



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S.185 WALTER KASSEN BROCK ELEMENTARY SCHOOL

DBN (i.e. 01M001): 20K185

Principal: KENNETH LLINAS

Principal Email: KLLINAS@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: RICH GALLO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kenneth Llinas	*Principal or Designee	
Jane Paul	*UFT Chapter Leader or Designee	
Jennifer Kruger	*PA/PTA President or Designated Co-President	
Peggy Bracco	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	
Joy Wrigley	Member/ Teacher	
Diane Savattieri	Member/ Teacher, Chair	
Kristen Marte	Member/ Teacher	
Christina Mousis	Member/ Teacher	
Adele Doyle	Member/ Parent	
David Forsyth	Member/ Parent	
Maria Scordaras	Member/ Parent	
Giacoma Tepidino	Member/ Parent	
Stefania Vasquenz	Member/ PTA Co-president	
Kate Taber	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014 50% of all students in grades K-5 assessed as a level 1 in ELA will make progress towards level 2 at a closure rate of 50%. Each grade will establish the specific and measureable criteria for identifying the level 1 students and will also identify the specific and measureable criteria that represents a level 2. The 50% closure rate represents the amount of progress that is expected to be made between these two sets of criteria. The action plan described below will outline the criteria, personnel, resources and timing required to reach this goal.

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.

All grades conducted literacy assessments in September and October that served to initiate our benchmark grading system. Grades K-3 utilized Fountas and Pinnell reading levels and Brigance word recall screening. Grades 3-5 utilized NYC performance assessments in ELA and grades 4 and 5 also reviewed ELA test results from 2013. The sum total of these assessments identified **109** students who are currently operating at a level 1 in ELA. Each grades' action plan will identify these students and be responsible for their anticipated progress. K level students are currently excluded from this data and will be added after January 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Fluency level to be determined by 2 successful readings within a F and P level. Student to student reading and student to teacher reading.

Writing levels to be determined by on demand grade level assignments.

Completion of Informational and Persuasive framed worksheets.

Completion of First Write task sheet, Guided Reading task sheet , Writing to understand task sheet, Grammar and Vocabulary workshop tasks

Completion of an SRA color section.

Utilization of vertical learners as recorders and for "showing" student work

Utilization of upper grade – lower grade buddy system.

Review of student organization capabilities.

Student responsiveness and participation will be enhanced by use of "call sticks" or like measures.

Oral reporting will take place 3 times a year .

Regrouping for instruction in ELA on grade level during the day. (departmental - homogeneous)

Extended Day will be provided to all level 1 and low level 2 students.

Small Steps to success will provide additional instructional support on Thursdays.

Saturday Test Prep program for Grades 3-5.

B. Key personnel and other resources used to implement each strategy/activity

Classroom teachers on each grade will be supported by 2 specifically identified School Implementation Team members

Instructional Specialist will provide support and guidance to all grades K-5

Data team consisting of 3 cluster teachers will assist in the gathering and managing of student progress.

Student Progress Teams will support the development of assessment instruments and the corresponding rubrics.

Service providers will conduct informal assessments as needed to determine next steps.

Learning Leaders will be assigned as available to specific students.

Student teachers and community service providers will be deployed to support students in greatest need.

Tech support systems including: Raz Kids, iXL, Lead 21, My Math, vocabulary and grammar workshop, Discovery Learning , Time For Kids and Scholastic , will be incorporated into pacing calendars to support differentiated instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Two successful readings of text leveled by Fountas and Pinnell are required to identify a reading fluency level.

Two on demand pieces will be measured by grade selected rubrics.

Two framed worksheets on Persuasive and informational writing will be measured by selected rubric.

Each of the First write tasks must be completed at a level 3 to establish the child's true functioning level.

One half of the starter color in SRA must be completed at a 90% correct level.

Classroom teachers will keep running records of student participation in Vertical learning and recording during lessons. Over the course of one year the record must reflect that each student has been able to work in both roles.

Buddy system will be in effect in at least 50% of classrooms.

Student organizational abilities will be measured and recorded on summary sheets devised by grade leaders.

Teachers will report orally to administrators as to their attempts to call on all students. This compliance will be measured during Danielson visits.

Teachers will track student oral reports to assure that each student has reported a minimum of three times.

Grade level records will be maintained to show the specific data used to define groups and to match lessons to specific skills needed by the students.

Extended Day will be utilized to support measures taken in above activities.

Small Steps To Success will monitor student progress in SRA and in Lead 21 quarterly Assessments.

Saturday Test Prep will administer a pre and post- test in each of grades 3, 4 and 5.

D. Timeline for implementation and completion including start and end dates

Based on a 4 phase cycle, of approximately two months each, we would expect to follow the timeline described below:

Phase one – September to early November - Student to student and student to teacher assessments to determine needs and skill levels.

Phase two – Mid-November to late January - Implementation of tiered activities.

Phase three – February / March - Reassessment of student needs and skills levels.

Phase four - April to Early June - Implementation of “adjusted” tiered activities. Mid to late June records are updated in CUM.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Grades K-5 will utilize Lead 21, NY Ready, SRA, 555, Vocabulary and Grammar workbooks, and activity matching worksheets to implement all activities. 90 minute ELA instructional blocks will be scheduled on all grade levels.

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).

All level one parents are invited to participate in a second Parent – Teacher conference by January 2014. These conferences will focus on current levels of skills demonstrated by students and plans to support progress.

Material to support progress is made available on-line in ELA and by additional materials being sent home. These materials are designed for independent work for the student and opportunities for parents to witness their child's growth.

Parents are used regularly in the classroom to participate in sharing of work related expertise.

School Messenger System is utilized to reach out to specific classes for the purpose of increasing parent involvement on trips and classroom enrichment activities.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

NYSTL textbook funds are being used to support our textbook purchasing
Title III LEP will support our Small Steps Program
TL ELA/Math Student Support funding will support per session after-school intervention.
TL Citywide Instructional Expectations will support student inquiry and assessment design work
ARRA RTTT funds will support data management per session.
TL translation funds will support translators at parent/teacher conferences.
Title III translation funds will also support translation for additional parent meetings.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014 50% of all students in grades K-5 assessed as a level 2 in ELA will make progress towards level 3 at a closure rate of 50%. Each grade will establish the specific and measureable criteria for identifying the level 2 students and will also identify the specific and measureable criteria that represent a level 3. The 50% closure rate represents the amount of progress that is expected to be made between these two sets of criteria. The action plan described below will outline the criteria, personnel, resources and timing required to reach this goal.

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.

All grades conducted literacy assessments in September and October that served to initiate our benchmark grading system. Grades K-3 utilized Fountas and Pinnell reading levels and Brigance word recall screening. Grades 3-5 utilized NYC performance assessments in ELA and grades 4 and 5 also reviewed ELA test results from 2013. The sum total of these assessments identified **222** students who are currently operating at a level 2 in ELA. Each grades' action plan will identify these students and be responsible for their anticipated progress.

. K level students are currently excluded from this data and will be added after January 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Fluency level to be determined by 2 successful readings within a F and P level. Student to student reading and student to teacher reading.

Writing levels to be determined by on demand grade level assignments.

Completion of Informational and Persuasive framed worksheets.

Completion of First Write task sheet, Guided Reading task sheet , Writing to understand task sheet, Grammar and Vocabulary workshop tasks

Completion of an SRA color section.

Utilization of vertical learners as recorders and for “showing” student work

Utilization of upper grade – lower grade buddy system.

Review of student organization capabilities.

Student responsiveness and participation will be enhanced by use of “call sticks” or like measures.

Oral reporting will take place 3 times a year

Regrouping for instruction in ELA on grade level during the day. (departmental - homogeneous)

Extended Day will be provided to all level 1 and low level 2 students.

Small Steps to success will provide additional instructional support on Thursdays.

Saturday Test Prep program for Grades 3-5.

B. Key personnel and other resources used to implement each strategy/activity

Classroom teachers on each grade will be supported by 2 specifically identified School Implementation Team members

Instructional Specialist will provide support and guidance to all grades K-5

Data team consisting of 3 cluster teachers will assist in the gathering and managing of student progress.

Student Progress Teams will support the development of assessment instruments and the corresponding rubrics.

Service providers will conduct informal assessments as needed to determine next steps.

Learning Leaders will be assigned as available to specific students.

Student teachers and community service providers will be deployed to support students in greatest need.

Tech support systems including: Raz Kids, iXL, Lead 21, My Math, vocabulary and grammar workshop, Discovery Learning, Time For Kids and Scholastic, will be incorporated into pacing calendars to support differentiated instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Two successful readings of text leveled by Fountas and Pinnell are required to identify a reading fluency level.

Two on demand pieces will be measured by grade selected rubrics.

Two framed worksheets on Persuasive and informational writing will be measured by selected rubric.

Each of the First write tasks must be completed at a level 3 to establish the child's true functioning level.

One half of the starter color in SRA must be completed at a 90% correct level.

Classroom teachers will keep running records of student participation in Vertical learning and recording during lessons. Over the course of one year the record must reflect that each student has been able to work in both roles.

Buddy system will be in effect in at least 50% of classrooms.

Student organizational abilities will be measured and recorded on summary sheets devised by grade leaders.

Teachers will report orally to administrators as to their attempts to call on all students. This compliance will be measured during Danielson visits.

Teachers will track student oral reports to assure that each student has reported a minimum of three times.

Grade level records will be maintained to show the specific data used to define groups and to match lessons to specific skills needed by the students.

Extended Day will be utilized to support measures taken in above activities.

Small Steps To Success will monitor student progress in SRA and in Lead 21 quarterly Assessments.

Saturday Test Prep will administer a pre and post- test in each of grades 3, 4 and 5.

D. Timeline for implementation and completion including start and end dates

Based on a 4 phase cycle, of approximately two months each, we would expect to follow the timeline described below:

Phase one – September to early November - Student to student and student to teacher assessments to determine needs and skill levels.

Phase two – Mid-November to late January - Implementation of tiered activities.

Phase three – February / March - Reassessment of student needs and skills levels.

Phase four - April to Early June - Implementation of “adjusted” tiered activities. Mid to late June records are updated in CUM.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Grades K-5 will utilize Lead 21, NY Ready, SRA, 555, Vocabulary and Grammar workbooks, and activity matching worksheets to implement all activities. 90 minute ELA instructional blocks will be scheduled on all grade levels.

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).

Material to support progress is made available on-line in ELA and by additional materials being sent home. These materials are designed for independent work for the student and opportunities for parents to witness their child’s growth.

Parents are used regularly in the classroom to participate in sharing of work related expertise.

School Messenger System is utilized to reach out to specific classes for the purpose of increasing parent involvement on trips and classroom enrichment activities.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

NYSTL textbook funds are being used to support our textbook purchasing

NYSTL software funds will support our software purchasing

TL ELA/Math Student support funds will provide per session support for student inquiry work.

TL MOSL will also support student inquiry work as teachers review NYC Performance assessments, benchmark tests and on-demand work.

TL Citywide Instructional Expectations will support team per-session work that focuses on developing the criteria for identifying 2s and the steps necessary to reach a level 3.

Title III LEP will support Small Steps Program which also incorporates mid to high level 2s.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014 50% of all students in grades K-5 assessed as a level 3 in ELA will make progress towards level 4 at a closure rate of 50%. Each grade will establish the specific and measureable criteria for identifying the level 3 students and will also identify the specific and measureable criteria that represent a level 4. The 50% closure rate represents the amount of progress that is expected to be made between these two sets of criteria. The action plan described below will outline the criteria, personnel, resources and timing required to reach this goal.

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.

All grades conducted literacy assessments in September and October that served to initiate our benchmark grading system. Grades K-3 utilized Fountas and Pinnell reading levels and Brigance word recall screening. Grades 3-5 utilized NYC performance assessments in ELA and grades 4 and 5 also reviewed ELA test results from 2013. The sum total of these assessments identified **225** students who are currently operating at a level 3 in ELA. Each grades' action plan will identify these students and be responsible for their anticipated progress. . K level students are currently excluded from this data and will be added after January 2014.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Fluency level to be determined by 2 successful readings within a F and P level. Student to student reading and student to teacher reading.

Writing levels to be determined by on demand grade level assignments.

Completion of Informational and Persuasive framed worksheets.

Completion of First Write task sheet, Guided Reading task sheet , Writing to understand task sheet, Grammar and Vocabulary workshop tasks

Completion of an SRA color section.

Utilization of vertical learners as recorders and for "showing" student work

Utilization of upper grade – lower grade buddy system.

Review of student organization capabilities.

Student responsiveness and participation will be enhanced by use of "call sticks" or like measures.

Oral reporting will take place 3 times a year

Regrouping for instruction in ELA on grade level during the day. (departmental - homogeneous)

Extended Day will be provided to all level 1 and low level 2 students.

Small Steps to success will provide additional instructional support on Thursdays.

Saturday Test Prep program for Grades 3-5.

B. Key personnel and other resources used to implement each strategy/activity

Classroom teachers on each grade will be supported by 2 specifically identified School Implementation Team members

Instructional Specialist will provide support and guidance to all grades K-5

Data team consisting of 3 cluster teachers will assist in the gathering and managing of student progress.

Student Progress Teams will support the development of assessment instruments and the corresponding rubrics.

Service providers will conduct informal assessments as needed to determine next steps.

Learning Leaders will be assigned as available to specific students.

Student teachers and community service providers will be deployed to support students in greatest need.

Tech support systems including: Raz Kids, iXL, Lead 21, My Math, vocabulary and grammar workshop, Discovery Learning, Time For Kids and Scholastic, will be incorporated into pacing calendars to support differentiated instruction.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Two successful readings of text leveled by Fountas and Pinnell are required to identify a reading fluency level.

Two on demand pieces will be measured by grade selected rubrics.

Two framed worksheets on Persuasive and informational writing will be measured by selected rubric.

Each of the First write tasks must be completed at a level 3 to establish the child's true functioning level.

One half of the starter color in SRA must be completed at a 90% correct level.

Classroom teachers will keep running records of student participation in Vertical learning and recording during lessons. Over the course of one year the record must reflect that each student has been able to work in both roles.

Buddy system will be in effect in at least 50% of classrooms.

Student organizational abilities will be measured and recorded on summary sheets devised by grade leaders.

Teachers will report orally to administrators as to their attempts to call on all students. This compliance will be measured during Danielson visits.

Teachers will track student oral reports to assure that each student has reported a minimum of three times.

Grade level records will be maintained to show the specific data used to define groups and to match lessons to specific skills needed by the students.

Extended Day will be utilized to support measures taken in above activities.

Small Steps To Success will monitor student progress in SRA and in Lead 21 quarterly Assessments.

Saturday Test Prep will administer a pre and post- test in each of grades 3, 4 and 5.

D. Timeline for implementation and completion including start and end dates

Based on a 4 phase cycle, of approximately two months each, we would expect to follow the timeline described below:

Phase one – September to early November - Student to student and student to teacher assessments to determine needs and skill levels.

Phase two – Mid-November to late January - Implementation of tiered activities.

Phase three – February / March - Reassessment of student needs and skills levels.

Phase four - April to Early June - Implementation of “adjusted” tiered activities. Mid to late June records are updated in CUM.

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Grades K-5 will utilize Lead 21, NY Ready, SRA, 555, Vocabulary and Grammar workbooks, and activity matching worksheets to implement all activities. 90 minute ELA instructional blocks will be scheduled on all grade levels.

1.

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).

Material to support progress is made available on-line in ELA and by additional materials being sent home. These materials are designed for independent work for the student and opportunities for parents to witness their child's growth.

Parents are used regularly in the classroom to participate in sharing of work related expertise.

School Messenger System is utilized to reach out to specific classes for the purpose of increasing parent involvement on trips and classroom enrichment activities.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014 100% of teachers will possess a normed understanding of competencies 3b, 3c and 3d from the Charlotte Danielson Framework for Teaching. These competencies focus on lesson design, assessment, questioning and discussion techniques that improve student learning. These competencies will be assessed based on their alignment with the activities identified in goals 1, 2 and 3 and in the final teacher/administrator conference in June 2014.

Comprehensive Needs Assessment

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

Our needs assessment is based on our most recent Progress Report that reflects an overall C rating for our school. Looking at this data we saw that we had dropped 25% in terms of the number of students that were achieving at a level 3 or 4 in 2013 as compared to 2012. We had been at 75% in both ELA and Math in 2012 and in 2013 we were now at 50% in ELA and Math. After several staff conferences and multiple grade level meetings it was determined that our initial perception of the report was incorrect. We thought that the children had dropped from 75% to 50% because they had not been instructed in much of the tested material. A much more careful review of the test questions and an objective assessment of the skills needed to successfully respond to those questions revealed that the students were in fact missing something far more important. They were missing the autonomous confidence required to contend with multistep problems and passages and ability to show their work in the process. To address these weaknesses we have rewritten our CEP goals to reflect a much more pro-active approach to our teaching and to the student's level of engagement. We discovered that we were lacking "on-demand work" and opportunities for the children to show and explain their work.

We also solicited parent feedback by writing to all parents requesting their opinions on:

content rigor, teacher communication and individual student support.

Students were also surveyed regarding their impressions on how classroom work and activities can be more motivating and challenging.

The overall result of our needs assessment was that we saw that all students would benefit from a shift in instructional practice that would yield more independence for the students and greater opportunity to contribute to the class orally.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Teachers have all selected Option 2 on their MOTP. IPCs were conducted and rubrics were presented for 3b,3c and 3d.

A minimum of 6 informal classroom visits will be conducted with individual feedback provided for each teacher.

All teachers are part of specific school teams.

All teachers are responsible for participating in our 3 times a year self- evaluation process.

All teachers will work in grade level teams to produce a comprehensive pacing calendar/pacing chart that includes activities and strategies to support all students on levels 1, 2 and 3/4.

All teachers will evaluate student assessments a minimum of three times a year using a prescribed protocol.

B. Key personnel and other resources used to implement each strategy/activity

Network literacy coach will be utilized to provide professional development to all teachers in grades K-5 on the topic of close reading and the development of on-demand assignments.

All teachers will visit classrooms other than their own a minimum of three times during this school year for the purpose of identifying and sharing best practices.

Instructional specialist will support all grades K-5 in their efforts to shift instructional practice that includes adding vertical learners and vertical note-takers to the regular teaching format.

Vertical team members will lead staff discussions during staff conferences on three scheduled occasions.
Both administrators will conduct classroom visits that exceed the minimum requirements to support teacher growth.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

By June 2014 teachers and administrators will have met and discussed individual teacher performance a minimum of three times.
100% of teachers will be able to identify a specific shift they have made in their instructional practice. This shift will be aligned with the needs assessment which identified the need for students to have greater voice and more autonomy in their learning.
100% of the teachers will be able to identify the key indicators in each of the three competencies 3b, 3c and 3d and identify one way in which they have shifted their instruction.

D. Timeline for implementation and completion including start and end dates

Teachers will be observed on a rotating basis beginning in October and continuing throughout the year until a minimum of 6 visits have been completed and discussed by June 2014.
By November we will have completed our first self-assessment. By February we will have completed our second self-assessment. By May we will have completed our third self-assessment.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Per session will be made available for teachers to review student work, to redesign instruction and to create matching assessments.
Per diem will be made available for staff to attend professional development.
Two new cluster positions will be created to support our need to achieve a shift in instructional practice. These cluster positions will be called CCLS for Grades K-2 and CCLS for grades 3-5. Each teacher will see each class two times a week focusing on "on-demand assignments and giving students more voice during lessons."
Our newly designed library position will now be our tech CCLS cluster who will focus on students conducting independent research and enhancing technology skills .

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).

Three parent workshops will be designed and presented by teachers and administrators. These workshops will target 3rd, 4th and 5th grade parents but will be opened to all. The intent of the workshops will be to provide a broad range of information related to Common Core Learning Standards and our instructional shifts that we believe will enhance student performance on state tests.

A series of Principal Information Letters will be written throughout the year to keep parents informed of all developments related to standards, benchmarks, grading and assessments.

A special letter will be written to parents soliciting their feedback on the effectiveness of our teaching and their children's learning.

Goal and Action Plan #5

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.

By June 2014, PS 185's DOE Website will be fully updated. The Website will be structured according to the needs expressed by the school community to further facilitate effective and advanced communication.

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.

This goal is implemented in reaction to the expressed need to further facilitate effective and interactive communication between the administration, teachers, parents and students. A fully evolved school website aligned with the technological know-how of today's family is the first step in incorporating advancing communication tools claimed as the mode of choice by a majority of the school community. Also, as the CCLS is reinforced via digital applications such as IXL and Connec tED, the need was recognized to enhance access to the growing and always changing catalogue of internet applications designed to support and advance the CCLS. By consolidating a portal to those sites on the school's official website, links will be created to encourage student accessibility to digital educational tools.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Completion of Feedback forms from Parent Community

Completion of Feedback forms from Administration

Completion of Feedback forms from Teachers, by grade and cluster

Assessment of other DOE websites seen to be effective

Data collection and mock-up of proposed model based upon expressed goals

To effectively facilitate communication

To enhance accessibility to supplemental educational tools designed to support the CCLS.

Storyboard the site in consideration of collected feedback and data.

Construct Website

Launch site

Evaluate usefulness and effectiveness of tool in meeting expressed goals via feedback forms.

Consider success and failure and value of further innovations to progress technological components in support of CCLS

B. Key personnel and other resources used to implement each strategy/activity

Designated Team of Technology Teacher, Administrator and PTA representatives will spearhead project to ensure proper representation of needs of full school community.

Secondary Data Collection Team will act as support in accumulation of information needed for further development of site.

Upon completion of project, external sourcing will be considered, such as EdLine or EChalk if updated site falls short of expectations and measured effectiveness.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Baseline measurement of utilization of educational web tools to be completed in March,

Upon completion and launch of site a survey will be distributed either via Googledocs or linked directly to the website to identify effectiveness of site in meeting goals expressed.

Consider insertion of a Web Counter to be applied to the Site to determine amount of traffic.

Teachers will be encouraged to administer supplemental assignments to students to be accessed through the school portal and the utilization of the site in this respect will be counted.

Administration in phone communication will encourage access of site for pertinent information as site is updated.

Physical Tally of utilization of Web Education Tools taken in June to effectively assess flow of traffic to site.

D. Timeline for implementation and completion including start and end dates

January, 2014

Evaluation and Data Collection

- Evaluate current model and shortcomings
- Collection of Data Via Feedback forms

February 2014 -- Design and basic data insertion

- Basic Mock-up of Site Compiled
- Update basic data
- Update basic visuals

March and April 2014 -- Innovation Design

- Consider creative singularities to encourage expansive usage
- Consider and apply appealing graphics to foster usability
- Consider and implement ease of use designs to foster usability
- Baseline measurement of web education tools by grade

May 2014 Launch

- Launch Site
- Announce Launch to Community
- Teachers to integrate site into curriculum assignments

June 2014 Evaluation

- Consider how well site has met expectations of set goals
- Formalize and issue survey
- Web counter
- Tally of web education tool utilization by grade
- Shortcomings identified and further technological innovations considered including EChalk and Edline

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- DOE Web Design Manual
- Technology Teacher
- Additional DOE Websites
- PS 185 PTA Webmaster
- GoogleDocs

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 construction of this website is a true Parent Teacher venture. The Primary Team is constructed to insure adequate representation and address of parental concerns and their expressed requests for innovative means of communication via electronic media.

Feedback forms will provide a valuable tool to identify if those parental needs are met.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- NYSTL Software funds will support tech extensions to existing programs.
- NYSTL Hardware funds will be used in the event that a printer is needed to support printouts of the web page.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Lead 21 has 4 reading levels for every unit. These are used to support all levels of learners. SRA kits support the high risk students as well. Extended day covers all 1s and low 2s. Small Steps to Success covers the majority of ELLS and high risk students . Learning Leaders and student teachers.	Small group instruction is the standard in class intervention model. Homogeneous grouping in the extended day program is now in place. Students being placed in different grade level classrooms is also in place for select students. Departmental instruction is being developed to address a homogeneous approach to skill instruction.	Lead 21 is presented every day. SRA kits are used every day. Extended day is Monday and Tuesday. Small Steps is on Thursday after school. Learning Leaders are in place on flex schedules but generally are available at least once a week. 14 Student teachers are used in various grades on a two day to three day schedule. 15 Community Service providers are also utilized in the classrooms for remedial work and student support.
Mathematics	SRA Math kits support the high risk students . Extended day covers all 1s and low 2s. Small Steps to Success covers the majority of ELLS and high risk students . Learning Leaders and student teachers are placed in classrooms with highest risk students. Leveled Math tests are administered to students who score 50% on any given test. Re-teaching and retesting follows.	Small group instruction is the standard in class intervention model. Homogeneous grouping in the extended day program is now in place. Students being placed in different grade level classrooms is also in place for select students. Departmental instruction is being developed to address a homogeneous approach to skill instruction.	SRA Math kits are used every day. Extended day is Monday and Tuesday. Small Steps is on Thursday after school. Learning Leaders are in place on flex schedules but generally are available at least once a week. 14 Student teachers are used in various grades on a two day to three day schedule. 15 Community Service providers are also utilized in the classrooms for remedial work and student support.
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our School Implementation Team spearheads our work in providing all mandated service to students with IEPs. Our newly created RTI team is establishing a baseline protocol of	SBST members are on call by classroom teachers for the expressed responsibility of adding their perspectives to the teachers concerns related to student progress.	Each provider has a set schedule that matches their students mandated service requirements. Non-mandated students are seen on an as risk level for periods not to exceed 6 weeks.

	activities and data management that will help track any students who do not have IEPs but are presenting as high risk learners. SBST is available and supports all classroom teachers as they assess student work and behaviors.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 20	Borough Brooklyn	School Number 185
School Name Walter Kassenbrok		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Kenneth Llinas	Assistant Principal Rena Goudelias
Coach	Coach
ESL Teacher Luke Meginsky	Guidance Counselor Dana Isaac
Teacher/Subject Area Betty Appelbaum/3rd grade	Parent Adele Doyle
Teacher/Subject Area Joy Wrigley/4th grade	Parent Coordinator Mary Macguire
Related Service Provider Audrey Reiss	Other CCLS Teacher Lisa Amendolia
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	1	Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	725	Total number of ELLs	51	ELLs as share of total student population (%)	7.03%
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Part II: 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Push-In														0
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	12
SIFE	1	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	40	1	7	10		5	1			51
Total	40	1	7	10	0	5	1	0	0	51

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	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	1	4	1	4	6	4								20
Chinese	1		1											2
Russian	3													3
Bengali		1												1
Urdu					1									1
Arabic	4	2	2	4	3	5								20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish				1										1
Albanian		1												1
Other	1					1								2
TOTAL	10	8	4	9	10	10	0	0	0	0	0	0	0	51

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5	2	1	3	2	2								15

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	2	1	3	4	1								12
Advanced (A)	4	4	2	3	4	7								24
Total	10	8	4	9	10	10	0	0	0	0	0	0	0	51

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7				7
4	6				6
5	10		3		13
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		2	1					9
4	5		2		1				8
5	9		5		1				15
6									0
7	0								0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		2		2		8
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 185 uses the Fountas and Pinnell program to assess phonics and comprehension skills for our ELLs. Additionally, teachers use a baseline assessment from the LEAD 21 program to gauge students' readiness for the LEAD 21 program and place students in guided reading groups in order to better differentiate instruction. As a supplement to these assessments, teachers in early grades use an assessment from the Foundations program to assess phonics and phonemic awareness for students in grades K-2. From these assessments, it is clear that ELLs need academic intervention in the areas of sight-word recognition, vocabulary development and reading comprehension.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
This year, a large majority of students in grades 1 and 3 reached proficiency and are no longer entitled to ESL services apart from testing modifications. This data reflects the fact that many of the students in these two grades had received services years prior to the exam and had made substantial academic gains in the area of English language acquisition. These grades also had the fewest number of newcomers. Many of the students in other grades moved up a proficiency level, but lacked adequate skills in writing and reading comprehension to achieve proficiency. The data from the LAB-R this year revealed that ELL students newly enrolled to the NYC school system in grades K-5 manifest scores that are equally divided between beginning and advanced levels.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The RNMR combined modality report for the Spring 2013 NYSELAT is not available this year, so it is not possible to identify specific patterns across modalities. Through small group instruction, classroom teachers, support staff, and the ESL teacher will use this information when it becomes available to develop mini-lessons to address any patterns that we find. Using benchmark tests, interim assessments, and predictives, all teachers will be able to identify specific subskills that students are struggling with in order to tailor instruction to those areas of weakness. Finally, utilizing the AMAo tool will show those students who are most at risk and can be used to strengthen PS 185's multi-tiered RTI initiative for ELLs.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

As stated earlier, the majority of students reaching proficiency this past school year were in grades 1 and 3. Approximately half of the ELL students in each grade moved up a level, with the least movement for students moving into 3rd grade and the most movement for students moving into 4th. Students did not take tests in their home languages last year, but instead were provided with a translator who spoke their native language. Even with translation services, these students scored far below grade level standards.

School leadership and teachers use the ELL Periodic Assessments to assess strengths and weaknesses in listening, grammar, and reading comprehension. This information is used by teachers to plan lessons for small group instruction, one-to-one intervention, and creating appropriate peer-to-peer pairings to support academic achievement.

These Periodic Assessments revealed that students need additional academic intervention in the areas of grammar, specifically relating to the task of identifying grammatical errors in individual sentences. The Periodic Assessments do not contain short responses or essays and do not assess speaking skills, so it is up to the individual teacher to identify strengths and weaknesses in these areas. Teachers do so using individual conferences and by analyzing the LAB-R test results for new admits and the NYSELAT modality breakdown for students with continued ELL services.

Before recommending a student for an evaluation, teachers use a multi-tiered intervention system to initially assess and subsequently address an individual student's strengths and weaknesses. Teachers start off with a baseline assessment given to all their students. ELLs who score low on this baseline are provided with Tier II instruction in small groups designed to address their academic deficiencies. Students who demonstrate difficulty within these small groups are then provided with Tier III instruction that is more targeted and uses one-to-one intervention by teachers in the form of conferencing and direct Tier III instruction. Students who do not

respond to the one-to-one intervention are then brought up to the School Based Support Team before an evaluation is conducted. This model is used within the pull-out groups by the ELL instructor as well.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers pair up newcomers with students who share the same native language, but were either born in the USA or have been in the school for a few years and have reached English language proficiency. Additionally, teachers support second language development by providing these students with literature in their native language.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At PS 185, we evaluate the success of our program based on the number of students moving up from one proficiency level to the next. We pair this information with the total number of ELLs testing out of the ELL program. For the upper grades, we also look at the number of students moving up a level in both ELA and Math as evidenced by their scores on interim assessments and the Statewide tests. For the past few years, we have placed great emphasis on the progress of ELLs, developing CEP and PPR goals that highlight ELLs as a subgroup in need of targeted academic intervention.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The following steps describe the process taken to initially identify a student who may possibly be an ELL. This process follows the "New York State – LEP Identification Process" as per CR Part 154. When the school receives a new admittance, the licensed ESL teacher, Mr. Meginsky conducts an informal interview with the parents and child to help determine the child's eligibility for ESL services. Every parent fills out the Home Language Identification Survey (HLIS) for his/her child with the help of a license pedagogue. Upon the completion of the HLIS, the ESL Teachers conduct an informal interview to determine if the student speaks a language other than english. If the student only speaks English, the ESL teacher stops the LEP Identification Process and the teacher makes a notation that the student only speaks English and "NO" is entered on the OTELE code. If the student speaks another language, as indicated in both the informal interview and the HLIS, the teacher administers the LAB-R within 10 days of the student's initial enrollment date to determine eligibility. Mr. Meginsky, who is proficient in Spanish conducts the informal interview with parents who speak spanish only. On the occasion that neither parent speaks english or Spanish, we either utilize a friend or relative of the family who speaks both languages or we call translation services to arrange for an over the phone translation.
If the LAB-R shows that the student is not proficient in English, we invite the parents to a meeting to discuss English Language Learner (ELL) program options for their child. If a parent cannot attend or does not show up on the day of the meeting, the ESL teachers set up a phone consultation or an individual meeting to discuss program options. For spanish speaking students that do not pass the LABR, Mr. Meginsky, who is proficient in spanish, administers the Spanish LABR to determine spanish language proficiency in all four modalities.
Annually, the ESL teacher Mr. Meginsky, administers the New York State English as Second Language Achievement Test (NYSESLAT) to all ELLs identified in the ATS BESIS reports. To ensure that all ELLs are tested, the ESL teachers cross reference the info in ATS with information in the students' cumulative records, classroom teacher records, ARIS reports, and in SESIS. Months before the test, the ESL teachers in conjunction with the administration set up specific dates to administer all four

parts of the NYSELAT: reading, writing, listening, and speaking. Careful record keeping is maintained to ensure that the test is administered to each student in all four modalities. Students are tested according to administration directions in a separate location.

2. 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.
2. The structures in place to ensure that parents understand all three program choices are first to invite the parents to an ESL Parent Orientation Meeting within the first ten days of school. During the meeting, the ESL teacher explains the program choices, shows the video in different languages to explain the choices, and explain their rights as an ESL parent. We give the parents the Parent Survey form along with the Parent Information Brochure about the three program choices available for ELLs and ensure that the parents complete the forms during orientation. If they do not attend the meeting, we send out notices to the parents until the form is received in an effort to collect all the forms within the first 10 days of school. If the parent cannot attend the meeting, the ESL teacher sets up a phone consultation or an individual meeting to explain the program choices. The parent coordinator, Mary Maguire, assists the ESL teacher in contacting parents who have not returned the forms. In the event we never receive a form back or cannot successfully contact the parent, we default to Transitional Bilingual but retain them in ESL, the sole program hosted at P.S. 185. For parents who chose the TBE/DL program as their first choice, we explain to them that if there are 15 parents with the same home language in two contiguous grades requesting TBE or DL, PS 185 will open a classroom that reflects their program choice. If there are not enough parents requesting TBE or DL and the parent still wants their child in a TBE or DL program, the ESL teacher informs the parent that their child will have the option of transferring into that program if it becomes available later in the year at PS 185. Additionally, the ESL teacher informs parents of the TBE and DL programs that are currently active in the District. If the parent wishes to transfer their child to another school that has that program, the principal at PS 185 contacts the school to ensure that there is space available in that TBE or DL program and contacts the parent to inform them of the transfer. When a new student arrives during the year, the ESL teacher at P.S. 185 conducts a meeting with the parent to give them the HLIS. If the child is eligible for LAB-R testing as per the HLIS and the informal interview, we administer the LAB-R within ten days of their entry. If they do not pass the LAB-R, one of the ESL teachers schedules an appointment to inform the parent of their three choices and provides them with the same Parent Survey and Brochure as provided in the meeting earlier in the year. If a parent chooses a program other than ESL, we call them to make them aware that we do not currently have the program they requested in the school until we reach a certain number of applicants for a bilingual or dual language program. We provide the parents with a list of schools that have their program of choice and then follow up with them to record their final choice.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (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.
The criteria used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs are detailed above in the previous questions. The ESL teacher sends out entitlement, program placement letters, and continued entitlement letters in the student's home language in September. Xeroxed copies are made of each letter and are kept on file. As placement letters are distributed, notations of their distribution are recorded on rosters. The parent fills out the Parent Survey and Program Selection form in their home language after meeting with the ESL teacher to inform and discuss the program choices available to their child. If they have any questions they can feel free to call or make an appointment with the ESL teacher. To communicate with parents who speak a language other than Spanish or English, PS 185 utilizes the Translation hotline or employs the translation skills of one of our many Learning Leaders who volunteer at the school and one of our SBST staff who speaks Arabic. For students who did not pass the NYSELAT the previous year or for ELLs transferring from another school, continued entitlement letters are distributed. Copies of these letters are stored and locked in the ESL classroom. If there are 15 requests on one grade for a dual language or bilingual program, or a total of 15 requests in two consecutive grades, PS 185 opens a bilingual or dual language program and parents are notified and given a placement letter accordingly. Alternatively, if there are not enough requests to open a bilingual or dual language program, the ESL teacher informs the parents of the other schools within the district that currently offer these programs and the protocol that they must follow in order to transfer their child if a spot is open and available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Upon reviewing the Parent Choice and Program Selection Forms for the past few years, the trend has been ESL as a 1st choice, Dual Language as a 2nd choice, and Transitional Bilingual as the 3rd choice. Last year Dual Language was the 2nd choice, but this year Transitional Bilingual education moved up to 2nd choice. This year two parents opted for transitional bilingual education, and one opted for Dual Language. All other parents requested ESL as their first choice. The programs offered at our school are aligned with what parents have been requesting, as we do not have a large enough population requesting a specific program other than ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1a. The organizational model is a pull-out esl program. The pull-out programs for the Kindergarten through Fifth Grades are all 45 or 90 minutes long in duration to add up to 360 minutes each week for Beginners and Intermediates and 180 minutes each week for Advanced students.
 - b. The organizational model used at PS 185 is a pull-out model with heterogenous grouping. In order to meet the state mandate, the ESL instructor groups beginning and intermediate students in grades K-2, 3-5 together and advanced students separately in the grade bands K-1, 2-3, and 4-5. We feel this model allows our ELL students a supportive, comfortable environment in which the students feel free to take risks and make mistakes. Grouping students across grades also allows for the older students to aid the younger students in their understanding of language objectives. Furthermore, we feel that our ELL students can develop oral language skills using activities such as choral reading, songs and oral recitations without disrupting the students in the regular class. Indeed, the development of oral language is the crucial first step on the continuum of language acquisition and pivotal in developing fluency in literacy.

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)?

We currently service all 51 ELLs with ESL instruction. All students receive the prescribed amount of instruction as required by Part 154. Beginning and Intermediate ELL students are seen 8 periods or 360 minutes per week. Advanced ELL students are seen 4 periods or 180 minutes per week.

Since native languages are not the focus of an ESL only program, the native language is validated at our school whenever possible during instructional periods. There are also no Bilingual classes at PS 185. This supports the parents' first choice for service by ESL. In the Transitional Bilingual Education model, the bulk of classroom instruction is taught in the native language of the students in the classroom, supplemented by daily intensive english language instruction. As the students progress, more time is spent teaching subject matter in english and native language support decreases. In the Dual Language Model, the goal is for students to become fluent in both languages. Students of the native language are taught alongside students who speak english as their first language. In some schools, teachers teach in the students native language for an entire week, then reteach the same lessons and content in english the following week. In other schools, half the day is spent teaching lessons and content in english and the second half of the day is spent teaching in the students native language.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the Freestanding ESL model, the language of instruction is in English. All content is delivered in English, with literature available in the students' home language for those newcomers who read and write in a language other than English. The purpose of this literature is to enage the student and is only used to transition newcomers in the first few months of school and provide them with meaningful, comprehensible literature during independent reading time. ELA, Math and all other content area is delivered in English. The ESL using ESL strategies to teach vocabulary, deconstruct and reconstruct text, and facilitate oral language development through response to literature, visuals, and through small group discuss. For those beginning students who speak spanish as their first language, Mr. Meginsky provides spanish language support often repeating questions or vocabulary in their native language. For those beginning students who have literacy skills in a home language other than spanish, the ESL teachers encourage them to write in their home language and then, with the assistance of a student who has literacy skills in both languages, translate their writing into English. In regards to Common Core, this year ELLs will be instructed by three cluster teachers who focus on developing skills and tasks taken from the Common Core Learning Standards. This will provide ELL students with additional academic intervention as it relates to the higher demands of the Common Core. In the Bilingual model, the bulk of the content area subject matter is taught in the student's native language, and the ELA/ESL instruction accounts for the remainder of the time each day. The ratio in most bilingual programs starts as 70/30 (70 native language and 30 English

language instruction). Year after year, this ratio changes. The amount of instructional time in the student's native language decreases every year and the amount of instructional time in English increases, until the bulk of instruction is taught in English. In the bilingual classroom, the ESL teacher often revisits and reinforces content area topics in English. Finally, the Dual Language program model splits instructional time evenly between English and the target second language, with the eventual goal of producing students who are proficient in two languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities, the ESL teacher administers interim assessments that measure listening, writing, and reading skills. These assessments are both formal, using the Pearson Interim ELL assessment, and informal teacher-created assessments using Lead 21 whole group assessments and monthly teacher-created assessments using the LEAD 21 intensive readers. Using components from the Rigby program, the ESL teacher uses pictures to assess their speaking skills.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. When PS 185 identifies a student as SIFE, the classroom teacher in conjunction with cluster teachers and the ESL teacher have areas of strength and weaknesses using informal and formal assessments. Through small group instruction and one-to-one instruction and conferencing, we aim to push this SIFE student to develop basic vocabulary, literacy skills, and basic math skills that will accelerate both language development and overall academic achievement. This student is offered additional instruction through the extended-day program and the Title III after school program entitled "Small Steps to Success."

b. For newcomer ELLs who have been in US schools for less than three years, the ESL teacher has specific instructional strategies for all newcomers. They need to be acclimated to the school setting. The ESL teachers endeavor to get them started with "survival English" which can help them to cope with day to day activities. The ESL teacher also works with the classroom teacher so that the new student is supported by a buddy / peer tutor in the classroom. The classroom teachers receive professional development on ESL methodologies through the network and in-house Professional Development facilitated by the ESL teacher. Strategies for differentiated instruction that addresses the needs of ELLs. In the ESL program, the newcomers are offered time in a listening center to support their instructional period of ESL through Balanced Literacy strategies. The ESL teacher tries to make the language taught relevant to everyday life. All instruction is guided by the NYS Learning Standards for ESL in conjunction with the new Common Core State Standards. Students are allowed extra response time in order to encourage participation. These students may also attend after school Title III programs.

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

d. P.S. 185 addresses the needs of students who are long term ELLs by carefully identifying their areas of weakness through item analysis on both formal and informal assessments. The classroom teacher and the ESL teacher meet to discuss these strengths and weakness and create individualized instruction to work on these academic skills. Long term ELLs are invited to participate in Title III after school academic support and are provided with 120 minutes of additional instruction.

e. P.S. 185 addresses the needs of students who are former ELLs by providing them with testing modifications (time and a half) on all interim assessments, predictives, and State Tests except for the NYSELAT. Many of these students are also provided with intensive small group instruction in extended day on Mondays and Tuesdays. In class, their academic needs are addressed through small group instruction on their level and in one-to-one conferencing and targeted instruction.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic

content areas and accelerate English language development?

Teachers of ELLs-SWD use manipulatives and visuals, and other methodologies to address their individual needs in order to introduce and revisit topics covered by their classroom teacher. Teachers modify activities, assessments, and curriculum to meet the needs of ELLs with IEPs, integrating strategies used by their SWD teacher, speech, and/or SETT's teacher. To accelerate language development, teachers integrate video into their classroom as a way to develop a deeper understanding of science and social studies concepts. Finally, to increase students oral language development in English, teachers utilize cd players and computer media players for listening activities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	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

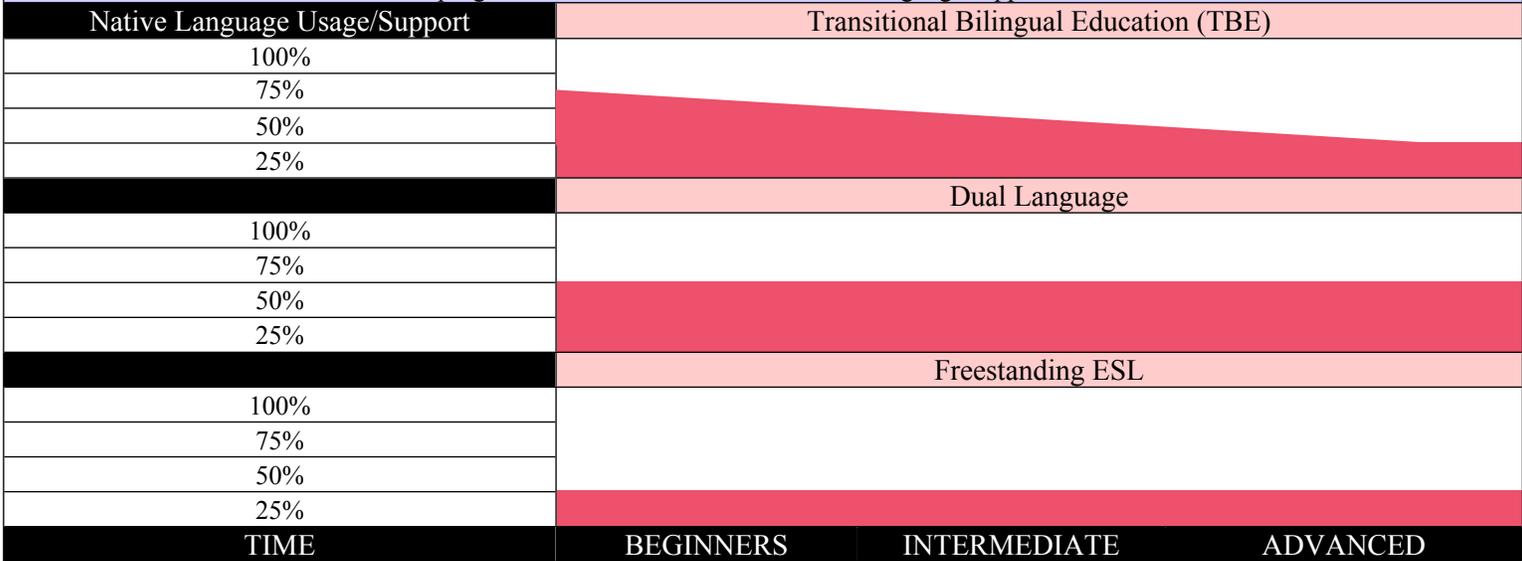
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

9. 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.

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

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

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

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

- A. Maximizing classroom design to provide interactive, hands-on learning opportunities.
- B. Planning language objectives for all lessons and make them explicit for all students.
- C. Emphasizing academic vocabulary development and background knowledge.
- D. Promoting oral interaction and extended academic discourse.
- E. Integrating assessment for learning techniques. Through the efforts of our Student Progress Teams we plan to train all staff, as well as, our ESL teacher in these stated strategies.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The LEAD 21 program was both rigorous and engaging for ELLs and non-ELLs alike. This was an effective program for ELLs as evidenced by an increase in reading levels (as measured by Fountais and Pinnell) from the beginning to the end of the year, incorporation of vocabulary from LEAD 21 into their narrative and expository writing pieces, and overall high scores on their ELL Periodic assessments. Additionally, ELLs demonstrated academic progress through their participation in the literacy fair.

11. What new programs or improvements will be considered for the upcoming school year?

N/A

12. What programs/services for ELLs will be discontinued and why?

PS 185 will no longer be using the Treasures program for Balanced Literacy. LEAD 21 is more academically rigorous, thematic-based instruction (with the integration of Social Studies and Science into the literacy curriculum)

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Certainly all ELLs may participate in all programs at P.S. 185, but they are also specifically encouraged to participate in such programs like after-school to better support their academic achievement. P.S. 185 promotes achievement for all students. Students in Grades 3, 4 and 5 also receive service via Title III. In the near future, we will invite ELLs to participate in a Title III funded after school program with a focus on academic achievement in the area of literacy. PS 185 invites ELLs to Saturday Test Prep sessions for approximately a month prior to the NYS tests. Additionally, the ESL teacher runs after-school programs for ELLs. The after school program, entitled "Small Steps to Success" invites all to participate in a 90 minute small group intensive focusing on

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

Rigby Series - On Our Way to English, shared reading K-5, expanded in 2007 Rigby Series – On Our Way to English Newcomers Kit Hampton-Brown Series -

Into English, Grades K-2 Macmillan/McGraw-Hill Series

Attanasio & Associates, Inc. – Getting Ready For the NYSESLAT, K-5 LEAD 21 - Grades K-5

SRA kits for grades 2-5

For Technology: Orchard Gold Star, ESL software program Starfall, website Kidspiration, literacy software program Mingoville, English for children through social media program on the Web ICT Literacy Games, website to strengthen student literacy

For Science and Social Studies:

Houghton Mifflin Leveled Readers MacMillan McGraw-Hill Leveled Reader Library trade books Rigby On Our Way to English, 2004

In addition, our teachers use balanced literacy and content area materials. During pull-out periods, the ESL teachers, after consulting with the classroom teachers, use classroom materials, specifically LEAD 21 intensive readers, to address the learning needs of the ELLs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are placed in small groups based on their grade and proficiency level. ELLs in the beginning and intermediate level and advanced ELLs are grouped separately, across two grade levels (i.e. K/1 Beginning and Intermediate, 4/5 Advanced).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the beginning of the school year, the ESL teacher recommends to the teachers some of the technological resources with which the newcomer ELLs can follow along. Then the teachers prepare for tutoring sessions especially for newcomer students during the year. The ESL teacher encourages the classroom teachers to create language buddies to support the students in their native language. Additionally, the ESL teacher utilizes the parent learning leaders who volunteer at the school on a weekly basis. These parents provide additional language support to the newcoming ESL students. Within the first month of school the ESL teacher in conjunction with classroom teachers make anecdotal observations regarding the interests of each individual student in order to plan activities that would meet both their social and academic needs. 17. None

18. What language electives are offered to ELLs?

None.

19. For schools with dual language programs:

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher offers Professional Development (PD) to staff members on ESL techniques and strategies. Staff members receiving the professional development include the assistant principal, the two paraprofessionals, the guidance counselor, special education teachers, psychologists, occupational and physical therapists, two speech therapists, secretaries, and our parent coordinator. The ESL teacher participates in grade meetings, Student Progress Teams, and curriculum mapping workshops to ensure that particular attention is paid to meet the needs of the ELLs at each grade level. The ESL teacher and all other teachers of ELLs receive PD through a variety of sessions offered by CFN 604. Last year, teachers attended PD on non-fiction reading and writing on October 10, 2012 and May 22nd, Brain Research and Development of ELLs in March 2013, a two-part webinar entitled "Text Complexity and ELLs" in February and March, and RTI for ELLs June 2013. This year, the ESL teacher attended the Nuts and Bolts for ELL teachers workshop on September 25th, the LAP Technical Assistance workshop on October 24th, and Building Bridges: Instructional Shifts for ELL Academic Success on November 5, 2013. Material from PDs is always turnkeyed to the school staff.

2. Teachers of ELLs are provided support for the Common Core in the form of PD from the Learning Achievement Specialists at the network and the two Common Core Cluster teachers at PS 185. Additional support is provided through PDs hosted by district network staff throughout the year.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. P.S. 185 is a parent friendly school; we are receptive to all parents. We have translators available for non-English speaking parents and try to make the newcomer's transition to the NYC Public School System a smooth one. We hold a meeting each fall to welcome the parents of our ELL students and to tell the parents about the programs in which their child/children can participate. Parents of all students can stay involved by becoming a learning leader and assisting in the classroom, helping to run our Go Green Committee and our after school enrichment programs, and becoming a member and participant at our monthly PTA meetings. Anticipated events for this year include a multicultural night and a literacy night.
 2. No, P.S. 185 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents.
 3. P.S. 185 evaluates the needs of the parents by listening to their concerns in the annual ESL Parent Meeting, after school in person or over the phone, or at Parent-Teacher Conferences. Additionally, the needs of parents are communicated when they fill out the Learning Environment Survey each year. Finally, the PTA co-presidents incorporate discussions about the ELL program at PS 185 and urges parents to voice their opinions and suggestions at monthly PTA meetings. The parent coordinator, Ms. Maguire, plays a pivotal role at PS 185. She serves as the liaison between the parents and the administration and staff of PS 185. Her direct contact with the parents during line-up and dismissal make her very available to the parents. Ms. Maguire also assists in registration. Furthermore, she is available at all parent teacher conferences, at all CEC meetings, and during open school days to answer any questions that parents of ELLs may have. Ms. Maguire also ensures that parents are provided with translation services at the Parent Orientation Meeting for ELLs, Parent Teacher Conferences, PTA meetings, and throughout the year as needed with the help of DOE certified translators and the translation hotline.
 4. Our parental involvement activities address the needs of the parents by responding to their concerns when we listen and evaluate their needs. Parent involvement activities include participation at PTA meetings, class mothers, and becoming trained learning leaders, who assist in the classroom as needed. Learning leaders conduct supplementary activities such as poetry readings, Go Green activities, and assist teachers during instructional periods. P.S. 185 also addresses the needs of the parents through consistent communication between the parents and the teachers.

E. 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.

All beginning and intermediate ELL students in grades 3-5 with less than 2 years of ESL services are placed in an extended-day group Monday and Tuesday with the ESL instructor. These students are provided with conversation, writing, and reading skills appropriate to their learning levels. All other ELLs are placed in extended-day groups with their classroom teacher.

For the third year in a row, PS 185 will offer ELL students additional targeted academic support through the "Small Steps" program. Every Thursday after school, students eligible for the program will be provided additional academic support for approximately 90 minutes using teacher created materials supplemented with materials from NY Ready, Lead 21, Mondo. These same students will also be able to participate in an after program geared towards test prep for the ELA and Math exam entitled "The Saturday Academy" later in the year.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Kenneth Llinas	Principal		12/05/13
Mrs. Rena Goudelias	Assistant Principal		12/05/13
Mrs. Mary Maguire	Parent Coordinator		12/05/13
Mr. Luke Meginsky	ESL Teacher		12/05/13
Mrs. Adele Doyle	Parent		12/05/13
Mrs. Betty Appelbaum	Teacher/Subject Area		12/05/13
Mrs. Joy Wrigley	Teacher/Subject Area		12/05/13
	Coach		
	Coach		
Mrs. Dana Isaac	Guidance Counselor		12/05/13
	Network Leader		
Mrs. Lisa Amendolia	Other <u>CCLS Teacher</u>		12/05/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Network: **604**

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

Part A: Needs Assessment Findings

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

The parent's home language is entered into ATS upon student registration. The Parent Coordinator conducts a school wide parent survey, in multiple languages, assessing parent needs. Parent language needs are also collected from the classroom teachers and the ESL staff and this information is validated using the RHLA report through ATS.

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.

Survey results indicate that 70 parents out of our 725 students requested a language other than english for either writtten or oral communication from the school. 28 Spanish families asked for both oral and written; 24 Arabic families asked for both; 12 Chinese families asked for both; 3 Russian families asked for both; 1 Korean family asked for both; 1 Polish family asked for both; and 1 Bengali family asked for both written and oral translations. Lanaguages noted were Arabic, Chinese, Bengalis, Russian, Korean, and Ukranian. These results were shared with the administration, staff, SLT, and the PTA in the event on-site interpreters were ever needed or correspondence needed to be translated.

Part B: Strategies and Activities

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

Numerous documents are sent to the DOE T&I unit for translation. Private, approved vendors are also utilized. Bi-lingual staff is also used for translation services. For documents with a short turn around time, staff or parent volunteers assist in translating the document in a timely manner. A parent handbook with relevant school information is made available in 8 languages to all new incoming student families. Many DOE documents are readily available to download, as needed, from the DOE Translated Document Intranet Page. Report Cards are sent to parents of ELL's in their native language.

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 185K	DBN: 20K185
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>39</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 13
of certified ESL/Bilingual teachers: 1
of content area teachers: 12

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

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Part E: Budget

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

Allocation Amount: \$11200

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

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

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