



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 186
DBN (i.e. 01M001): 20K186
Principal: BAYAN CADOTTE
Principal Email: BCADOTTE@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: JULIA BOVE

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
Bayan Cadotte	*Principal or Designee	
Joan Birnbach	*UFT Chapter Leader or Designee	
Christine Abbate	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Darcie LoGiudice	Member/ Teacher	
Theresa Cavallaro	Member/ Teacher	
Jennifer Rossi	Member/ Teacher	
Lisa Yeninas	Member/ Parent	
Salvatrice Caruso	Member/ Parent	
Maria Rivera	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)
X	Title I Plan (Only for schools receiving Title I funding)
X	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, there will be a 7% increase in opportunities for teachers to improve their instructional practice through cycles of feedback based on the Danielson Framework along with effective school organization that provides high quality needs based Professional Development to improve teaching practices as evidenced by an analysis of teacher ratings among and across grade levels to examine strengths and areas of needs. Surveys, agendas, and attendance sheets of needs based professional development will be retained.

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 **2012-2013** Progress Report indicated an overall score of 54.1 % and B as an overall grade compared with a score of 71 % on the previous years' report. Based on this year's peer group and growth percentile measurement we scored better than **59%** of all Elementary Schools. Our progress Report indicates our areas of need were in the area of Student Progress as measured by median growth percentiles which we received a B in. This data showed that our median adjusted growth percentile in ELA was 40.6% and decrease from 61% last year. In math, our median growth percentile was a 49.5% a decrease from 79.6% last year. The median growth percentile in the area of progress also decreased from the previous year indicating a growth to 76% in ELA and 67% in Math. Our progress in both ELA and Math has decreased overall since last year's states exam. Within that data, we recognize that we did not make exemplary proficiency gains for our ELL students our lowest third citywide. Our Special Education students' progress has made some exemplary gains and we received additional credit for self-contained –in both ELA and Math. Increasing student performance and progress for Special Education students in both ELA and Math will remain a focus for us as we move forward. Making gains in Mathematics for this subgroup will also be a focus of this year's school goals. Last year, our School Environment category was still an area of concern (grade C) and our goal is to collaboratively develop ways to address and improve the areas of Engagement and Communication. Based on our survey results staff engagement, communication and safety and respect significantly decreased with our staff Cycles of instructional feedback and targeted professional development will improve teaching practices and in turn impact student progress and performance.

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

1. We are currently using the Journeys Literacy Program along with introducing the new GO Math! Instructional program. As a result of progress report and testing data, increasing overall student performance and continuing to improve student progress will be a focus for us as we move forward. Our ELL and Special Education subgroups will still remain a focus for us as we strive to continue to increase their performance in English Language Arts and Math. According to 2013 Instructional Initiatives our school will be using a teacher effectiveness tool for formal and informal observations to provide frequent cycles of feedback that improve teacher practice. Begin to utilize a research based framework for Teaching; establishing benchmarks which will guide self-assessments and allow for the development of an individual professional learning plan that improves the development of reflective teaching practices and creates a higher level of student engagement there by promoting student achievement. Teacher professional development will examine the Danielson Framework and the domains that promote effective teaching practice. Teachers will engage in PD focused on lesson planning and examination of content. An opportunity to increase collaborative planning time will improve quality of data collected by supervisors in Domain 1. Based on cycles of observation and feedback teacher will engage in intervisitations and lesson co-teaching to view effective lesson planning transfer to teaching (Domain 3).
2. Grade Leaders and teacher teams will collaboratively analyze student work and classroom trends, against the CCLS and DOK/Hess Matrix to surface gaps in instruction and plan for appropriate lessons to address the individual needs of students. As a result of an SBO, teachers will have weekly opportunity for collaboration and inquiry during Wednesday afternoon extended time. Teacher teams will be provided with pd in the use of a research based rubric to enhance professional practice, to develop a common lens for instruction and curriculum, by setting clear expectations, discuss what's working and what needs to be improved
3. Monthly faculty conferences will focus on providing and delivering professional development.
4. Consultancy teams will attend in house and external PD opportunities on implementation of Instructional Expectations, CCLS, Technology, ESL Strategies, and

Universal Design for Learning which will assist us in deepening differentiation of instruction for ELL and SWD and Depth of Knowledge Matrix, which will ensure rigor in instruction planning. Consultancy teams will take a more active role in planning and presenting high quality pds to help us meet the Instructional Expectations and implement CCLS in meeting the needs of all students

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

1. Administration will provide Professional Development opportunities during faculty conferences, grade meetings, and lunch and learns and Inquiry that are based on close monitoring and analysis of cycles of feedback of staff members and cycles of observation results. Analysis of trends in domain areas will help focus and differentiate Pd for all staff.
2. Grade Leaders serve as liaisons between administration and teachers (weekly/ monthly meetings). Meet weekly with their grade during common preps and Inquiry to examine curriculum a student work and address gaps in standards and curriculum to effectively plan to meet student needs.
3. Administration along with ELA Ambassadors will provide Professional Development opportunities during faculty conferences, grade meetings, and lunch and learns on developing effective lessons plans using Go Math! And Journeys curricula. We will contract outside professional development through Houghton Mifflin Harcourt and other consulting companies to support lesson planning.
4. Assigning an Instructional Team in Galaxy and meeting to plan for curriculum map revisions, alignment of Performance Tasks to CCLS in both ELA and Math. School Data Specialist will provide data driven and technology based PD on a monthly basis and will facilitate Inquiry Grade Cycles weekly with grade teams. We will contract outside vendors to develop and improve effective practice in areas of Literacy, Math, ESL and technology. ELA and Math Ambassadors will attend monthly meetings with our Network and turnkey important Information. Assistant Principal will organize and provide PD in the area of Special Education.

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

1. Analysis of Danielson Observation evaluation ratings for each domain for individual teachers, across grades and across school. We will identify trends to plan for areas of professional growth. Analysis of student data across grades on an ELA writing performance assessment (Dec). Self reflection will be used both prior and post observations to measure the alignment between the teacher self assessment and the observed practice.
2. Meeting Agendas and Attendance Sheets from Professional Development and Grade Meetings including teacher reflection sheets that indicate areas for personal growth.
3. Professional Development Needs Surveys and reflection Sheets that provide us with feedback of what was learned and areas for implementation along with next steps.
4. Professional Development Needs Surveys and reflection Sheets that provide us with feedback of what was learned and areas for implementation along with next steps. Evidence by attendance sheets and agendas. Reflection Sheets that provide us with feedback of what was learned and areas for implementation along with next steps.

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

1. On Going Sept. 2013 – 2014
2. Monthly in accordance with a PD calendar developed in September
3. On-going during grade conferences, lunch and learn opportunities, Professional Development Day activities and after school per session activities.
4. Per session bi-weekly meetings of instructional team members. Bi monthly Inquiry meetings with classroom and cluster teachers. Monthly PD offering through a catalog.

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

1. Danielson Framework and per diem cover ages to meet with teachers for feedback, Use of Go Math! And Journeys instructional curriculum.
2. Journeys, Go Math! Science and Social Studies Curriculum Guides and standards will be used and Houghton Mifflin will be contracted using SWP funding to improve instructional practice through professional learning pds.
3. Utilizing Faculty Conference Monthly meetings to address the Citywide Instructional Expectations and Instruction/Curriculum. An SBO will be utilized to restructure and include Inquiry planning time for all grades K-5 on Wednesday from 2:20 pm to 3:10 pm. In addition, a per session posting offers 10 instructional team members including 2 supervisors a minimum of 4 hours per month planning time which take place on a bi-weekly basis before and after school hours. In addition, per diem common core instructional funds are used to cover grade leaders 1 period per month for K-5 Grade leader vertical team planning.

4. Grant monies will be use to purchase Smart Boards, document readers, and trivia clickers to enhance instruction. Teq provides 22 hours of PD for staff. We will use grade meetings, lunch and learn and per session opportunities with instructional funding to provide targeted pd that enhances knowledge and practice in the area of technology. TEQ Consultant, CITE Consultant PD Group, Houghton Mifflin, Data Specialist, Instructional Team Members and ELA/Math Ambassadors, Network 602 Achievement Coaches

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).

We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We will be focusing on development of consultancy teams and additional opportunities for staff to plan across grades a minimum of two times per week and during Inquiry as part of a SBO. We anticipate that building capacity through teacher development and encouraging teachers to take a more active role in PD, collaborative goal setting and action planning will help us to continue to improve our school environment and ultimately lead us towards successful outcomes. Sharing these practices with families during both day and evening meetings will help prepare students to meet the demands of the Common Core Learning Standards

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	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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, 90% of teachers will continue to focus on school wide curriculum mapping that is aligned with the CCLS and is data driven to ensure a rigorous reading and writing curricula evidenced by curriculum maps and performance tasks and assessments

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.

We uncovered gaps in the Journeys Literacy Curriculum and its alignment to the CCLS. We also found gaps in the area of writing and assessments and have been working as teams to address these concerns. Based on our 2012-2013 state exam results overall our students showed a decrease of approximately 20% in the area of ELA performance. This indicates that a closer examination of our curriculum and the CCLS is necessary.

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

1. Identify Instructional Team Members in Galaxy that are willing to meet bi weekly to examine curriculum and look for evidence of alignment and determine gaps in instruction. These team members will lead curriculum-mapping initiatives within and across grade teams. All pedagogues will engage in a process of examining, revising, curriculum maps to reflect higher level and more complex content and resources that are aligned with the standards and test modifications thereby improving student performance. Teachers will be provided with time for CCLS differentiated lesson planning and study groups during Inquiry Cycles to address areas of needs.
2. Develop rigorous questioning techniques that are implemented within lesson plans including content area subjects. Professional Development and use of DOK- HESS matrix for lesson planning will ensure rigorous literacy planning for instructional needs across grades.
3. Examining existing assessments to evaluate effectiveness and alignment to CCLS (PARCC alignment) and making adjustments as necessary to ensure rigor. This includes changes to grading policies and report cards to meet the standards and expectations.

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

1. Administrators, ELA Ambassadors, Data Specialist, Representatives from Houghton Mifflin – Amelia Cason, and School Instructional Team Members.
2. Administrative Team will use Danielson Framework Domain 3 - specifically 3b and observe and provide cycles of feedback that improve teaching practice. A variety of

professional development opportunities will be provided during faculty conferences, lunch and learns and grade meetings to improve the planning and delivering of questions that promote cognitive rigor both in reading and writing. We plan to contract Matt Zagami from CITE an educational vendor to provide in house PD for all staff.

3. Examining data including periodic assessments, math and ELA unit exams, performance tasks, and on demand writing pieces to look for gaps in alignment of standards and ensure validity and reliability. Teacher teams, Data Specialists, and administrators will work collaboratively to examine Journeys questions and align to DOK/Hess Matrix and ensure reliability. On demand writing pieces and protocols for looking at student work during Inquiry Cycles will be used to plan for instruction that meets demands of CCLS and are cognitively rigorous.

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

1. Revisions of assessments in ELA including both reading and writing. A close examination of questions alignment with DOK levels will determine areas of need evidenced in written work and reading assessment results. Improvement in test taking strategies and test results, improvement in quality of writing argumentative pieces as evidenced through rubrics and checklists, and responding to questions correctly that are cognitively challenging on exams and through discussion
2. Danielson Observation tools with an emphasis on domain 3 will be the focus for classroom observations. Feedback will be provided to teachers ongoing throughout the year with a focus on questioning techniques that promote cognitive rigor and highly effective discussion that prepares students to be college and career ready.
3. Grade teams will meet to examine assessment results, test design and questions to ensure alignment to CCLS and state test designs. Revisions to assessments, meeting agendas and attendance sheets, and portfolios of student work including performance tasks will be evidenced.

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

1. Instructional Team will meet bi-weekly Oct. 2013 –June 2014/ Instructional funds will be used to arrange for per diem subs to allow grade level teams to engage in full day PDs in Dec. 2013 and June 2014 to map curriculum
2. On-going Sept. – June 2014
3. Once per month as grade teams during Inquiry

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

1. 1-3 Grade Meeting and Inquiry Meetings will be used to align or curriculum maps including our tasks and assessments to the CCLS. Administrators and Instructional Team Members will facilitate this work on going through the year. Citywide Instructional Expectation funding will be used to hire per diem subs to allow teachers to collaboratively plan.
2. Utilizing Faculty Conference Monthly meetings to address the Citywide Instructional Expectations and Instruction/Curriculum. An SBO will be utilized to restructure and include Inquiry planning time for all grades K-5 on Wednesday from 2:20 pm to 3:10 pm. In addition, a per session posting offers 10 instructional team members including 2 supervisors a minimum of 4 hours per month planning time which take place on a bi-weekly basis before and after school hours. In addition, per diem common core instructional funds are used to cover grade leaders 1 period per month for K-5 Grade leader vertical team planning.

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).

We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We anticipate that building capacity through family workshops encouraging teachers to take a more active role in PD, collaborative goal setting and action planning during SLT meetings will help us to continue to improve our school environment and ultimately lead us towards successful outcomes. Sharing these practices with families during both day and evening meetings will help prepare students to meet the demands of the Common Core Learning Standards. In addition, we plan to implement the following:

- A. We will hold our annual Title I committee meetings to further develop the parent involvement plan.
- B. Maintain the Title I committee, composed of representatives of all constituencies.
- C. Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
- D. Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
- E. Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:
- F. Providing informational workshops on a regular basis. Our A.P.s, Parent Coordinator, science cluster teachers and ESL teachers will present the workshops.
- G. Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, and ARIS Parent Link and NYS ED

websites. Ongoing parent meetings

- H. Provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children’s academic achievement. Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
- I. Collaboration between parents and staff will be fostered in all areas of P.S.186’s school activities.
- J. Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
- K. Translators will be available during Parent Teacher Conferences and at PTA meetings.
- L. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- M. An orientation meeting (our Kindergarten Team) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented
- N. Each grade is required to plan a minimum of 3 parental involvement activities per year and submit descriptive to their supervisors by Sep. 30. 2013.
- O. Parent workshops will be offered on a monthly basis in both day and evening sessions when applicable that focus on understanding of Common Core Learning standards , an understanding of the new curriculum and how to help children succeed. In depths look at how to deepen questioning at home will be introduced and parents will be provided with activities that promote questioning and discussion at home.

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	x	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											

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, 90% of teachers will engage in implementation of a new mathematics curriculum and mapping to ensure alignment to the CCLS content and practice standards evidenced by curriculum maps and performance tasks.

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 2012-2013 Progress Report indicated an overall score of 54.1 % and B as an overall grade compared with a score of 71% on the previous years’ report. Based on this year’s peer group and growth percentile measurement we scored better than 59% of all Elementary Schools. Our progress Report indicates our areas of need were in the area of Student Progress as measured by median growth percentiles which we received a B in. In math, our median growth percentile was a 49.5% a decrease from 79.6% last year. The median growth percentile in the area of progress also decreased from the previous year indicating a growth to 76% in ELA and 67% in Math. Our progress in Math has decreased overall since last year’s states exam. Within that data, we recognize that we did not make exemplary proficiency gains for our ELL students our lowest third citywide. Our Special Education students’ progress has made some exemplary gains and we received additional credit for self-contained –in Math. Increasing student performance and progress for Special Education students in Math will remain a focus for us as we move forward. Making gains in Mathematics for this subgroup will also be a focus of this year’s school goals.

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

1. Instructional team members will meet bi weekly (per session) to examine content, make instructional decisions and plan to communicate information among and across grades. Math Ambassadors will meet with Network CFN 602 achievement coaches monthly and turn key information during faculty conferences and Inquiry Team Meetings. Math Ambassadors will attend out of school workshops presented by Go Math! Houghton Mifflin Harcourt to understand the components and differentiated resources the program offers. Ambassadors will provide training and technical assistance to grade team and individual teachers on Go Math! Program components. Demonstration lesson and webinars of classroom activities will be utilized during pds on going.
2. Analysis of Unit Assessment, Math Benchmark Exams, constructed responses and open ended questions will determine areas of re-teach and small group instruction necessary to meet the CCLS. Inquiry Cycles will focus on examining student assessment and class work responses to evidence of mastery and areas of need. As teams teachers will plan and share differentiated lesson plans.
3. Math Ambassadors will provide ongoing Go Math! Training utilizing faculty conferences, after school per session opportunities, and Staff Development Day activities.

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

1. Instructional team members will meet bi weekly (per session) to examine content, make instructional decisions and plan to communicate information among and across grades. Math Ambassadors will meet with Network CFN 602 achievement coaches monthly and turn key information during faculty conferences and Inquiry Team Meetings. Math Ambassadors will attend out of school workshops presented by Go Math! Houghton Mifflin Harcourt to understand the components and differentiated resources the program offers. Ambassadors will provide training and technical assistance to grade team and individual teachers on Go Math! Program components. Demonstration lesson and webinars of classroom activities will be utilized during pds on going.
2. Analysis of Unit Assessment, Math Benchmark Exams, constructed responses and open ended questions will determine areas of re-teach and small group instruction necessary to meet the CCLS. Inquiry Cycles will focus on examining student assessment and class work responses to evidence of mastery and areas of need. As teams teachers will plan and share differentiated lesson plans.
3. Math Ambassadors will provide ongoing Go Math! Training utilizing faculty conferences , after school per session opportunities, and Staff Development Day activities

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

1. Agendas and attendance sheets will serve as evidence of participation in professional development opportunities, copies of power point presentations will be kept on file. Curriculum maps will be reviewed using DOE CCLS aligned rubrics especially in the area of UDL for our lowest one third and sped populations. Impact may be seen through movement on performance tasks, performance assessments, and formative assessments given on a bi weekly basis.
2. Samples of student work will be collected and analyzed against a grading rubric and teacher will work collaboratively to look at student work and plan for additional instruction.
3. Agendas, attendance sheets will serve as evidence of mathematics training opportunities that are being offered. Memos, attendance sheets, reflections sheets with implementation and “next steps” will document intervisitation and coaching opportunities. Administrators will observe mathematics instruction through informal and formal observations using Danielson Framework. Framework will provide teachers with feedback to enhance practice. Analysis of observational ratings will provide opportunities to measure growth among teaching practice

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

1. Bi –weekly meetings beginning in Sept. – June ongoing
2. Weekly during SBO Wednesday Inquiry Meetings, Monthly during Faculty Conference and/or Grade Meetings.
3. Monthly during Grade Meetings, Lunch and Learn Opportunities, or during monthly per session opportunities after school hours. Based on need

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

1. Per session, instructional team posting using Instructional Initiatives Funding. Utilizing Faculty Conference Monthly meetings to address the Citywide Instructional Expectations and Instruction/Curriculum. An SBO will be utilized to restructure and include Inquiry planning time for all grades K-5 on Wednesday from 2:20 pm to 3:10 pm. In addition, a per session posting offers 10 instructional team members including 2 supervisors a minimum of 4 hours per month planning time which take place on a bi-weekly basis before and after school hours. In addition, per diem common core instructional funds are used to cover grade leaders 1 period per month for K-5 Grade leader vertical team planning.
2. Strategically organizing 2 common prep times per week for planning, and utilizing an SBO vote to use one 50 min period as Inquiry Time.
3. Providing opportunities for in house and external pd using per diem coverages (instructional initiative funding). Utilizing monthly faculty conferences and lunch and learns to provide opportunities for staff to attend training. Administrators will observe informally and formally on- going throughout the year and provide feedback on instructional practice. Per Diem subs will be utilized at least 2 x per month, to meet with teachers to hold meaningful feedback meetings to ensure that effective teaching practices are being met. Intervisitations, mentoring and buddy teaching will be incorporated and planned for when necessary on-going on a monthly basis to ensure high quality mathematics teaching is evident in practice across all grades.

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).

We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We anticipate that building capacity through family workshops encouraging teachers to take a more active role in PD, collaborative goal setting and action planning during SLT meetings will help us to continue to improve our school environment and ultimately lead us towards successful outcomes. Sharing these practices with families during both day and evening meetings will help prepare students to meet the demands of the Common Core Learning Standards. In addition, we plan to implement the following:

- A. We will hold our annual Title I committee meetings to further develop the parent involvement plan.
- B. Maintain the Title I committee, composed of representatives of all constituencies.
- C. Carefully analyze responses to the Learning Environment Survey to find ways to further involve parents.
- D. Improve the dissemination of information to parents who have limited English proficiency by identifying those parents through survey and revisit home language surveys and providing translated notices appropriately.
- E. Provide support to parents for their understanding of the NYS academic content standards and student achievement standards by:
- F. Providing informational workshops on a regular basis. Our A.P.s, Parent Coordinator, science cluster teachers and ESL teachers will present the workshops.
- G. Utilizing our technological resources to help parents find available resources in their home languages on the NYCDOE, Acuity, and ARIS Parent Link and NYSED websites. Ongoing parent meetings
- H. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by expanding our parent lending resource center and increasing the circulation of the materials. Additionally, we will procure and circulate videos, CDs and DVDs designed to improve children's academic achievement. Presentations will be made during professional development and faculty conferences supporting school staff as they communicate with parents in an ongoing manner.
- I. Collaboration between parents and staff will be fostered in all areas of P.S.186's school activities.
- J. Parent letters, notices and flyers from the NYCDOE, school administration and PTA will be translated prior to distribution.
- K. Translators will be available during Parent Teacher Conferences and at PTA meetings.
- L. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
- M. An orientation meeting (our Kindergarten Team) is held for all parents of incoming Kindergarten students. At this meeting, our program offerings, school policies and expectations are presented
- N. Each grade is required to plan a minimum of 3 parental involvement activities per year and submit descriptive to their supervisors by Sep. 30. 2013.
- O. Go Math! PD will be offered to parents to introduce program components and resources on a monthly basis and alternating both day and evening meetings with translation services provided.

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		x	Set Aside		x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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 we will improve parent involvement by 5% in our school community, which will be evidenced by an increase in parental activities evidenced by attendance records, parent survey responses and feedback sheets.

Comprehensive Needs Assessment

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

This year our School Environment category (Grade C) is an area of concern and our goal is to collaboratively develop ways to address the areas of Engagement and Communication. With the help of our SLT, we are striving to prioritize and improve parental involvement. We realize that continual increased parent involvement will enable the school to better serve the students as parents participate more actively in the school community.

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

All parent notices will be translated into home languages.

- 1. Parents will be invited to Curriculum Conferences and grade specific workshops to obtain information about the curriculum including ELA, Math, and Content Areas and how to understand the CCLS and shifts in made in instruction. (ongoing)
- 2. Parents will be invited to attend in-class curriculum celebrations a minimum of three times during the school year.
- 3. New for 2014, a family breakfast with the Principal will take place in January, Spring Math Night, Family Literacy celebrations, including "Literacy Pajama Night", Take Your Dad to School Day! Holiday Activities and Performance Task Share Fairs will be held throughout the school year.
- 4. In addition to the NYC Survey, a parent interest survey will be issued to determine which parent workshops will be offered d throughout the year. (2 times per year)
- 5. An increase in translation services will take place so that information can be more easily understood.

1.

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

1. All Staff – including Testing Coordinator, AP, Lead Teachers will conduct workshops on curriculum.
2. Classroom Teachers – will invite parents for celebrations up to 3 times per year. PTA Executive Board will host workshops and provide refreshments.
3. Administrative team, Parent Coordinator , classroom teachers via per session family involvement opportunity
4. School leadership team will develop a family survey collaboratively with our school parent coordinator. Translated versions will be made available.
5. Translation funding will be scheduled in Galaxy to contract translators from Learning Interpretation Services. for Parent Teacher Conferences, IEP mtgs, academic at – risk meetings. Para professionals will also be utilized to provide translation for parent meetings.

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

1. Evidenced by agendas and attendance sheets. Parent needs and interest surveys will be distributed collected and analyzed to plan for family engagement activities that strengthen our home school partnership.
2. The school learning environment survey will provide meaningful feedback
3. Increase in parental activities communicated and maintained in a family binder along with attendance sheets, parental feedback sheets of bi weekly events that take place facilitated by the Principal, parent coordinator, classroom teachers, Cluster Teachers.
4. Analysis of School Leadership team survey will be conducted. Information will be used to target and plan for addressing and increasing parental involvement

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

1. Monthly parent meetings that focuses on Curriculum led by Testing Coordinator
2. Weekly computer lab session to access online resources with the assistance of the Parent Coordinator
3. Parent Celebration activities by grade (3 times per year)
4. Family Fun Activities in ELA , Math, Holiday Shows up to 3 times per year
5. Monthly Breakfast with the principal to address Common Core Standards beginning in Jan 2014.

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

1. Teachers will plan for up to 3 family engaging activities. Administrators, parent coordinators, Contracted vendors will provide for Parent Workshops
2. Para professionals will provide translation. School Leadership Team members will provide workshops on the parent survey. We will offer workshop and lab times to complete the parent survey. Translators will be contracted for parent teacher conferences in the fall and spring using translation funds in Galaxy.

- Parent meetings (i.e. ARIS Parent Link Workshops, Goal setting, and Test Taking Strategies) will be periodically conducted.
 - Each grade will perform assembly programs to which parents will be invited.
 - Students will participate in Musical Concerts and performances throughout the year to which parents will be invited.
 - Awards assemblies will be held for Grade 3-5 students and their families.
 - Student of the month certificates will be distributed at special parent meetings
 - Opportunities for parents to attend nutrition, how to help your child workshops and homework help will be planned throughout the year.
 - Translators will be made available for fall and spring parent conferences and at all workshops.
3. Principal will organize and facilitate monthly Common Core curriculum meetings with families in the auditorium/library to discuss curriculum concerns. Parental involvement funding will be used for breakfast. Translators will be available to support language need through the use of translation funding.
 4. SLT will meet on a bi weekly basis to plan and give out a parental interest survey that provides meaningful feedback about the quality of parental involvement taking place. Survey results will be analyzed and shared with school community.

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).

We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL and ARIS Workshops) and school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). We anticipate that building capacity through family workshops encouraging teachers to take a more active role in PD, collaborative goal setting and action planning during SLT meetings will help us to continue to improve our school environment and ultimately lead us towards successful outcomes. Sharing these practices with families during both day and evening meetings will help prepare students to meet the demands of the Common Core Learning Standards. In addition, we plan to implement the following:

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

Budget and 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	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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

1.

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

1.

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

1.

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

1.

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

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).

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		X	Set Aside		X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.)
<p>ELA</p>	<p>t Guided Reading Instruction using leveled readers – small group during Extended Day.</p> <p>Wilson and/or Foundations, small group during extended day with select students- focused on decoding, encoding, phonemic awareness and fluency.</p> <p>Skill Builders, small group during the school day skills based and test prep grades 3-5 with AIS provider.</p> <p>At-risk SETTS, small group during the school day to assess and address students’ need. Provided by Special Education Teacher</p> <p>Extended Learning Time through NIA/ELT, small group after school to assess and address students’ need. Saturday Program for at-risk learners and for enrichment groups, addresses writing, phonemic awareness, fluency, comprehension, phonetics and word work.</p> <p>Pull out At risk program for Wilson targeted grades 1-2</p> <p>Math and Technology group during ELT – Afterschool with day school staff using reading intervention programs.</p> <p>Grade 1 afterschool academic session provided by pedagogue.</p> <p>ESL afterschool academy 3 X per week</p>	<p>Small group instruction Push – in And Pull – out</p>	<p>Both during the school day and after school hours</p> <p>Saturday Academy</p>

	using title III funding.		
Mathematics	<p>New York Ready CCLS Skill Builders, small group during the school day. Beginning in January students will be assigned to a leveled group to participate in test prep sessions – one period per day.</p> <p>Extended Learning Time through NIA, small group after school to assess and address students' need using test prep materials.</p> <p>Math Steps and Go Math! Re-teach material for Extended Day students to practice skills.</p> <p>Mathematics enrichment program incorporating Art and Mathematics through Problem Solving – After school for targeted students.</p>	Small group instruction Push – in And Pull – out	<p>Both during the school day and after school hours</p> <p>Saturday Academy</p>
Science	<p>After School Science Academy, small group instruction provided to targeted students based on assessment using hands on methodologies.</p> <p>Science instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and science based literature both during the school day and after school.</p> <p>Achieve 3000 online intervention program incorporates ELA through Science and Social Studies content area reading (grades 2-5) at risk learners, , we use the program during extended day, after school hours and during pull out program and after school hours.</p>	Small group instruction Push – in And Pull – out	<p>Both during the school day and after school hours</p> <p>Saturday Academy</p>
Social Studies	Social Studies instruction and support are provided through AIS service in ELA through the inclusion of non-fiction and historical literature both during the	Small group instruction Push – in And Pull – out	<p>Both during the school day and after school hours</p> <p>Saturday Academy</p>

	<p>school day and after school. Achieve 3000 online intervention program incorporates ELA through Science and Social Studies content area reading (grades 2-5) at risk learners, we use the program during extended day, after school hours and during pull out program and after school hours</p>		
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Group and individual counseling (mandated and at-risk)</p> <p>Parent outreach and communication</p> <p>Crisis intervention</p> <p>Classroom, group and individual interventions</p> <p>Participation in the Pupil Personnel Committee Group and individual counseling and parent outreach and communication.</p> <p>Participation in the Pupil Personnel Committee</p> <p>Small group at risk & mandated counseling, social/emotional growth. Conflict resolution group setting and individual. Parental outreach and family meetings to support children's social emotional well being.</p> <p>The social worker provides push in lessons dealing with self-esteem and team building. Our entire staff is trained yearly on the use of CKCC a comprehensive program that helps build students social emotional growth and promote positive student behaviors</p>	<p>Individual and/or small group as needed.</p>	<p>Both during the school day and after school hours</p>

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
<ul style="list-style-type: none"> • High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations. Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader. • We will advertise for vacancy on the DOE website and part of open market for high quality teachers. Rigorous interview process will take place to ensure high quality candidates. Demonstration lessons, personal references will be required. Administrators will attend recruitment fairs to attract high quality candidates for vacancies

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).
High quality professional developments for teachers, principals, and paraprofessionals, ad staff through the use of external vendors and Network and Department of Education PD offerings. Vendors will be contracted to offer pd to staff during Staff development days.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations. Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader. • An After School Saturday program – per session will support at –risk students as well as students in need of enrichment during this time parents will be invited to attend workshops facilitated by APs and/or lead teachers to address how they can support their child academically and foster a positive social emotional growth. <p>Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary. Family workers and Social Workers will help to provide parent and staff workshops to help transition children from programs</p>

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.).
We will work with Head Start, Even Start and State-run programs to share standards and promote parent involvement and activities that will help to transition children from early intervention programs into a community school setting. We will utilize our parent coordinator to strengthen home - school relationships.

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.
Our curriculum contains assessments for both ELA and Math. Our staff has worked collaboratively to review unit assessments and look for CCLS alignment. When necessary changes have been made to the assessment to reflect more rigorous

standards based assessment. Teachers have worked collaboratively and will continue to work with cluster teachers to revise performance tasks in both ELA (including content area tasks) and Math to ensure alignment to standards, content, practice and improve instruction. Grade leaders will meet on a monthly basis with administrators to set goals and understand the instructional expectations so that assessments can be aligned to CCLS during grade meetings, or Inquiry Time.

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).

DR. IRVING A. GLADSTONE ELEMENTARY SCHOOL

Public School 186

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Brooklyn, New York 11214-1215

(718) 236-7071

Fax (718) 331-9181

Bayan Cadotte
Principal

Rina Horne
Assistant Principal

Donna Neglia
Assistant Principal

Parent Involvement Policy (PIP)

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 186
School Name Dr Irving A. Gladstone		

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 Bayan Cadotte	Assistant Principal Rina Horne
Coach type here	Coach type here
ESL Teacher Mary Cagliostro	Guidance Counselor Keith McFa
Teacher/Subject Area Joan Birnbach	Parent Christine Abbate
Teacher/Subject Area type here	Parent Coordinator Elaine Delaney
Related Service Provider Shelli Feldman	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
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	3	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)	928	Total number of ELLs	220	ELLs as share of total student population (%)	23.71%
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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 <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" 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"/>

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Push-In	6	6	6	6	0	0								25
Pull-out	0	0	0	0	6	6								12
Total	6	7	6	6	6	6	0	0	0	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	220	Newcomers (ELLs receiving service 0-3 years)	190	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	30	Long-Term (completed 6+ years)	0

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	0	0							0
ESL	190	0	19	30	0	6	0	0	0	220
Total	190	0	19	30	0	6	0	0	0	220

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		7	11	7	4	6								35
Chinese		16	16	16	21	13								82
Russian	7	4	9	9	4	3								36
Bengali	0	0	0	0	0	0								0
Urdu	0	3	14	0	0	0								17
Arabic	4	2	3	2	2	1								14
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	1	0	0	0	0								1
Albanian	1	1	2	2	0	2								8
Other	3	4	8	3	4	5								27
TOTAL	15	38	63	39	35	30	0	0	0	0	0	0	0	220

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)	21	8	12	6	11	11								69

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)	14	12	22	5	5	5								63
Advanced (A)	4	21	20	22	9	12								88
Total	39	41	54	33	25	28	0	0	0	0	0	0	0	220

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	15	7	3	0	25
4	10	12	6	0	28
5	15	13	0	21	49
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	15		13		6		1		35
4	14		12		8		2		36
5	16		12		5		1		34
6									0
7									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	1	2	2	5	22	13	87	9	141
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.

Paste response to questions here: Our school uses TCRWP and leveled libraries as per Fountas and Pinnell to assess children 5 times per year. Classroom teachers use writing on demand pieces to assess understanding of both genre specific writing and mechanics/grammar. The data used concurrently with genre specific checklist and the Journeys Literacy program unit exams assists with providing students targeted instruction in reading and writing. The data provided by TCRWP is able to track students reading level progress. We are able to track beginner, intermediate, and advanced ELLs as they progress through reading levels from grades K-5. Recently, our school has chosen to utilize TCRWP tracking tool through all grades including K to 5 Assessment Pro. TCRWP provides comparative data between ELLs and non -ELL students in all grades. TCRWP helps teachers acquire information about children's phonemic awareness and phonics skills including letter and sound recognition. This data is valuable because utilized effectively it allows teachers the opportunity to observe strengths and areas of difficulty while setting grade level benchmarks for four assessment windows. Our September 2013 - TCRWP benchmark indicated that 51% of our ELL students in grades 1 and 2 are level 1s. This implies that their reading level is below the benchmark. Based on this information we administered the Emerging Literacy Survey from Houghton Mifflin Harcourt Journeys which gives us insights to specific phonemic awareness and sight word areas of need. Teachers and parent reports are printed that provide tips & information on how to improve reading and early literacy skills. As part of our school's instructional program teachers collaboratively look at student work and data such as TCRWP, running records and anecdotal notes to select resources, material, revise curriculum and plan for small group and/or individualized instruction. The state of NY has not provided data RNMR report at this time.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Paste response to question here: The data from NYS RNMR report has not been provided yet.

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](#))

Paste response to question here: The data from NYS RNMR report has not been provided yet. by the State that shows the modality patterns.

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?

Paste response to questions here:

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.](#))

Paste response to question here: Strengthening classroom instruction (i.e., the instructional core), is a key step to supporting ELLs at-risk for or experiencing difficulties, as well as a critical step in fully implementing the RtI model. Intensive instruction is provided to support ELLs who are not showing sufficient progress on the skills and/or competencies measured based on data. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies. Students targeted for Tier 2 and Tier 3 intervention are tracked for specific homogenous groups during Extended Day and after school programs. ESL teachers with specific training in programs such as Foundations, Wilson, and intervention from Teacher Made Materials will provide small group intervention during Extended Day and After School activities.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here: Beyond screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening using the Emerging Literacy Survey through Houghton Mifflin which is reviewed and analyzed by both the classroom and ESL teacher. It is used to assess whether his/her literacy skills and competencies are meeting

grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to increase development in this area.

When reading instruction occurs in a language other than English, we attempt to administer translated versions of the reading exams using parent volunteers, paraprofessionals or contracted vendors - translators.

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?

Paste response to questions here: Not APPLICABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Paste response to question here: Language development at all

levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing must be both taught as specific curricula, and integrated into each content area. A strong CORE program is instrumental for ELL students. In addition, differentiated instruction must be evidenced in planning and lesson delivery. Analyzing both formative and summative data is an important component of determining the effectiveness of the ELL program. Goal setting and benchmarking data such as our AMO goals and determining whether we have made AYP is important to the value of the program. The data yielded can easily be used to focus on the progress toward achievement of proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification.

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](#).)

In order to assure that all students receive the proper instruction, the Home Language Surveys of all newly admitted students are reviewed by our ESL teachers primarily our ESL coordinator - Mary Cagliostro. When it is determined that a child is eligible for the LAB-R, according to mandated guidelines, the test is administered within 10 days of admission. The status of transfer students is checked by the ESL coordinator using test history report provided by ATS services. By carefully and consistently tracking our ESL students, we are confident that all of our English Language Learners are receiving the appropriate educational services.

I Our ESL Coordinator, Mary Cagliostro provides the translation/interpretation during the informal meeting with families. If the ESL teacher does not speak the parent's and child's native language we utilize paraprofessionals or phone translation services to conduct the meeting. Students who are flagged as eligible for LAB-R, are included in our ESL freestanding program and administered the LAB-R within 10 days. " Once LAB-R is administered ESL teacher hand scores to determine if student is eligible for ESL instructional support. Students who scored at or below cut score continue in the ESL program, those who are Spanish speakers then are administered Spanish LAB. Those who score above the cut score in the LAB-R are not provided ESL instructional support. Once this process is completed, the ESL teacher enters the information in the ELPC screen within 20 days of the student's admit date.

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.

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

reminders are sent home in both English and the families home language. Reminder letters are sent one week before the orientation and a reminder notice is sent home the day before. The notice is posted on our school website which offers translated versions as part of the web page.

Our entire ESL population of 220 students participates in the Free-standing ESL program. This is consistent with the wishes of our parents. Our parents have continuously requested English as a Second Language Program for the children at P.S.186. To assure compliance with the city, state and federal regulations, P.S.186 offers all parents an opportunity to learn about our ESL program at our orientation meetings. At these meetings, presentations are made by the ESL teachers, who explain the procedure of how the children are determined to be ESL children. The entire Home Language Survey is explained to the parents on how and when testing is done. The NYCDOE compliance video is then shown and available to view in native languages, followed by questions and answers. We provide available translation at the orientation provided by 4-6 paraprofessionals that speak Urdu, Chinese, Spanish, and Russian. We take the time to explain carefully that a transitional bilingual program begins with 75% native language and 25% in English and within three years the percentages are reversed. It is explained that Dual Language is taught 50% English and native language. During the orientation meetings parents who request Bi-Lingual instruction for their children are offered transfer options to schools that have Bi-Lingual services. Again this year we had no parents request to have their children placed in Bi-Lingual Chinese classes. At this time, there are no children to open up a Bi-Lingual Chinese class. If requests for a Bi-Lingual Chinese class arises or any other bilingual program, we will then offer parents the Bi-Lingual programs. The trend in our parent's choice in our school for the past few years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. Every effort was made to contact and document parents who did not return letters and utilize translators for interpretation. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class.

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](#)].)

Every September we communicate to all ESL families their child's level and status as an ELL. Continued entitlement letters (based on NYSESLAT results) are sent home via backpack and a copy is sent through general mail system. Non entitlement letters are also sent to families. The letters are sent home in both English and Native Language. We are aware that outreach attempts must be tracked and maintained at the school. While waiting for a parent to complete the form, the school does place the child in a program that is available, or at a minimum provide mandated ESL services based on the student's proficiency level and if the form is not returned, are aware the default program is implemented. Once the child's program has been determined based on the steps outlined above, schools send parents a placement letter indicating the program in which their child has been placed. All documentation are stored in a secure location, ESL coordinator office and copies are kept on file in the main office.

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.

Paste response to question here: We do not have a bilingual program this year. Our entire ESL population of 220 students participates in the Free-standing ESL program. This is consistent with the wishes of our parents. Our parents have continuously requested English as a Second Language Program for the children at P.S.186. To assure compliance with the city, state and federal regulations, P.S.186 offers all parents an opportunity to learn about our ESL program at our orientation meetings. At these meetings, presentations are made by the ESL teachers, who explain the procedure of how the children are determined to be ESL children. The entire Home Language Survey is explained to the parents on how and when testing is done. Once LAB-R is administered ESL teacher hand scores to determine if student is eligible for ESL instructional support. Students who scored at or below cut score continue in the ESL program, those who are Spanish speakers then are administered Spanish LAB. Those who score above the cut score in the LAB-R are not provided ESL instructional support. Once this process is completed, the ESL teacher enters the information in the ELPC screen within 20 days of the student's admit date.

The NYCDOE compliance video is shown during the orientation and available to view in native languages, followed by questions and answers. During the orientation meetings parents who request Bi-Lingual instruction for their children are offered transfer options to schools that have Bi-Lingual services. Again this year we had no parents request to have their children placed in Bi-Lingual Chinese classes. At this time, there are no children to open up a Bi-Lingual Chinese class. If requests for a Bi-Lingual Chinese class arises or any other bilingual program, we will then offer parents the Bi-Lingual programs. The trend in our parent's choice in our school for the past few years has been for the free-standing ESL program. We are aware that we need to

consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. Every effort was made to contact and document parents who did not return letters and utilize translators for interpretation. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class.

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.

Paste response to question here: A schedule for administration of the untimed test is made according to NYSESLAT bands. Proctors are assigned to each band group. Parents are informed in both English and Native Language explaining the exam format and reminder letters are sent home prior to reminding children to get rest and eat breakfast. Special Education students are grouped according to IEP testing mods. Group sizes for all students are kept between 18-22 children. Supervisors actively monitor for test security and we utilized testing signs and protocols. Traffic and movement is limited on testing floors. Make ups are conducted within the provided windows. Speaking administered within the window provided by licensed pedagogues, with another pedagogue writing student's answers on answer sheet. Listening, Reading and writing are administered for each grade, each test modality administered on different days. Parents are notified by letter prior to the administration of the exam and translated versions accompany the English version of the notification letters. Our testing coordinator and Parent Coordinator conduct sessions for "How To Prepare Your Child for The NYSESLAT Exams" both in the fall and in the spring. Translators are available during both workshops.

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. [i](#)

Paste response to question here: At this time after reviewing approximately 100 surveys across grades K-5 (newly registered students), there are no children to open up a Bi-Lingual or dual language class. If requests for a Bi-Lingual or dual language class arise, we will then offer parents the Bi-Lingual or dual language programs. The trend in our parent's choice across the past 3 years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class. If a request arises will be certainly address and make necessary adjustments to our programs. Parent outreach is documented and kept on file. In the past 3 years no parents have requested a bilingual or dual language program even after being informed of their choices.

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])?

Paste response to questions here: Our school organizational model is a push in model for grades K-3 and pull out for grades 4 and 5. During the pull out model students are homogenously grouped by proficiency level. During the push in model schedule is blocked to address the needs of ELLs at all proficiency levels. ELL students are grouped in heterogenously grouped class. Across each grade there is no self contained ESL class.

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

Our newcomers receive an additional period of ESL per week with an ESL teacher in a smaller class environment.

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)?

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

We will also provide Native Language support for the students with the use of native language books and a buddy system. Use of Native Language in our building will be provided with native language books placed in both the classrooms and a special section of the school library that will house these books. We will also try to use the buddy system with our children whenever possible. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time.

Our newcomers receive an additional period of ESL per week with an ESL teacher in a smaller class environment. One of the techniques that are used with our newcomers is the TPR approach which helps the student to develop receptive language. We also use games to improve vocabulary and phonetic awareness. Some games are also used to teach survival skills. The ESL program in our school presents challenging and well-developed language strategies both in content-area and in ESL. We are preparing our children to solve problems, think critically and communicate in the language they are being taught in. We are engaged in NYS standard-based academic curriculum that is aligned to the CCLS. Balanced Literacy and the workshop model are also used in our instruction of Literacy through the use of JOURNEYS and the ELL components of the program. Wilson, Foundations and Go Math! are also a part of part of our CORE curriculum. Our ESL teachers have also taken part in the QTEL/ELL-I workshops which have provided us with new and different ideas for the ESL child

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

We support our classroom and cluster teachers with many different and new ESL techniques and strategies. We meet with the teachers as needed to inform them of new ideas and programs that are available for ESL children and how to incorporate them

into their lesson plans. This year, we plan to continue our partnership with a contracted consultant - CITE and offer E.S.L. teachers an opportunity to strengthen their understanding of language development and effective instructional strategies for ELLs. So that they can improve the quality of collaborative planning with the General Education teacher during push-in E.S.L. instruction.

Once our children have scored out of the ESL program, they continue to receive services so that they will not fall behind. Some services may include Extended Instructional time (50 minutes) Program, After-School Academic Academy, Saturday Science Academy, Academic Intervention Services push-in and pull-out services. All beginner and intermediate students receive 360 minutes of push in or pull out services across grades K-5. Advanced ELLs receive 180 minutes of ESL services from their provider through pull out and push in services.

Paste response to questions here:

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.

Paste response to question here: Content is delivered through whole class, small group or individual direct instruction. During push in instruction a co teaching model is used for whole class instruction and small group instruction is used within leveled guided instruction. By carefully and consistently tracking our ESL students, we are confident that all of our English Language Learners are receiving the appropriate educational services.

The goals of the ESL program of PS 186 are:

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

*Incorporate ESL strategic instruction

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

*Help each ELL meet and/or exceed New York City and/or State standards

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

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

Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. All classroom libraries include bilingual and multicultural book baskets.

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

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

All of our students receive the mandated amount of ESL instructions that is required. Beginners and intermediate students receive 360 minutes a week, while the advance students receive 180 minutes a week with an additional 180 minutes of English Language Arts instruction. All students are serviced by licensed ESL teachers. These students are grouped by proficiency level.

Instructions are modified to meet our student’s needs. We incorporate their Native Language in our teachings by utilizing the buddy system. We allow them to express themselves in their native language until they have some command of English.

In addition to daily ESL classes, our ELL’s receive specialized instruction in the classroom. The classroom teachers receive regular staff development on how to incorporate ESL principles and practices into their classrooms. Students who are newcomers, or are not making progress, attend an ESL Saturday Academy in a three-hour block of time. Some children also receive Academic Intervention Services (AIS) on a twice weekly basis for 45 minute periods. These additional services help the

ESL child to receive small-group instruction in the reading components of phonemic awareness, phonics, letter recognition and writing. NYSESLAT results are analyzed to provide better instruction for our children through increased differentiation. Our goal is to enhance our students' language acquisition to help them reach state standards.

Based on the results of the NYSESLAT scores of 2009, two significant patterns were observed in our school. First, students who are at the beginner's level do better in reading and writing, with minimal progress in listening and speaking. Students at the intermediate level show improvement in reading and writing and lesser success in listening and speaking. Students who reach the advanced level show improvement in both reading and writing and in listening and speaking.

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

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

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

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

None of our children are Students with Interrupted Formal Education. They all have been placed on grade level according to their academic achievements in their native countries. Long term ELL's are receiving extra help through Push-In AIS, Test Prep classes, after-school , and ESL Saturday Academy.

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

We will also provide Native Language support for the students with the use of native language books and a buddy system. Use of Native Language in our building will be provided with native language books placed in both the classrooms and a special section of the school library that will house these books. We will also try to use the buddy system with our children whenever possible during reading. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time.

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

Paste response to question here: We are assessing students reading and oral response (retelling) through the use of TCRWP 5 times per year. We assess writing the genre specific rubrics and continuous analysis of performance tasks in both reading and content areas SS and Science up to 3 tasks per year. The Performance Tasks are scored using a rubric and information is used to plan for differentiated instruction. Listening and Speaking are evaluated through informal assessments, teacher observations, instructional conferences during small group reading and writing. We have aligned specific tasks to Common Core Learning tasks and use oral presentations for specific tasks with an oral rubric developed to assess language acquisition 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).

All of our students receive the mandated amount of ESL instructions that is required. Beginners and intermediate students

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

In addition to daily ESL classes, our ELL's receive specialized instruction in the classroom. The classroom teachers receive regular staff development on how to incorporate ESL principles and practices into their classrooms. Students who are newcomers, or are not making progress, attend an ESL After School Academy in a three-hour block of time. Some children also receive Academic Intervention Services (AIS) on a twice weekly basis for 50 minute periods. These additional services help the ESL child to receive small-group instruction in the reading components of phonemic awareness, phonics, letter recognition and writing. NYSESLAT results are analyzed to provide better instruction for our children through increased differentiation. Our goal is to enhance our students' language acquisition to help them reach state standards.

Based on the results of the NYSESLAT scores of 2012-13 scores are not available: Two significant patterns were observed in our school. First, students who are at the beginner's level do better in reading and writing, with minimal progress in listening and speaking. Students at the intermediate level show improvement in reading and writing and lesser success in listening and speaking. Students who reach the advanced level show improvement in both reading and writing and in listening and speaking.

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

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

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

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

None of our children are Students with Interrupted Formal Education SIFE . They all have been placed on grade level according to their academic achievements in their native countries. Long term ELL's are receiving extra help through Push-In AIS, Test Prep classes, after-school , and ESL Saturday Academy.

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?

Paste response to question here: Teachers of SWD - ELLS provide instruction using Core and Supplemental curriculum programs. Teacher of ELL -SWD use both Journeys and GO Math ! but use materials and resources provided by Think Central online to supplement, modify and differentiate learning. Additional scaffolding is required for students who are ELL w/SWD is necessary and must be reflected in both lesson planning and delivery. Small group differentiated instruction is provided using modified materials and scaffolded for ELLS-SWD. We use materials such as On Our Way to English and Empire NY NYSESLAT prep material to insure that all students are receiving adequate instruction. For students lacking phoenmic skills Foundations is provided during Extended Day Hours of two 50 minute blocks.

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?

Paste response to question here: The staff of P.S. 186 receives on-going staff development from our ESL teachers and also at workshops presented in the building by contracted vendors such as Houghton Mifflin Harcourt and CITE - Center for Integrated

Teaching. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons. Whenever possible paraprofessionals for language receive trainings so that they can work directly with students in a small group. Related Service Providers communicate and develop a schedule with classroom teachers and ESL teachers that will minimize distraction and allow for all providers to provide their required mandates.

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

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:	The staff of P.S. 186 rec			
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

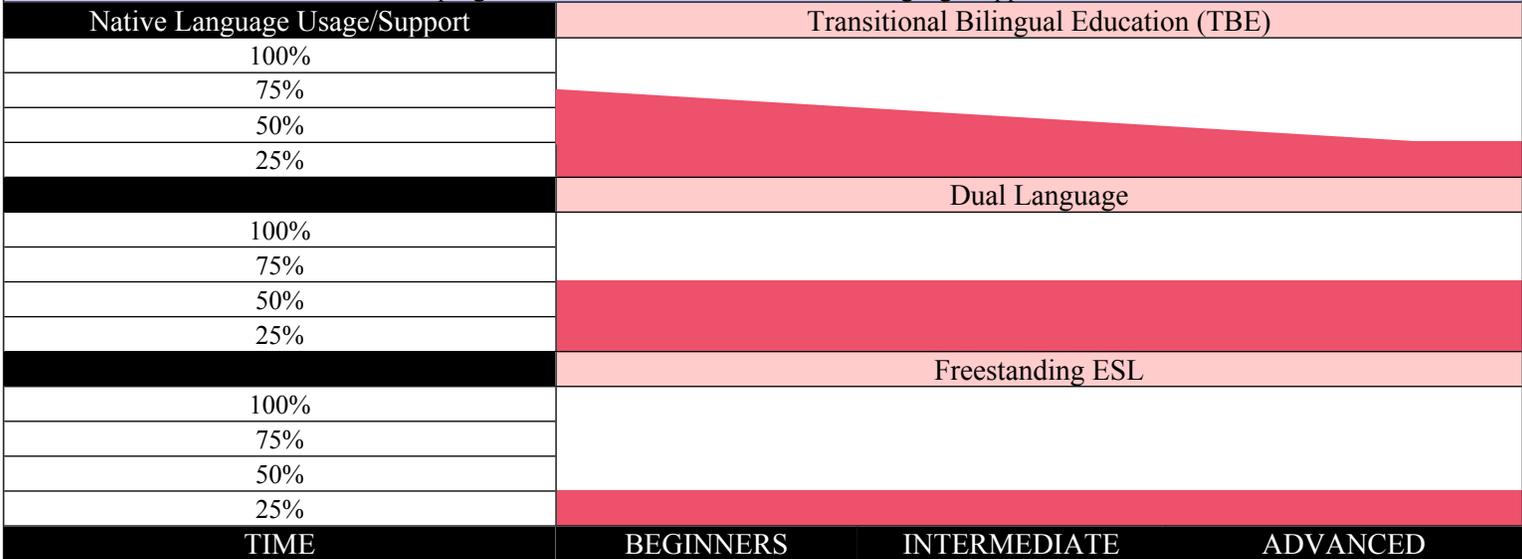
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Paste response to question here: Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies. Students targeted for Tier 2 and Tier 3 intervention are tracked for specific homogenous groups during Extended Day and after school programs. ESL teachers with specific training in programs such as Foundations, Wilson, and intervention from Teacher Made Materials will provide small group intervention during Extended Day and After School activities. Houghton Mifflin Harcourt Journeys provides intervention through the use of leveled ELL readers and Vocabulary readers that align with the CORE program's themes and genres and help to support and scaffold instruction.

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

Paste response to question here: Journeys is a well rounded literacy program that focused on the development of reading, writing, listening, speaking skills and provide rich text in an anthology format. The teachers plan for differentiated tasks daily that support all literacy skills depending on areas of need. Journeys incorporates themes that are literature and content based especially in the areas of Science and Social Studies. We continuously monitor unit and benchmark scores to determine how students are doing year to year. Based on our 2013 scores we dropped in the area of ELA. Currently, we are examining our Literacy curriculum and looking for areas of gap within the new Common Core Standards both in reading and content areas. We are also in the process of evaluating 2014 Journeys in grades 2 and 4 to look at questioning and content and align it to the CCLS to determine whether a change in curriculum is necessary. The demands of the CCLS require us to be reflective and adjust practice to meet the ever changing demands.

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

Paste response to question here: We are also in the process of evaluating 2014 Journeys in grades 2 and 4 to look at questioning and content and align it to the CCLS to determine whether a change in curriculum is necessary. The demands of the CCLS require us to be reflective and adjust practice to meet the ever changing demands. We have also met with Joe DiAngelis from Pearson to review Ready Gen which we did not opt into in 2013 June but are considering for next year. This year in a way to increase our technological base we have introduced 2 new programs: Ticket To REad and Raz Kids both by Cambium Learning which focus on phonemic awareness, reading comprehension and developing independent reading skills through web based programs. Teachers have received training and use the program in school and as homework. Parent letters have been sent home in translated versions to explain the program goals and how to log in at home.

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

Paste response to question here: None at this time.

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

Paste response to question here: ELLs are afforded equal opportunities. They are invited to participate in all programs including extracurricular activities such as dance, cheerleading, pep squad, chorus, student council and after school programs including Theatrical Productions.

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

Paste response to question here: This year in a way to increase our technological base we have introduced 2 new programs: Ticket To Read and Raz Kids both by Cambium Learning which focus on phonemic awareness, reading comprehension and developing independent reading skills through web based programs. Teachers have received training and use the program in school and as homework. Parent letters have been sent home in translated versions to explain the program goals and how to log in at home. We use guided and leveled books that are aligned to our Journeys curriculum. We use supplemental math material from Go Math online and from Math Steps. This year we have met with a consultant Paulette Thompspon who shared with us leveled readers and books along with teacher guides for an ESL program Language Power Kits that are specific to K-2 and 3-5 and are organized for Beginner, Intermediate, and Advanced.

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

Paste response to question here: We do not have a TBE or Dual Language program We will also provide Native Language support for the students with the use of native language books and a buddy system. Use of Native Language in our building will be provided with native language books placed in both the classrooms and a special section of the school library that will house these books. We will also try to use the buddy system with our children whenever possible during reading. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time.

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

The materials that are selected for use vary by grade level and by proficiency level including Beginning, Intermediate and 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.

Paste response to question here: Newly enrolled ELLs meet with the Principal and ESL coordinator during registration time. During this meeting they receive a welcome packet to our school and provided with an application to attend our NIA-ExpandedED summer program July-August and/or our School Year Afterschool program which provides both academic and enrichment support to approximately 500 children through a whole school model of Expanding the School day from 2:20 -5:20 pm. The summer program runs daily 8:00- 6:00 pm for free and provides academic and enrichment support through all subject areas. Students all participate in physical activities such as soccer, basketball, ZUMBA, Cheerleading, Dance, Art, Photography, Band , and other enrichment programs within our school summer program. This summer the program services over 300 students. This program is open to all student including our ELLs. They are also provided with a password for Ticket to Read and Raz Kids which is an online literacy web based program that instructs students at their level. Upon logging in to the systems the students are asked to take a level set exams and it track them depending on their phonemic awareness and reading readiness skills. The students are provided with leveled help in phonics and reading skills through the online program.

18. What language electives are offered to ELLs?

Paste response to question here: Currently, we do not offer language electives at the elementary school level other than English.

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)?

Paste response to questions here: We do not offer a Dual Language Program this year.

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.

Paste response to questions here: The staff of P.S. 186 receives on-going staff development from our ESL teachers and also at workshops presented in the building by our network and contracted vendors such as Houghton Mifflin Harcourt and CITE consultant Tina Stanici. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons. Our Network is providing a series of ongoing professional development workshops that address strategies for English Language Learners as well as information and application of the Common Core Standards. These workshops invite both E.S.L and classroom teachers to attend. PD offerings from the Office of ELLs are communicated to all staff and new staff is encouraged to register. We make every accomodation necessary to promote professional learning for all teachers especially new teachers who are acquiring madated training hours.

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?

Our Paste response to questions here: We have introduced into our school with the help of our parent coordinator an ESL Literacy Program for parents of our students. This class is held during school to help the parents improve their English literacy and to also help them with everyday life skills. We have implemented an adult lending library that contains children's books with text presented in both the home language and English. Parent Surveys are distributed in multiple languages up to 2 times per year to help to inform the types of activities and workshops the parents are interested in receiving. Our parent coordinator, Assistant Principal, and E.S.L. Staff work collaboratively to bring high-quality workshops that appeal to all parents including ELLs. Wherever possible translators are made available during workshops. We have contracted approximately 20 translators for November and March Parent Conferences so that parents needs are addressed. We also provide assistacnce and translation during March Conferences for parents as they complete the Learning Enviornment Surveys. This year, we will be providing pd on Common Core learning standards, new test design and report cards with the help of translators (Spanish, Russian, and Chinese).

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.

Paste response to question here:

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)
Bayan Cadotte	Principal		11/5/13
Rina Horne	Assistant Principal		11/5/13
Elaine Delaney	Parent Coordinator		11/5/13
Mary Cagliostro	ESL Teacher		11/5/13
Christine Abbate	Parent		11/5/13
Joan Birnbach Technology	Teacher/Subject Area		11/5/13
	Teacher/Subject Area		11/5/13
Susan Furtado	Coach		11/5/13
	Coach		1/1/01
Keith McFall	Guidance Counselor		11/5/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K186 School Name: Dr Irving A. Gladstone

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

On the first day of school and continuing throughout the school-year for new admits, parents are surveyed for their translation and interpretation needs. Once the surveys are compiled, there is a recap sheet by class and language that is distributed to aides, teachers, secretarial and support staff so that we can easily provide language translation and interpretation services. This year's survey indicates that there are 82 Chinese, 47 Spanish, 32 Arabic, 14 Urdu and 36 Russian families requiring written translation. Oral interpretation services are required by 162 Chinese, 74 Spanish, 13 Arabic, 11 Urdu and 17 Russian families. Parent involvement has been assessed based upon parent response to notices and attendance at school functions. Teachers were surveyed for feedback on their experiences with parent communication. Parent involvement has been greater since invitations and reminder notices have been sent home in both English and translated into the home languages. This increased participation is measured by attendance and participation in school/community activities. A survey of classroom teachers indicates that difficulty arises in communicating with parents verbally at Parent Teacher Conferences, in telephone conversations and in person. PTA representatives have also expressed a need for translation at all of their meetings.

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

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

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

Conversational & Written English (On-going)

Fall Fun

Winter Projects

Helping your Child be Successful in School

New York State Standards & Testing Information

Summer Fun Activities

Fire Safety

Health & Hygiene

Nutrition

Physical Activity

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

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

Part B: Strategies and Activities

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

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

meetings, Parent-Teacher Conferences) and as many written communications as possible. We also have used translation funding to contract 13 translators for Parent Teacher Conferences Fall and 13 for Spring Conferences to assist with communicating parental needs.

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

The majority of parent communication letters will be translated by the DOE Translation Unit. Additionally, select staff members will be asked to assist in providing written translations. In this manner, parents will have a greater opportunity to participate in all school activities. This written translation will be done as a per session activity by teachers and paraprofessionals. In addition, all staff will receive a copy of the Language Identification form and instructions for using phone translation services that are provided through the DOE translation unit. In accordance with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. Working with the DOE Translation and Interpretation Unit (Legal Interpretation Services - contracted outside vendor) and as a per-session activity for staff members will provide both written and oral interpretation services. These services will be provided at all school functions (including PTA meetings, Parent-Teacher Conferences) and as many written communications as possible. We also have used translation funding to contract 13 translators for Parent Teacher Conferences Fall and 13 for Spring Conferences to assist with communicating parental needs. The services contracted are called Legal Interpretation Services.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Dr Irving A. Gladstone School	DBN: 20K186
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 230
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

o NYSESLAT scores

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

ELA Sub Group scores as compared to non ESL Students scores

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

19% of LEP scored a level 3 or above

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

ELA EXAM 2010-2011

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Program Journeys: Houghton Mifflin Harcourt.

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

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

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

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

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

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

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

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional 		

Part E: Budget

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

Allocation Amount: \$0

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