progress along a continuum of effectiveness.
- Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like
- Each teacher will be formally observed a minimum of once per year but additional formal observations will be given to teacher demonstrate lack of effectiveness in certain areas.
- New teachers will be assigned a mentor who will work with them and use teacher effectiveness models to improve quality of teaching in areas of lesson planning, assessment, questioning, and classroom organization.

**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;



DR. IRVING A. GLADSTONE ELEMENTARY SCHOOL

Public School 186
7601 Nineteenth Avenue

Brooklyn, New York 11214-1215

(718) 236-7071

Fax (718) 331-9181

Bayan Cadotte
Principal

Rina Horne
Assistant Principal

Donna Neglia
Assistant Principal

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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/Julia Bove	District 20	Borough Brooklyn	School Number 186
School Name Dr Irving A. Gladstone			

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

Principal Bayan Cadotte	Assistant Principal Rina Horne/ Donna Neglia
Coach type here	Coach type here
ESL Teacher Mary Cagliostro	Guidance Counselor Keith McFall
Teacher/Subject Area Joan Birnbach	Parent Maria Gavinelli
Teacher/Subject Area type here	Parent Coordinator Elaine Delaney
Related Service Provider Theresa Schuster	Other type here
Network Leader Julia Bove	Other type here

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	5	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	954	Total Number of ELLs	238	ELLs as share of total student population (%)	24.95%
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Part II: ELL Identification Process

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

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

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

Our entire ESL population of 230 students participates in the Free-standing ESL program. This is consistent with the wishes of our parents. Our parents have continuously requested English as a Second Language Program for the children at P.S.186. To assure compliance with the city, state and federal regulations, P.S.186 offers all parents an opportunity to learn about our ESL program at our orientation meetings. At this meeting, our school ensures that entitlement letters are distributed and Parent Survey and Program selection forms are kept on completed and kept on file for all ESL students. Written notice and parent outreach is conducted well ahead of the scheduled orientation so that parents can make every effort to attend. At these meetings, presentations are made by the ESL teachers, who explain the procedure of how the children are determined to be ESL children. The entire Home Language Survey is explained to the parents on how and when testing is done. The NYCDOE compliance video is then shown, followed by questions and answers. The videos are shown in several different languages in various break out rooms. During the orientation meetings any parents who request Bi-Lingual instruction for their children are offered transfer options to schools that have Bi-Lingual services. Again this year we had no parents request to have their children placed in Bi-Lingual Chinese classes. At this time, there are no children to open up a Bi-Lingual Chinese class. If requests for a Bi-Lingual Chinese class arise, we will then offer parents the Bi-Lingual programs. The trend in our parent's choice in our school for the past few years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class.

In order to assure that all students receive the proper instruction, the Home Language Surveys of all newly admitted students are reviewed by our ESL teachers. Upon registration the ESL teacher conducts an interview of the child. When it is determined that a child is eligible for the LAB-R, according to mandated guidelines, the test is administered within 10 days of admission by an ESL teacher. When a child who has been identified as an ELL and has a HLS with Spanish as the native language, the Spanish LAB is administered. It is administered by one of our two Spanish speaking ESL teachers to determine the child's proficiency in Spanish. It is also given within the ten day window of admission. The status of transfer students is checked upon registration by the ESL coordinator using test history report provided by ATS services. By carefully and consistently tracking our ESL students, we are confident that all of our English Language Learners are receiving the appropriate educational services. All our ELL's are monitored through ATS to identify which students are to take the NYSESLAT, we also use the RLER report to ensure that all ELL's who are entitled to take the NYSESLAT are tested. Within ten days of the opening of the school year we have our Parent Orientation Meeting, inviting all the parents whose child/children are deemed ELL's. At this meeting all of the three program choices are explained to the parents with paraprofessionals available to translate for them in their native language. Afterwards, the parents with an ESL teacher and a paraprofessional who speaks their native language view the video in separate rooms where there is a questions and answers session following the video. If a parent does not attend the meeting, we have the paraprofessional call the parents to explain the three program choices to them and document their responses on the Parent Choice Form. We have also used the Translation Unit to help us reach out to the parents of other languages that we do not have native language paraprofessionals to explain to them the program choices. After this process is completed the ESL co-ordinator signs the forms.

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	8	6	5	5	0	0								24
Total	8	6	5	5	0	0	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	238	Newcomers (ELLs receiving service 0-3 years)	196	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	41	Long-Term (completed 6 years)	1

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	196	0	7	41	1	10	1	0	1	238

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Total	196	0	7	41	1	10	1	0	1	238
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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

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

This Section for Dual Language Programs Only

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

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	16	12	10	2	7	5								52
Chinese	19	23	12	11	13	14								92
Russian	21	4	3	3	4	2								37
Bengali	0	0	0	0	0	0								0
Urdu	5	1	1	1	1	1								10
Arabic	3	3	2	2	2	3								15
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	0	0	2	1	1								5
Albanian	2	2	1	1	1	1								8
Other	2	3	2	5	4	3								19
TOTAL	69	48	31	27	33	30	0	238						

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

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

The goals of the ESL program of PS 186 are:

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

*Incorporate ESL strategic instruction

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

*Help each ELL meet and/or exceed New York City and/or State standards. We have a Common Core Planning Team that provides exemplary professional development to our staff and strategies for differentiation including ELLs and Special Education as per the instructional expectations set forth by our Chancellor.

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

Our ESL students receive an academically rigorous; standards based instruction which encompasses all of the academic subject areas. Science, social studies, and math are also included in the ESL program. ESL lessons are designed around thematic topics, such as clothing, food, weather, and/or author studies to incorporate a rapid acquisition of new vocabulary with emphasis of the Balance Literacy approach. All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teachers in the ESL program implement the six types of scaffolding in WALQUI'S MODEL (2003): Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. All classroom libraries include bilingual and multicultural book baskets.

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

- Making connections to texts
- Learning experiences
- Prior knowledge
- Use of language in discussions, group work, and in presentations
- Understand the multiple meanings of words
- Collect, analyze and organize information
- Perform multi-step tasks

Our teachers including ESL teachers are creating ELA and Math performance tasks aligned with Bloom's Taxonomy and the Hess Matrix that measure depth of knowledge of the tasks. We have recently purchased Houghton Mifflin Journeys Literacy program which is an

A. Programming and Scheduling Information

anthology based program that incorporates spelling, vocab, grammar, phonics, and both fiction and non fiction reading and writing material in one comprehensive program. Our staff has received high quality training. Our ESL teachers have received training individually and with their grade level colleagues and learned about the features of this program which support ELLs within the classroom push in model. The program contains small group ELL readers and vocabulary readers which are aligned with the weekly unit theme and supports understanding through a scaffolding and intense language support of the topic. The reader instruction is delivered in a guided reading format.

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

At the present time we do not have any SIFE students in our school. If in the future we should have SIFE students, we would notify the classroom teacher(s) so that they may plan effectively for them to achieve success. We would work with them in small group instruction. We would also involve other school personnel like the guidance counselor and school psychologist to help make the transition to a school setting easier for the child/children. They would be invited to attend our extended day program and our after-school program as well as being invited to attend summer school. All these opportunities for SIFE students will help them to meet the rigorous academic standards. In addition to daily ESL classes, our ELL's receive specialized instruction in the classroom. The classroom teachers receive regular staff development on how to incorporate ESL principles and practices into their classrooms. Students who are newcomers, or are not making progress, attend an ESL Saturday Academy in a three-hour block of time. Some children also receive Academic Intervention Services (AIS) on a twice weekly basis for 45 minute periods. These additional services help the ESL child to receive small-group instruction in the reading components of phonemic awareness, phonics, letter recognition and writing. NYSESLAT results are analyzed to provide better instruction for our children through increased differentiation. Our goal is to enhance our students' language acquisition to help them reach state standards.

Based on the results of the NYSESLAT scores of 2010, two significant patterns were observed in our school. First, students who are at the beginner's level do better in reading and writing, with minimal progress in listening and speaking. Students at the intermediate level show improvement in reading and writing and lesser success in listening and speaking. Students who reach the advanced level show improvement in both reading and writing and in listening and speaking.

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

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

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

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

None of our children are Students with Interrupted Formal Education. They all have been placed on grade level according to their academic achievements in their native countries. Long term ELL's are receiving extra help through Push-In AIS, Test Prep classes, after-school, and ESL Saturday Academy. During extended time newcomer ELLs are invited to small group Foundations classes and later our supported by using ELL vocabulary readers (guided reading books) that are aligned with the Journeys literacy program used in all classrooms. These readers emphasize vocabulary, sentence structure and incorporate non fiction and fiction text.

A. Programming and Scheduling Information

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

The goals of the ESL program of PS 186 are:

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

*Incorporate ESL strategic instruction

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

*Help each ELL meet and/or exceed New York City and/or State standards. We have a Common Core Planning Team that provides exemplary professional development to our staff and strategies for differentiation including ELLs and Special Education as per the instructional expectations set forth by our Chancellor.

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

Our ESL students receive an academically rigorous; standards based instruction which encompasses all of the academic subject areas. Science, social studies, and math are also included in the ESL program. ESL lessons are designed around thematic topics, such as clothing, food, weather, and/or author studies to incorporate a rapid acquisition of new vocabulary with emphasis of the Balance Literacy approach. All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teachers in the ESL program implement the six types of scaffolding in WALQUI'S MODEL (2003): Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. All classroom libraries include bilingual and multicultural book baskets.

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

- Making connections to texts
- Learning experiences
- Prior knowledge
- Use of language in discussions, group work, and in presentations
- Understand the multiple meanings of words
- Collect, analyze and organize information
- Perform multi-step tasks

Our teachers including ESL teachers are creating ELA and Math performance tasks aligned with Bloom's Taxonomy and the Hess Matrix that measure depth of knowledge of the tasks. We have recently purchased Houghton Mifflin Journeys Literacy program which is an anthology based program that incorporates spelling, vocab, grammar, phonics, and both fiction and non fiction reading and writing material in one comprehensive program. Our staff has received high quality training. Our ESL teachers have received training individually and with their grade level colleagues and learned about the features of this program which support ELLs within the classroom push in model. The program contains small group ELL readers and vocabulary readers which are aligned with the weekly unit theme and supports understanding through a scaffolding and intense language support of the topic. The reader instruction is delivered in a guided reading format.

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

At the present time we do not have any SIFE students in our school. If in the future we should have SIFE students, we would notify the classroom teacher(s) so that they may plan effectively for them to achieve success. We would work with them in small group instruction. We would also involve other school personnel like the guidance counselor and school psychologist to help make the transition to a school setting easier for the child(/children. They would be invited to attend our extended day program and our after-school program as well as being invited to attend summer school. All these opportunities for SIFE students will help them to meet the rigorous academic standards. As a SWP, we meet the needs of all learners including those who are no longer receiving ESL service by multiple opportunities by leveled, rigorous, instructional support. Some services may include Extended Instructional time (50 minutes X 2 days) Program which includes a newcomer ELL group by grade using Foundations, After-School Academic Academy, Saturday Science Academy, Saturday Math and ELA at-risk and enrichment - Challenge group, Academic Intervention services for at-risk learners during the school day. We plan to purchase Achieve 3000 as an intervention to be used during and after school hours. Our students with disabilities are offered the opportunities to be mainstreamed during lunch, and enrichment activities such as Art Committee and Chorus. They are also

A. Programming and Scheduling Information

mainstreamed as part of our ELT afterschool learning program which is an academic and enrichment afterschool program. We continuously review IEP goals, data and criteria to ensure that each student is in the least restrictive environment. Whenever possible, our school based support team in collaboration with special ed. teacher, providers and/or ESL teachers try to mainstream students in self contained classes for either ELA or Math.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

The staff of P.S. 186 receives on-going staff development along with our ESL teachers at workshops presented in the building by Houghton Mifflin- Harcourt Journeys and our Network 602 Special Education Specialist. These professional development sessions provide strategies and methods so that the ESL children can be included and participate in classroom lessons and meet the standards of city and state. We plan to offer a Saturday Academy that offers ELLs at all levels including newcomers opportunities to improve their academic and language skills. Our ESL teachers will be involved in the Saturday Program.

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

We also provide Native Language support for the students with the use of native language books and a buddy system. Use of Native Language in our building will be provided with native language books placed in both the classrooms and a special section of the school library that will house these books. We will also try to use the buddy system with our children whenever possible. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time. We will consider continuing our ELT-Expanded Learning Program for our students. ELT welcomes all students to participate in after-school academic, enrichment, and social activities programs. Our ELL's are invited and strongly encouraged to participate. Our program has 350 students and at least 40% is made up of ELL's. Within this program we plan to offer specialized classes and enrichment clubs to meet the academic needs of our ELL's. Some classes are for language, others are programs such as cooking, dance, and theater.

We are currently not discontinuing any programs and still plan to host an after-school newcomers class as well as Test Prep classes. Our newcomers receive an additional period of ESL per week with an ESL teacher in a smaller class environment. One of the techniques that are used with our newcomers is the TPR approach which helps the student to develop receptive language. We also use games to improve vocabulary and phonetic awareness. Some games are also used to teach survival skills. The ESL program in our school presents challenging and well-developed language strategies both in content-area and in ESL. We are preparing our children to solve problems, think critically and communicate in the language they are being taught in. We are engaged in NYS standard-based academic curriculum. Balanced Literacy Journeys Program and the workshop model are also used in our instruction. Journeys grammar and phonics, At-risk Foundations and Everyday Math are part of our curriculum. Our ESL teachers have also taken part in the QTEL/ELL-I workshops which have provided us with new and different ideas for the ESL child. Our ESL teachers are working with the Administrative team and our network support specialist to incorporate the English Language Learner support lessons Journeys Literacy program offers in a push in model of instruction. In addition, ESL inquiry work involves looking at Journeys assessment data and observational notes to write SMART goals for each group that is aligned with standards based instructional practices.

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

software will continue to be used to support ELL students.

We support our classroom and cluster teachers with ESL techniques and strategies. Frequent formal and informal observation provide opportunities for feedback and discussion about classroom practice that improve the effectiveness of instruction. We meet with the teachers as needed to inform them of new ideas and programs that are available for ESL children and how to incorporate them into their lesson plans. All classroom teachers have a minimum of two common preps per week. ESL teachers join common prep meetings and plan with the classroom teachers. As part of an SBO inquiry meetings are held on Wed. for 50 minutes. ESL teachers meet as a team 3 out of 4 times per month and then have an opportunity to share their inquiry work with their respective grades at least once per month. During extended time newcomer ELLs are invited to small group Foundations classes and later are supported by using ELL vocabulary readers (guided reading books) that are aligned with the Journeys literacy program used in all classrooms. These readers emphasize vocabulary, sentence structure and incorporate non-fiction and fiction text.

As a SWP, we meet the needs of all learners including those who are no longer receiving ESL service by multiple opportunities by leveled, rigorous, instructional support. Some services may include Extended Instructional time (50 minutes X 2 days) Program which includes a newcomer ELL group by grade using Foundations, After-School Academic Academy, Saturday Science Academy, Saturday Math and ELA at-risk and enrichment - Challenge group, Academic Intervention services for at-risk learners during the school day.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The staff of P.S. 186 receives on-going staff development from our ESL teachers and also at workshops presented in the building by both consultants and our network Special Education Support Specialist. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons. Our Network is providing a series of ongoing professional development workshops that address strategies for English Language Learners as well as information and application of the Common Core Standards. These workshops invite both E.S.L and classroom teachers to attend. In addition, as part of our new Literacy Journeys program,

the staff of P.S. 186 receives on-going staff development along with our ESL teachers at workshops presented by Houghton Mifflin-Harcourt Journeys. These professional development sessions provide strategies and methods so that the ESL children can be included and participate in classroom lessons and meet the standards of city and state. The sessions introduce and explore options for English Language Learner instruction within the program. We have on-going professional development for our ESL teachers that has been and continues to be provided by our Network #602 with Tanya Veney and also by CIFE. with Tina Stanici a contracted agency. The dates of these professional development sessions are as follows: September 21, 2011--The Danielson Framework; September 22, 2011--Looking at NYSESLAT 2011 scores; October 14, 2011--Tiered Lessons for ELL's; October 26, 2011--Common Core Planning for ELL's; November 2, 2011-- Common Core Planning for ELL's with performance task template; November 8, 2011-- Common Core Planning with performance task and rubric; November 21, 2011-- with Tanya Veney- Goals and Strategies to reach Proficient Level, January 4, 2012 with Tina Stanici ----Needs of all ELL's at all levels including newcomers.

With use of common preps across the grades including ESL teachers the teachers are all on task with all the children in classrooms. We provide vertical planning amongst the grades. In June there is articulation from sending and receiving teachers. Our guidance counselor and Parent Coordinator help the children during the application process for Junior High School. Our Parent Coordinator attends JHS meetings as middle school liaison. She hosts our parents and staff with workshops with translation services to communicate effectively with the transition from one school level to the next.

E. Parental Involvement

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

We welcome all parents to our school! Parental involvement is one of our school CEP goals. To meet these goals and improve the quality of our parental involvement opportunities, we have introduced into our school with the help of our parent coordinator an ESL Literacy Program for parents of our students. This class is held during school to help the parents improve their English literacy and to also help them with everyday life skills. We have implemented an adult lending library that contains children's books with text presented in both the home language and English. Parent Surveys are distributed in multiple languages and help to inform the types of activities and workshops the parents are interested in receiving. Our parent coordinator, Assistant Principal, and E.S.L. Staff work collaboratively to bring high-quality workshops that appeal to all parents including ELLs. In partnership with our ESL teachers, contracted external services, and our own PD team we plan to host several Saturday and afterschool workshops for parents that will focus on improving outcomes for ELL students. Wherever possible translators are made available during workshops. We partner as part of a CBO and ELT Tasc Grant with Neighborhood Improvement Association (NIA). This association helps support the needs of our families. This program allows parents to have an alternative for caretaking and homework help every day for three hours, Monday to Friday. This association provides services that are designed to promote and strengthen the family life such as Youth and Family Counseling, Parent Education Services, Tutoring and Community Involvement and Events. In addition, to parent orientations on going parent workshops are planned based on feedback, carefully administered survey information, and instructional goal of our school. Contracted agencies who provide translation services are available during parent teacher conferences and large school events to support the needs of parents and children. In addition, letters are sent home translated so that parent communication is maintained.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	15	3	6	5	1								30
Intermediate(I)		20	12	7	8	10								57
Advanced (A)		6	16	10	16	14								62
Total	0	41	31	23	29	25	0	0	0	0	0	0	0	149

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	0	1	1	0							
	I		13	2	0	2	2							
	A		19	24	12	12	10							
	P		11	9	25	21	23							
READING/ WRITING	B		19	3	5	5	1							
	I		18	11	8	7	10							
	A		3	8	11	17	13							
	P		7	13	11	6	11							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	13	10	0	29
4	7	17	7	0	31
5	10	18	7	0	35
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	5	4	13	2	9	1	1	0	35
4	6	2	8	2	12	1	6	0	37
5	2	0	14	1	14	8	4	0	43

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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		6		10		18		3	37
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

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

We recently wrote a DYOW for ELA that was approved and our using the city approved Math ITA and predictives (Acuity) along with Everyday Math Unit exams, open ended questions and performance tasks for Math. Our school uses TCRWP and leveled libraries as per Fountas and Pinnell. Classroom teachers use writing on demand pieces to assess understanding of both genre specific writing and mechanics/grammar. The data used concurrently with genre specific checklist and the Foundations program assists with providing students targeted instruction in reading and writing. The data provided by TCRWP is able to track students reading level progress. We are able to track beginner, intermediate, and advanced ELLs as they progress through reading levels from grades K-2. Recently, our school has chosen to utilize TCRWP tracking tool through all grades including K to 5. TCRWP provides comparative data between ELLs and non-ELL students in all grades. TCRWP helps teachers acquire information about children's phonemic awareness and phonics skills including letter and sound recognition. This data is valuable because utilized effectively it allows teachers the opportunity to observe strengths and areas of difficulty while setting grade level benchmarks for four assessment windows. Teachers and parent reports are printed that provide tips & information on how to improve reading and early literacy skills. We also administer ELA Journeys comprehensive assessment as a beginning of the year diagnostic tool and unit and weekly tests. These assessments provide our teachers and parents with timely, frequent representations of students understanding and areas of weakness. As part of our school's instructional program teachers collaboratively look at student work and data such as Journeys assessments, TCRWP, running records and anecdotal notes to select resources, material, revise curriculum, create performance tasks and plan for small group and/or individualized instruction. Based on the 2010 NYSESLAT R & W test results students at a beginning level decreased across grade K-5. By grade 5 only 8% of students tested were at a Beginning level. In all grades, the majority of our students were at an advanced or proficient level. Our goal is to continue to increase the number of advanced and proficient students by providing them with targeted instruction, and push-in E.S.L. instruction. On the 2010 L & S portion the majority of students in all grades scored in the advanced and proficient levels 50% Listening and Speaking proficient. This year, we will continue to focus on meeting the needs of children's learning styles and increasing opportunities for students to learn using best practices that afford learners opportunities to strengthen all modalities. Our ESL teachers will meet collaboratively during Inquiry time to look at data, write goals and lesson plans that will improve teacher effectiveness in delivering quality instruction and ultimately improving achievement.

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.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Dr Irving A. Gladstone</u>		School DBN: <u>20K186</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bayan Cadotte	Principal		10/26/11
Rina Horne	Assistant Principal		10/26/11
Elaine Delaney	Parent Coordinator		10/26/11
Mary Cagliostro	ESL Teacher		10/26/11
Maria Gavinelli	Parent		10/26/11
Joan Birnbach	Teacher/Subject Area		10/26/11
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Keith McFall	Guidance Counselor		10/26/11
Julia Bove	Network Leader		10/26/11
Donna Neglia	Other <u>Assistant Principal</u>		10/26/11
Theresa Schuster	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K186 **School Name:** PS 186

Cluster: 6 **Network:** 602

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

Part A: Needs Assessment Findings

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

On the first day of school and continuing throughout the school-year for new admits, parents are surveyed for their translation and interpretation needs. Once the surveys are compiled, there is a recap sheet by class and language that is distributed to aides, teachers, secretarial and support staff so that we can easily provide language translation and interpretation services. This year's survey indicates that there are 211 Chinese, 138 Spanish, 32 Arabic, 15 Urdu and 43 Russian families requiring written translation. Oral interpretation services are required by 162 Chinese, 74 Spanish, 13 Arabic, 11 Urdu and 17 Russian families. Parent involvement has been assessed based upon parent response to notices and attendance at school functions. Teachers were surveyed for feedback on their experiences with parent communication. Parent involvement has been greater since invitations and reminder notices have been sent home in both English and translated into the home languages. This increased participation is measured by attendance and participation in school/community activities. A survey of classroom teachers indicates that difficulty arises in communicating with parents verbally at Parent Teacher Conferences, in telephone conversations and in person. PTA representatives have also expressed a need for translation at all of their meetings.

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.

The majority of parent communication letters will be translated by the DOE Translation Unit. Additionally, select staff members will be asked to assist in providing written translations. In this manner, parents will have a greater opportunity to participate in all school activities. This written translation will be done as a per session activity by teachers and paraprofessionals. In addition, all staff will receive a copy of the Language Identification form and instructions for using phone translation services that are provided through the DOE translation unit. In accordance with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. Working with the DOE Translation and Interpretation Unit and as a per-session activity for staff members will provide both written and oral interpretation services. These services will be provided at all school functions (including PTA meetings, Parent-Teacher Conferences) and as many written

communications as possible. Our Adult ESL classes allow parents needing translation and interpretation an opportunity to express the effectiveness of the program in place. Throughout the year, our parent coordinator will offer workshops that invite parents of our ESL students to join in informational, thematic, and hands-on sessions that improve the quality of our parent involvement. Some topics will include:

Conversational & Written English (On-going)

Fall Fun

Winter Projects

Helping your Child be Successful in School

New York State Standards & Testing Information

Summer Fun Activities

Fire Safety

Health & Hygiene

Nutrition

Physical Activity

Evening Ballroom Dancing Activities/Family Scrapbooking through LEAP/Adult Literacy Classes

Whenever possible we will make every effort to provide translation services at the meetings. All notices will be provided in both English and home language so that parents will be notified appropriately and make plans to attend. Many additional school wide activities will be planned such as: Pajama Literacy night, Math Night, our school carnival, and up to 3 "family" activities per grade that welcome our parents to be part of our classroom celebrations.

Part B: Strategies and Activities

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

The majority of parent communication letters will be translated by the DOE Translation Unit. Additionally, select staff members will be asked to assist in providing written translations. In this manner, parents will have a greater opportunity to participate in all school activities. This written translation will be done as a per session activity by teachers and paraprofessionals. In addition, all staff will receive a copy of the Language Identification form and instructions for using phone translation services that are provided through the DOE translation unit. In accordance with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. Working with the DOE Translation and Interpretation Unit (Legal Interpretation Services - contracted outside vendor) and as a per-session activity for staff members will provide both written and oral interpretation services. These services will be provided at all school functions (including PTA meetings, Parent-Teacher Conferences) and as many written communications as possible.

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.

The majority of parent communication letters will be translated by the DOE Translation Unit. Additionally, select staff members will be asked to assist in providing written translations. In this manner, parents will have a greater opportunity to participate in all school activities. This written translation will be done as a per session activity by teachers and paraprofessionals. In addition, all staff will receive a copy of the Language Identification form and instructions for using phone translation services that are provided through the DOE translation unit. In accordance with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. Working with the DOE Translation and Interpretation Unit (Legal Interpretation Services - contracted outside vendor) and as a per-session activity for staff members will provide both written and oral interpretation services. These services will be provided at all school functions (including PTA meetings, Parent-Teacher Conferences) and as many written communications as possible.

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>.

All staff will receive a copy of the Language Identification form and instructions for using phone translation services that are provided through the DOE translation unit. In accordance with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. Working with the DOE Translation and Interpretation Unit (Legal Interpretation Services - contracted outside vendor) and as a per-session activity for staff members will provide both written and oral interpretation services. These services will be provided at all school functions (including PTA meetings, Parent-Teacher Conferences) and as many written communications as possible.

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: Dr Irving A. Gladstone School	DBN: 20K186
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 230
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

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: As a Title I School Wide Programs school, our building services over 945 students from grades Pre-K through 5. About 25% of the student population is English Language Learners. In preparation for the NYSESLAT, an ESL Academy for ELL's will be conducted at the school. We will use Rigby's On Our Way to English and for test prep, "Getting Ready for the NYSESLAT" (from Attanasio and Associates, Inc) and other supplemental instructional materials such as Kaplan to service the students for the duration of the Program which will take place for a total of 30 hours. Houghton Mifflin Harcourt: On Our Way to English and Getting Ready for the NYSESLAT have been effective in our past work with ESL students for the past two years as we have seen the following results last year:

o NYSESLAT scores

2011-12 had 58% proficient in Listening/Speaking (N=251) and 17 % proficient in Reading/Writing.

ELA Sub Group scores as compared to non ESL Students scores

School wide 2011-12 62 % of students scored a level 3 or above

19% of LEP scored a level 3 or above

NYSESLAT: 2010 -11 had 50% proficient in Listening/Speaking (N=228) and 28% proficient in Reading/Writing.

ELA EXAM 2010-2011

2010-2011 ELA Sub group scores as compared to non-ESL students score

School wide 2010-11 56 % and 25% of LEP students scored a level 3 and above.

We are pleased that our 2012 AMAO with Early Indicator tool indicated that we met our goals for this year. However, it did indicate that we need to increase our efforts to meet the needs of ELLS to sustain this trajectory.

Our five certified ESL Teachers will continue to work with our children ESL children including newcomers and former ELLs (less than 2 years) in the ESL program via a push in model and pull out as direct instruction. Instructional materials (both consumable and non-consumable) will be purchased and distributed to all teachers servicing ELLs in classes during the regular school year. Teachers will use a push- in model during the day to provide instruction to new immigrants using vocabulary builder activities and using resources from On Our Way To English supplemental material to our CORE literacy

Part B: Direct Instruction Supplemental Program Information

Program Journeys: Houghton Mifflin Harcourt.

A Supervisor will be onsite for programs taking place after school hours or on Saturday. Supervisors will provide PD on enhancing teacher practice for ELL students as well as supervise the program effectiveness and maintain an organized and safe program for students.

As part of an after school program we plan to purchase consumable English Language Material from Sussman Sales. We will continue to utilize online literacy program Achieve 3000. The program will be offered to ELLs and former ELLs of less than 2 years. The program will be implemented during the school day, during extended day, and as part of our After School Program. In addition, Newcomer ELLs will receive small group instruction using Wilson-Fundations program during extended day as part of direct instruction provided by our ESL teachers.

Consumable material will be used afterschool for ELLs and former ELLs who are in grades 1-5. The material from Teacher Made Materials will be used up to 2 times per week as part of our afterschool program. The focus will be reading comprehension: non-fiction and Math skills correlating with performance indicators. NYSESLAT test prep material Continental Press: Empire Books and Finish Line will be used during the school day with ELLs to prepare them for the exam February- May. ESL teachers will use the material 2 times per week.

Continental Press: Finish Line for ELLs will be used as part of a 10 week Saturday Program by ESL and classroom teachers working in a co-teaching model. The 10 week - 3hrs per day-Saturday Program beginning mid-January will also welcome newcomer ELLs who will be receiving English instruction using materials such as On Our Way To English and materials provided by Tina Stanci, CITE consultant providing us with contracted PD on a monthly and sometimes bi-monthly basis. The newcomers will receive instruction from teachers in a small group 3 hour session.

During the school day Adult ESL classes will be held by staff and our Principal, Assistant Principals and Parent Coordinator will work collaboratively to ensure that parents are invited and attendance is maintained throughout the course of the school year. This will help support the instruction that is happening so that parents are aware of what is occurring during the school day and after school hours. Supplies will be purchased to support students in class as well as to support parents attending workshops that involve support of our direct instruction program before, during, and after school hours

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: In addition, to in-house PD which will be presented as part of our School Professional Development plan for both ESL and classroom teachers , we will enlist the assistance of a contracted professional development providers to conduct ongoing workshops that focus on enhancing and building upon teacher practice. We are currently meeting with vendors to review material. Teachers including clusters and ESL teachers will participate in training during monthly grade meetings, faculty conferences and inquiry meetings on a montly or bi-monthly basis. The PD will focus on enhancing ELL strategies in the classroom for ESL and new immigrant students, meeting the needs of students testing for the first time, and incorporating techniques to support newcomer and former ELL students and understanding and using the Hess Matrix: DOK Model to enhance critical thinking skills. The sessions will take place on a monthly basis during grade meetings and/or Inquiry mtg. and include June staff development day from October to June 2013

We will continue our staff development for select teachers including all of our ESL teachers in using academic literacy intervention programs such as Achieve 3000 an online reading support program and Voyager Ticket To Read up to 3 sessions per year. This will be used during school hours and afterschool. The programs will address the needs of immigrant students, including both ELLs and non-ELLs who are at risk for not meeting the standards. Ells who are beginner, intermediate and advanced can use the programs to become more proficient readers. The programs will be implemented from September 2012 to June 2013. Schoolwide training will be offered to all teachers so that they are equipped to use this program as part of differentiated instruction in classrooms daily and in the afterschool programs. Our after school teachers will be able to receive additional training to support their use of the program for students who are in need including immigrant students, including both ELLs and non-ELLs.

We will continue to align internal and external PD with teacher needs, classroom observations, to ensure that it is consistant with our school wide Professional Development plan. The teachers involved include ESL Teachers, Classroom Teacher and Related Service Providers. The focus of these sessions will be to accommodate the needs of ESL students using the Journeys Literacy program and developing an understanding of writer's workshop. Professional Development will also focus on ELL strategies to address the needs of newcomers, and include effective planning for students at all levels of the language acquisition process. We will also review assessment material provided by Houghton Mifflin Harcourt on assessment tools for Immigrant and ESL students. We will plan to provide PD and implement assessment tools that track progress throughout the year and come with strategies and lessons that can be taught when a student performs at a certain level. A coach from Houghton Mifflin will provide in house support provide PD and introduce an assessment tool aligned with TESOL to track ELL performance and ensure that our students are progressing. We plan to contract Houghton Mifflin to provide technical onsite assistance for all of our ESL teachers to use the assessment tool and plan according to data.

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: Whenever possible we will make every effort to provide translation services at meetings. All notices will be provided in both English and home language so that parents will be notified appropriately and make plans to attend. The majority of parent communication letters will be translated by the DOE Translation Unit. We will comply with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. On-going workshops on select topics such as testing, online resources overview, ESL Strategies and Ideas for helping language acquisition will be provided by administrators, parent coordinators, teachers, and After School CBO directors, day and evening sessions will be offered including our PTA mtgs. Parents will be notified via translated letters about Family Involvement activities such as : Pajama Literacy night, Math Night, our school carnival, and up to 3 "family" activities per grade that welcome our parents to be part of our classroom celebrations. Our Parent Coordinator will work collaboratively with administrators to plan workshops on a monthly basis that invite ESL parents to learn about: conversational english, and writing, fall projects, winter projects, Helping Children Prepare for Tests including NYSESLAT, Health, Hygiene and Nutrition, and adult classes through a contracted vendor. We will make every effort to contract translators or utilize school staff to assist with meetings so that families can receive information in multiple languages.

Part E: Budget

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

Allocation Amount: \$0

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 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		