



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE CASTLEWOOD SCHOOL

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

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

SUPERINTENDENT: ANITA SAUNDERS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dolores Troy-Quinn	*Principal or Designee	
Hannah Fiasconaro	*UFT Chapter Leader or Designee	
Jenny Nino-Bonilla	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Erica Gerlach	Member/Teacher	
Brittany Ryan	Member/Teacher	
Tamara Restrepo	Member/Teacher	
Michael Wrenn	Member/Parent	
Martha Lew	Member/Parent	
John McGrane	Member/Parent	
Jennifer Melendez	Member/Parent	

** 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

By June 2013, 75% of all students in Grades K-5 will raise their level of reading comprehension as measured by achieving grade level proficiency or by making at least one year's progress on the Teachers College Reading & Writing Project (TCRWP) Benchmarks for Progress on Reading Levels.

Comprehensive needs assessment

With the more rigorous demands of the Common Core Learning Standards that expect students to read books with more challenging text complexity, this reading goal was chosen by our community as an area of needed focus. Our data shows that while our students have made significant gains in ELA as measured by an increase in proficiency rates on the NYS ELA, we need to ensure that our students have the reading ability to be College and Career Ready by the 2014-15 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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,
 - d) timeline for implementation.

Activity #1

Professional Development:

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

Target Population: All K-5 students

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

Implementation Timeline: September 2012- June 2013

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

Target Population: identified K-5 students;

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

Implementation Timeline: September 2012- June 2013

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

Target Population: grade PK-5 students;

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

Implementation Timeline: September 2012- June 2013

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

Target Population: grade K-5 students

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

Implementation Timeline: September 2012- June 2013

- Teachers in grades 3-5 will meet with TC specialist for a day on vocabulary acquisition. This area is the focus of our inquiry study.

Target Population: grade 3-5 students

Responsible Staff: Classroom teachers in grades 3-5, principal, assistant principal; part-time literacy coach

Implementation Timeline: December 3, 2012

- Part-time literacy coach will add supplemental materials to our professional resource library including literacy toolkits available to all school staff.

Target Population: PK-5 students

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

Implementation Timeline: September 2012-June 2013

Activity #2

Review of Student Work

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

term goals for each student.

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2012- June 2013

- The school's Educational Cabinet (one representative from each teacher team) will review vocabulary data across grade levels to note school wide trends. Educational Cabinet members will share this information with their teacher teams to disseminate best practices in vocabulary acquisition across grade levels.

Target Population: grade P K-5 students;

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

Implementation Timeline: September 2012- June 2013

- Pupil Personnel Team will support classroom teachers in developing interventions and strategies for improvement.

Target Population: grade K-5 at-risk students

Responsible Staff: classroom teachers, principal, assistant principal; Pupil Personnel Team

Implementation Timeline: September 2012- June 2013

Activity #3

Strategic Staffing/Structures

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

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

Responsible Staff: Reading Recovery teacher, principal, assistant principal

Implementation Timeline: September 2012- June 2013

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

Target Population: Grade K students;

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

Implementation Timeline: September 2012- June 2013

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

Target Population: Identified students in grades 3-5

Responsible Staff: Identified classroom teachers, assistant principal, principal

Implementation Timeline: January 2013- April 2013

- One F-status teacher will work two - days a week with identified high achieving students, to target specific areas for growth based on assessment data.

Target Population: grade 3-5 high achieving students

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

- Full time special educator will work with struggling students in grades K-5 by providing small group guided reading to identified students.

Target Population: grade K-5 struggling students

Responsible Staff: Full time special educator, principal, assistant principal

- SETSS teacher will provide at-risk small group instruction to identified students in grades 2-5 to assist these students in meeting grade level reading expectations.

Target Population: Struggling students in grades 2-5

Responsible Staff: SETSS teacher, principal, assistant principal

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

Target Population: Students in grades PK-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2012- June 2013

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.

- Parent workshops will be conducted both during the day and the evening on the more rigorous expectations of the Common Core Learning Standards.
- Literacy week will be conducted in early March to highlight the importance of literacy and ways parents can help their children at home.
- The school's librarian has developed a core of parents who are assisting the school in leveling all classroom non-fiction library books.
- A parent book club will be conducted several times throughout the year facilitated by the parent coordinator.
- The parent coordinator updates and distributes a parent handbook at the beginning of the school year.

- The parent coordinator updates parents via e-mail on a regular basis alerting parents of upcoming events.
- Monthly calendars are distributed to the parents that list upcoming events and often include tips for parents on the reverse side.
- Teachers send home monthly or bi-monthly grade level newsletters to parents to keep them informed of curriculum expectations.
- The parent coordinator, as well as various school staff, will conduct parent workshops throughout the year on literacy topics and ELA assessments.
- Although most parents are able to access ARIS Parent Link, the parent coordinator and APL coordinator are available to give individual tutorials to parents as needed.

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 ASD TL Other

If other is selected describe here:

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).

Funding Sources:

Professional development opportunities for September 2012-June 2013 include:

- per session, per diem, F-Status teacher, consultant fees for Teachers College Reading and Writing Project, NYU – ASD Nest Program, and Reading Recovery (Fair Student Funding, ASD TL)
- Registration for workshops and conferences (S3TAIR Grant) (Fair Student Funding, ASD)
- Instructional materials for staff (Fair Student Funding, ASD)
- Data Specialist/Inquiry Teams (ARRA, Fair Student Funding)

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school participates in Teacher's College Reading & Writing Project calendar days and has on-site staff development. Funds have enabled the hiring of an F Status teacher to provide

AIS and enrichment services. Lead teachers in ELA participate in network-sponsored PD and then turnkey that information to other staff members. Fair Student Funding and ASD funding provide for weekly case conferencing, participation for ASD teachers at TC calendar days and ASD conference days. The school wide Thinking Maps initiative has been supported by Fair Student Funding.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal as well as making progress on state assessments.

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

By June 2013, 75% of all PK-Grade 2 students will improve their ability to respond to grade appropriate social studies informational texts, pictures, videos, etc. with prompting and support as measured by obtaining grade level or better responses or by increasing from level 1 to level 2 as measured by teacher-created rubrics based on the Teachers College Reading and Writing Project rubrics for opinion writing;

By June 2013, 75% of all Grade 3-5 students will improve their ability to write opinions or arguments based on analysis of informational texts, pictures, video, etc. related to their grade's social studies curriculum as measured by obtaining grade level or better responses or by increasing from level 1 to level 2 as measured by teacher-created rubrics based on the Teachers College Reading and Writing Project rubrics for opinion writing.

Comprehensive needs assessment

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

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

With this in mind, we have chosen to focus on opinion writing in grades PK-5 as a goal. With the more rigorous demands of the CCLS, combined with the NYC DOE's instructional emphasis on opinion writing, we will focus on this type of writing.

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) 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,
 - d) timeline for implementation.

Activity #1

Professional Development

- Teacher teams on each grade will analyze student work samples using the revised TC rubrics for opinion writing

Target Population: grade PK-5 students

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

Implementation Timeline: September 2012- June 2013

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

Target Population: grade K-5 students

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

Implementation Timeline: September 2012- June 2013

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

Target Population: grade K-5 students

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

Implementation Timeline: September 2012- June 2013

- Literacy Instructional Lead Teachers - This is a cross grade level team of teachers with demonstrated leadership skills willing to share their expertise with colleagues. This team will meet throughout the school year to review student work samples in order to develop reliability in grading and fidelity to instructional practices.

Target Population: grade PK-5 students

Responsible Staff: various classroom teachers, principal, assistant principal

Implementation Timeline: February 2013- May 2013

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

Target Population: Students in grades PK-5
Responsible Staff: Part-time literacy coach, assistant principal, principal
Implementation Timeline: October 2012- June 2013

Activity #2
Review of Student Work

- Literacy Instructional Lead Teachers will meet to review student work in the area of opinion writing to create a school benchmarking system of evaluating students' progress utilizing the Teachers College Reading & Writing Project's opinion writing continuum.

Target Population: grade K-5 students
Responsible Staff: various classroom teachers, principal, assistant principal
Implementation Timeline: February 2013- May 2013

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

Target Population: grade PK-5 students
Responsible Staff: Classroom teachers, principal, assistant principal
Implementation Timeline: December 2012- June 2013

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

Target Population: Students in grades K-5
Responsible Staff: Classroom teachers, assistant principal, principal
Implementation Timeline: October 2012- June 2013

Activity # 3
Structures

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

Target Population: Students in grades K-5
Responsible Staff: Classroom teachers, assistant principal, principal
Implementation Timeline: October 2012- June 2013

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

Target Population: Students in grades PK-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2012- June 2013

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

Target Population: Identified students in grades 3-5

Responsible Staff: Identified classroom teachers, assistant principal, principal

Implementation Timeline: January 2013- April 2013

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.
- Parent workshops will be conducted both during the day and the evening on the more rigorous expectations of the Common Core Learning Standards
- The parent coordinator updates and distributes a parent handbook at the beginning of the school year.
- The parent coordinator updates parents via e-mail on a regular basis alerting parents of upcoming events.
- Literacy week will be conducted in early March to highlight the importance of literacy and ways parents can help their children at home.
- Monthly calendars are distributed to the parents that list upcoming events and often include tips for parents on the reverse side.
- Teachers send home monthly or bi-monthly grade level newsletters to parents to keep them informed of curriculum expectations.
- The parent coordinator as well as various school staff will conduct parent workshops throughout the year on literacy topics and ELA assessments.
- Invite parents periodically to classroom writing celebrations so that they can experience firsthand the types of writing our students are able to produce. Parents can also participate in delivering feedback to the writers.

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 Title I Title IIA Title III Grants ASD TL Other

If other is selected describe here:

Funding Sources:

Professional development opportunities for September 2012-June 2013 include:

- per session, per diem, consultant fees for Teachers College Reading and Writing Project, and NYU-ASD Nest Program (Fair Student Funding, ASD)
- Instructional materials for staff (Fair Student Funding, ASD, S3TAIR)
- Data Specialist/Inquiry Teams (ARRA, Fair Student Funding)

Program and Service 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).

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal. Our school participates in Teacher's College Reading & Writing Project calendar days and has on-site staff development. Funds have enabled the hiring of an F Status teacher to provide AIS and enrichment services. Lead teachers in ELA participate in network-sponsored PD and then turnkey that information to other staff members. Fair Student Funding and ASD funding provide for weekly case conferencing, participation for ASD teachers at TC calendar days and ASD conference days. The school wide Thinking Maps initiative has been supported by Fair Student Funding.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal as well as making progress on state assessments.

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

By June 2013, 75% of all students in grades PK-5 will improve/maintain their ability to construct grade appropriate viable arguments in mathematics on constructed response questions as measured by 1) obtaining a practitioner or expert level or 2) moving from a novice to an apprentice level as measured by the Exemplar Rubric based on the teachers holistic evaluation of work across several categories.

Comprehensive needs assessment

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

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

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,
 - d) timeline for implementation.

Activity #1

Professional Development

- Two math lead teachers (one primary and one upper grade) to attend monthly math meetings facilitated by Math NSS from network to learn to identify rigorous grade appropriate tasks and the expectations of student work related to such tasks in a way that will lead to deeper understanding of mathematics content as required in the CCLS. Lead teachers will share new information with colleagues.

Target Population: Students in grades K-5

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

Implementation Timeline: October 2012- June 2013

- Monthly teacher team meetings facilitated by the Assistant Principal will focus on instructional strategies designed to support students as they learn to construct abstract mathematical arguments for rigorous tasks aligned to instructional units based on the CCLS.

Target Population: Students in grades Pre-K-5

Responsible Staff: Teacher teams, principal, assistant principal

Implementation Timeline: October 2012- June 2013

- Assistant principal will facilitate book study using the book ***Math Exchanges by Dassia Omohundro Wedekind*** to provide a selected team of teachers representing various grades with strategies designed to improve teachers' conferencing skills as a means of raising the level of sophistication of students' mathematical arguments.

Target Population: Students in grades K-5

Responsible Staff: Selected classroom teachers, principal, assistant principal

Implementation Timeline: January 2013

- Professional development designed to explore ways to address specific misconceptions in students' understanding will be conducted with teacher teams. Based on student interviews, a lesson will be planned and taught. A team of grade level teachers will observe the lesson and listen to student interviews. Based on low inferences notes, the group will discuss possible next steps the teacher could take with her class. Teachers will also receive the book ***Math Misconceptions: From Misunderstanding to Deep Understanding*** (Bamberger, Oberdorf, and Schultz-Ferrell).
- Math Instruction Leadership Team - This is a team of teachers with demonstrated leadership skills willing to share their expertise with colleagues. This team will meet 9 times throughout the school year to review student work samples in order to develop protocols for assessing constructed response student work samples to insure reliability in grading and fidelity to instructional practices.

Target Population: Students in grades K-5

Responsible Staff: Selected classroom teachers, principal, assistant principal

Implementation Timeline: November, 2012 – June, 2013

Activity #2

Review of Student Work

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

Target Population: Students in grades K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2012- June 2013

- Classroom teachers will assign 16 tasks (one for each unit of CCLS aligned unit of study) to monitor students' ability to provide sufficient mathematical reasoning and proof for constructed response questions.

Target Population: Students in grades Pre-K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2012- June 2013

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

Target Population: Students in grades Pre-K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: October 2012- June 2013

- Four constructed response problems for each grade to be uniformly administered and during the months of November, January, March, and June to identify any issues and trends across grades that will necessitate an adjustment of curriculum, instructional strategies, or professional development to ensure the achievement of this annual goal.

Target Population: Students in grades Pre-K-5

Responsible Staff: Classroom teachers, assistant principal, principal

Implementation Timeline: November 2012, January 2013, March 2013, and June 2013

Activity #3

Strategic Staffing

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

Target Population: Identified students in grades 3-5

Responsible Staff: Identified classroom teachers, assistant principal, principal

Implementation Timeline: January 2013- April 2013

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.
- Monthly math newsletters, ***Math Minute with Mrs. Sci***, will show common math examples and corresponding mathematical arguments that parents can use as models when working with their children.

- Parent workshops will be held in the morning and the evening to provide information about the goals and strategies for parents to support their child in mathematics.
- Workshops for parents on the rigorous expectations of the Common Core Learning Standards will be conducted throughout the year.
- Classroom teachers to send home parent letters explaining the upcoming unit of study from EnVisions Math.
- Although most parents are able to access ARIS Parent Link, the parent coordinator and APL coordinator are available to give individual tutorials to parents as needed.
- The parent coordinator updates parents via e-mail on a regular basis alerting parents of upcoming events.

Budget and resources alignment

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

If other is selected describe here:

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).

Funding Sources:

Professional development opportunities for September 2012-June 2013 include:

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

In order to provide all students with additional instructional and student support programs, we have supplemented the curriculum with some of our own initiatives so that our students have greater access to CCLS and our parents have a clearer understanding of the ways in which they can help support the achievement of the goal Funds have enabled the hiring of an F Status teacher to

provide AIS and enrichment services. Lead teachers in Math participate in network-sponsored PD and then turnkey that information to other staff members. Fair Student Funding and ASD funding provide for weekly case conferencing, participation for ASD teachers at ASD conference days. The school wide Thinking Maps initiative has been supported by Fair Student Funding.

Our school carefully monitors the effectiveness of these programs/instructional strategies/activities along with the coordination and integration of this/these programs. These services, including programs supported by NCLB, are coordinated to ensure that there are no duplication of services and to ensure equity and access so that all eligible students (including students in targeted subgroups SWDs, ELLs, Homeless, SIFE, etc.) are provided with services to expedite their progress towards meeting this annual goal as well as making progress on state assessments.

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.

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.

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,
 - d) timeline for implementation.

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.

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:

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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

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.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

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.

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:

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).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ol style="list-style-type: none"> 1. Foundations & Wilson 2. Reading Recovery 3. Guided Reading 4. Sounds in Motion 5. Castlewood Prep (grades 3-5) 	<ol style="list-style-type: none"> 1. Small group instruction 2. One-to-one 3. Small group 4. Small group or whole class 5. Tutoring 	<ol style="list-style-type: none"> 1. Extended day (Early Bird) & during reading instruction 2. During the school day 3. Extended day instruction and during reading instruction 4. During the school day in kindergarten classes 5. After school two days a week for 60 minutes
Mathematics	<ol style="list-style-type: none"> 1. Repeated instruction 2. Castlewood Prep 	<ol style="list-style-type: none"> 1. Small group instruction 2. Tutoring 	<ol style="list-style-type: none"> 1. Extended day (Early Bird) & during math instruction 2. After school two days a week for 60 minutes
Science	Repeated instruction	Small group instruction	Extended day (Early Bird)
Social Studies	Repeated instruction	Small group instruction	Inside social studies instructional period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	At-risk counseling	One-to-one or small group	During the school day

Worker, etc.)			
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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.

- Mentors are assigned to support untenured or struggling teachers.
- Designated mentor to participate in New Teacher Center yearlong professional development to improve her mentor skills.
- Principal to participate in three days of professional development provided by the New Teacher Center.
- Student teachers from several colleges and universities are assigned to tenured and highly qualified teachers.
- Partnerships with NYU & Hunter College to identify special educators for our ASD Nest Program;
- Inter-visitations between staff for struggling or new teachers;
- ICT classes that pair newer teachers with more experienced teachers allow for a natural mentoring to take place.
- Behavioral specialists, part-time literacy coach and assistant principal with a background in mathematics provide workshops and in class assistance to teachers in need of support.
- Teachers are encouraged to participate in leadership opportunities by becoming grade team leaders, Educational Cabinet members, book study facilitators, or participate in other leadership-building activities.
- Student teachers are provided all in-house professional development opportunities that the regularly assigned teachers receive to ensure that they are qualified to accept a full time position upon graduation.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	1	1												2
Total	1	1	0	0	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

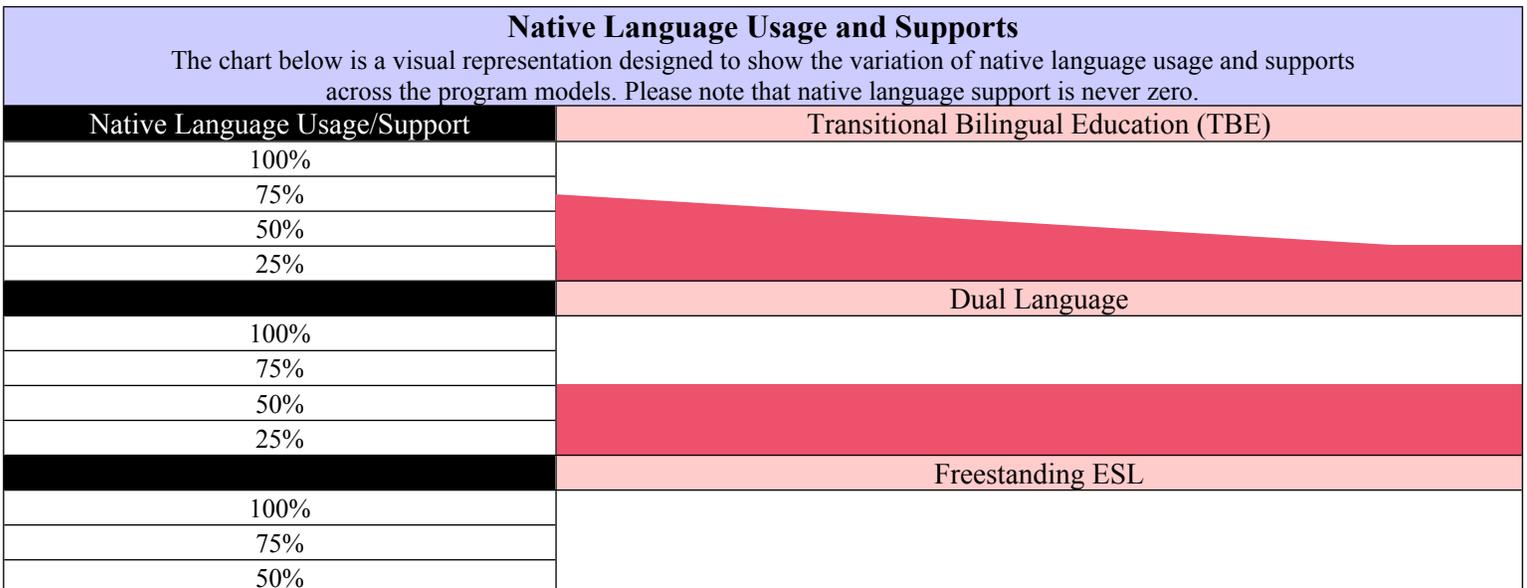
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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



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?

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

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

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

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

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

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5	1								1
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
Chinese Reading Test								

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

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

At PS 186 the literacy assessments used in Grades K-5 are the Teachers College Reading and Writing Assessments. The data gives us insight into the literacy levels of our ELLs. It shows us their knowledge of print, identification of individual letters and sounds, sight words, spelling capabilities and reading strategies. The students’ reading level is assessed as well as their literal and inferential comprehension skills. Insight is also gained into the ELLs’ speaking skills as they retell the stories read. This gives the classroom and ESL teacher the information needed to guide instruction.

Due to our very small population of ELLs, we can give lots of individualized instruction to the students. Based on the ATS data from the previous year’s NYSESLAT and LAB-R exams, we noticed that reading/writing needs to remain our focus area. The students seem to reach proficiency in listening/speaking sometimes two years earlier than they reach proficiency in reading/writing. One first grade student has already reached proficient in listening/speaking but is at the Advanced level in reading/writing. As stated previously, 2 out of our 5 students reached total English Proficiency on last year’s NYSESLAT.

Our ELL students do not take the ELL Periodic Assessment. They take the same periodic assessments that the other students take. The data from these assessments show that our ELLs need to improve in vocabulary and inference. Reading comprehension and vocabulary enrichment are then focused on in the regular classroom and the ESL classes.

We do not participate in any Native Language Reading tests. However, we do gather data from Teachers College Reading and Writing Assessments, and Acuity Predictive and Interim Assessments.

As mentioned before, our ESL program is very successful. The success is evaluated by analyzing the data from all assessments, both formal and informal, and observations of our ELLs. Our analysis shows that our ELLs usually reach proficiency within 2 to 3 years. Also, our former ELLs have moved on and achieved the goals and standards set for all students. We will continue to provide academic rigor each year ensuring academic success for our ELLs.

Additional Information

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

Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** .05

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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