

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

20K185

School Name:

WALTER KASSEN BROCK

Principal:

KENNETH LLINAS

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 20K185
School Type: Public Grades Served: K-5
School Address: 8601 Ridge Blvd, Brooklyn, New York 11209
Phone Number: 718-745-6610 Fax: 718-836-9631
School Contact Person: Kenneth Llinas Email Address: kllinas@schools.nyc.gov
Principal: Kenneth Llinas
UFT Chapter Leader: Jane Paul
Parents' Association President: Jennifer Kruger and Adele Doyle
SLT Chairperson: Josephine Horan
Student Representative(s): NA

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street Brooklyn, New York 11209
Superintendent's Email Address: kcostan@schools.nyc.gov
Phone Number: 718-759-4912 Fax: 718-759-4842

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Jose Ruiz
Network Number: 604 Network Leader: Greg Bowen

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kenneth Llinas	*Principal or Designee	
Jane Paul	*UFT Chapter Leader or Designee	
Jen Kruger / Adele Doyle	*PA/PTA President or Designated Co-President	
Peggy Bracco	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Josephine Horan	Member/ Special Ed. Upper Grades	
Joy Wrigley	Member/ Regular Ed. Upper Grades	
Kristen Marte	Member/ Special Ed. Lower Grades	
Christina Mousis	Member/ Regular Ed. Lower Grades	
David Forsyth	Member/ Parent	
Maria Scordaras	Member/ Parent	
Giacoma Tepidino	Member/ Parent	
Katie Taber	Member/ Parent	
Robert Hudock	Member/ Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School's Mission Statement:

P.S. 185 will provide a quality education for all of our students by implementing standards-based instruction, maximizing potential and providing a nurturing and supportive environment. We will encourage independent learning, critical thinking, the development of civil and social skills and the recognition and acceptance of cultural differences. By involving parents and collaborating with the community, we will strive to create students who are lifelong learners and productive members of society.

P.S.185 Walter Kassenbrock is an elementary school in the heart of Bay Ridge Brooklyn serving students in grades K-5. Our current overall register is 718 with 5 Kindergarten, 4 first, 4 second, 4 third, 4 fourth and 5 fifth grade classes. We have one 12:1:1 class serving students in grades K-2. We have two ICT Kindergarten classes and one ICT class in each of our 1st, 2nd, 4th and 5th grades.

Kindergarten class registers are at 25 and all other classes are close to maximum levels. The school population comprises 15% Hispanic, 8% Asian, and 76% White. We have a total of 51 students who are English Language Learners representing 7% of the student population. Our boy/girl ratio is 51% male and 49% female. 94 students have IEPs representing 13% of the total school population. These students receive services that include speech, occupational therapy, physical therapy, guidance and resource room (SETSS). Services are provided to address the specific needs of our students in one- to- one and small group settings, and vary in frequency such as once, twice or even three times a week. Certain students are positioned in an ICT class, where they receive targeted instruction from a generalist and specialist. Our 12:1:1 class serves students in the early grades who need the greatest amount of support. The average attendance rate for all students is 95.8%

PS 185 is proud to have the following partnerships...Learning Leaders, Salvation Army, City Harvest, Halloween Window Painting Contest, Common Cents/Penny Harvest, Ragamuffin Parade, Toys for Tots, Pennies for Patients, The Intrepid Sea, Air and Space Museum, Relay for Life, UNICEF, Giving for Living, Track Team and New York Road Runners Club.

To assess the school's overall performance we relied heavily on our 2013-14 **Quality Review** , **Teacher and Parent School Surveys**, the newly created **Elementary School Quality Snapshot and Quality Guide** , **New York State** test data and **NYC Schoolnet**. We also reviewed our **current CEP** to identify those elements that have proven successful as well as those that may require revisions or removal. According to these data sources, the following are areas of strength: In ELA, the number of students performing at levels 3 and 4 are greater than both city and district averages, and the average proficiency rating for ELA in all grades is greater than the city average. In math, the number of students performing at levels 3 and 4 are greater than both the city and district averages, and the average proficiency rating for math in all grades is greater than city averages. Additionally, our graduates' core course pass rate in middle school is greater than both our peer group and city averages. Furthermore, in our school's most recent Quality Review, we received the highest designation of "well-developed" in 7 indicators. As a result, the school received an overall designation of "well-developed" from this evaluation.

Although our students performed better than city and district averages, we have a lot of room for improvement. In ELA, there are still 53.7% of our students not meeting standards. In math, there are 38.8% of our students not meeting standards. Additionally, we want to strive for "well-developed" in the 3 indicators where we were rated "proficient":
1.2 "Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging and meeting the needs of all learners so that all students produce meaningful work products."

3.1 “Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.”

4.2 “Engage in professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.” These challenges will be addressed in this year’s CEP.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A review of the 2013-2014 *School Quality Guide* indicated that we are *Approaching Target* in both Student Progress and Student Achievement.

Additionally, multiple reports available in *Schoolnet* revealed that although writing skills (traits) are our greatest overall weakness, we also fall short in the conventions of language and reading skills. The specific reports studied from *Schoolnet* were the Item Analysis, Skills Analysis, and Standards Mastery in reading, language and writing. These reports classify the students into the following percentage groups: 0-24%, 25-49%, 50-74%, and 75-100%.

Our priority is to focus our instruction on close-reading strategies, improved usage of the conventions of language, and grade-specific instruction in the necessary writing traits as evidenced by the ELA MOSL results. The specific traits are as follows:

Kindergarten – Print Concepts, Letter Recognition, Phonics and Word Recognition, Information, Sense of Sentence, Spelling, Punctuation and Capitalization.

Grade 1- Reading, Information, Development, Structure, Sense of Sentence, Spelling, Punctuation and Capitalization.

Grade 2- Reading, Information, Development, Organization, Sense of Sentence, Spelling, Punctuation and Capitalization.

Grades 3-5 Reading: Text-Dependent Questions, Stating an Opinion, Command of Evidence, Introduction and Conclusion, Structure, Transitions and Conventions.

Even though the number of students performing at levels 3 and 4 are greater than both city and district averages, and the average proficiency rating in all grades is greater than the city average, there are still 53.7% of our students not meeting standards in ELA.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 students performing at levels 3 and 4 on the 2015 NYS ELA exam will increase from 46.3% to 51.1%

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 			

4. Activities that address the Capacity Framework element of Trust			
<p>Our Instructional Focus is to have all students show measurable growth in their ability to Deconstruct Complex Text in order to:</p> <ul style="list-style-type: none"> • Categorize ideas • Make inferences • Support verbal and written explanations utilizing text-based evidence <p>This focus will guide the school’s professional learning for the school year. The school selected <i>The Core Six, Essential Strategies for Achieving Excellence with the Common Core</i> as a professional text to deepen our knowledge of essential strategies that will increase student engagement and achievement.</p> <p>Teachers will administer Common Core aligned baseline assessments in September/October in order to identify student strengths and areas of need in Reading and Writing.</p> <p>Teachers will work in grade level teams to analyze data and plan instruction utilizing resources the school has purchased to support reading, writing, and discussion in the content areas. These resources (Accessing Complex Texts Now, Novel Studies, NY Ready, NYC Performance Tasks) support the students’ development of content knowledge in Social Studies and Science through close reading of grade level quality texts.</p> <p>Teachers will engage students in progress monitoring throughout the year using Fountas and Pinnell running records to measure growth in students’ independent reading levels.</p> <p>Student reading logs will be used as a resource to capture students’ reading habits and responses to texts read both inside and outside of the classroom. Writing rubrics and exemplar writing samples will be provided to students for every writing assignment, so students are clear about the characteristics of quality writing and have models for support. In order to support our students’ language development, teachers will continue to utilize the school’s Vocabulary and Grammar programs.</p> <p>Additionally, through a buddy system, upper grade students will work with lower grade students to model the verbal retelling of stories. Teachers will also utilize vertical learners and provide opportunities for students to conduct oral presentations where they will integrate technology to facilitate this process.</p>	<p>Teachers</p> <p>Teachers</p> <p>Students in grades K-5</p> <p>Students in grades 3-5</p> <p>Students</p> <p>Students in grades 3-5</p> <p>Students in grades K-5</p>	<p>September 2014-June 2015</p> <p>October 2014-June 2015</p> <p>September 2014 - October 2014</p> <p>October 2014-June 2015</p> <p>September 2014-June 2015</p> <p>September 2014-June 2015</p> <p>September 2014- June 2015</p>	<p>Teachers, Administrators, instructional coach</p> <p>Classroom teachers, administrators, instructional coach</p> <p>Classroom teachers, instructional coach</p> <p>Classroom teachers, instructional coach, administrators</p> <p>Classroom teachers, administration</p> <p>Classroom teachers, administration</p> <p>Classroom teachers, instructional coach</p>
Initiate Small Steps to Success to address needs of ELLs Continue SETSS and RTI to address the needs of target group students	3-5 ELLs and at-risk students	Jan. 2015 – June 2015	Classroom Teachers
Conduct Parent Workshops to inform parents of school initiatives. Conduct informal parent gatherings to address academic needs of children. Utilize Tuesday Parent Conference time to discuss individual progress and concern. Utilize Learning Leaders to address needs of at-risk students.	Parents	Nov. 2014- June 2015	School Staff and Parents

Utilize Technology Programs to enhance home/school connections and parental understanding of academic challenges.	Parents	Sept 2014 - June 2015	School Staff
IXL-ELA practice for school and home: Vocabulary Workshop lesson review and challenges Grammar Workshop lesson review and challenges NY Ready Toolbox for classroom use to model and practice skill Discovery Education- aligns with CCLS in all curriculum areas for classroom use	Parents	Sept.2014- June 2015	School Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

2013 NYC ELA Performance Tasks to practice skills
Weekly homogeneous grouping in Grades 3-5 beginning January 2015
NY Ready ELA, SRA Kits, Vocabulary Workshop, Grammar Workshop, ACT Now, Progress Monitor
NYC Periodic Assessment Benchmarks, Fountas and Pinnell Kits, Lead 21, Leveled libraries
90 minute ELA instructional blocks
Edupress Common Core State Standard Quick Flip Reference Charts for all staff

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

NYSTL funds will be used to purchase F and P kits as needed, NY Ready ELA, Vocabulary and Grammar Workshops, Act Now and Progress Monitor materials. Title III will be used to support 7% of these purchases. Parent grant from PTA will support purchase of classroom libraries and research materials.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

On January 30, 2015 the P.S.185 Student Progress Report will be distributed to parents of all grades, which will incorporate the mid-year performance task results. SWDs’ and ELLS’ performance will be desegregated to monitor student growth.

By February 27, 2015 50% of students performing at:

Level 0-24% will ↑ 7 percentage points in **reading** on the Spring NYC ELA Performance 43 Task(out of 44 students)
Level 25-49% will ↑ 6 percentage points in **reading** on the Spring NYC ELA Performance Task(out of 204 students)
Level 50-74% will ↑5 percentage points in **reading** on the Spring NYC ELA Performance Task(out of 289 students)
Level 75-100% will ↑2 percentage points in **reading** on the Spring NYC ELA Performance Task(out of 156 students)

By February 27, 2015 50% of students performing at:

Level 0-24% will ↑ 10 percentage points in **language** on the Spring NYC ELA Performance Task(out of 36 students)
Level 25-49% will ↑7 percentage points in **language** on the Spring NYC ELA Performance Task(out of 196 students)
Level 50-74% will ↑5 percentage points in **language** on the Spring NYC ELA Performance Task (out of 264 students)
Level 75-100% will ↑2 percentage points in **language** on the Spring NYC ELA Performance Task (out of 75 students)

By February 27, 2015 50% of students performing at:

Level 0-24% will ↑ 10 percentage points in **writing** on the Spring NYC ELA Performance Task(out of 160 students)

Level 25-49% will ↑ 7 percentage points in **writing** on the Spring NYC ELA Performance Task(out of 304 students)

Level 50-74% will ↑5 percentage points in **writing** on the Spring NYC ELA Performance Task(out of 206 students)

Level 75-100% will ↑2 percentage points in **writing** on the Spring NYC ELA Performance Task(out of 23 students)

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on the results from the 2013 – 2014 School Survey we have established a safe and trusting environment for our students. In addition, the Quality Review revealed that “the school has created a culture that values the social and emotional needs of the entire community with targeted supports that promote academic and personal behaviors. “ Even though we are doing very well in the area of School Culture, we would like to perform as well as schools in our peer group. Our school received 94.8% in the area of School Culture, whereas one of our peer schools received 99.8%. Although we are performing better than the average of our peer schools in this area, we would like to continue to move toward the schools that performed at the high end.

We want to continue to build upon our success in this area and develop a safe environment for children to learn and grow as people whereby they live up to their daily mission statement: “We will learn to be good students, good friends and good people.”

Part 2 – Annual Goal

	List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, P.S. 185 will increase our School Environment percentages in the area of School Culture by 1% (94.8% to 95.8%) in order to exceed our peer group’s average percentages.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
In the Fall teachers will administer our school’s Safety Test in order to assess students’ understanding of all school safety rules and expectations. All classroom teachers will utilize this assessment to engage students in discussions centered on safe and productive behaviors. Classrooms are awarded certificates based on classmates’ mastery of behavioral expectations.	All Students	Sept. 2014	Administration and teachers
Schedule a Bullying Workshop in the Fall in order to sensitize and inform the student body with regard to the impact of bullying	All Students	October 2014	Guidance Counselor

behavior. Utilize guidance counselor and classroom teachers to support “Caught Being Good” program which rewards students for positive behaviors and monitors growth with progress charts. In order to formalize “School Spirit”, we will have a school color guard at every assembly as a ritual to begin our gatherings. In addition, we will have students dress in “assembly attire” to honor this time. To further motivate student behavior and effort, we will begin an Achievement Recognition Program targeting citizenship and student progress. We will continue to support Student Government initiatives: Penny Harvest, Toys for Tots, Pennies for Patients, Food Drive, Round Table and Community Outreach in order to engage our students in community service.	All students All students All students Students	September 2014-June 2015 January 2015-June 2015 Jan. 2015 June 2015 September 2014-June 2015	Guidance counselor, classroom teachers, and administration Administration, teachers, parents Administrators and teachers Teachers, administration, guidance counselor
We will continue “Buddy” program with lower grades/upper grades to establish “Big Buddies” which partner upper and lower grade ELL’s for academic support. Additionally, they will participate in on-stage productions dealing with important issues.	All Students	Sept. 2014 – June 2015	Parent Coordinator and Guidance Counselor
PTA will schedule safety assemblies. School will distribute parent letters and Discipline Code to all parents in order to inform them of important academic and behavioral expectations.	Students and Parents	Sept. 2014 – June 2015	Administration Staff
Develop an element of trust through classroom discussions about important personal and academic behaviors through reading material and literature. Conduct bi-monthly discussions with Student Government in respect to safety and trust.	All Students	Sept. 2014 – June 2015	Administration Staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Assemblies, professional development, “Caught Being Good” laminated charts, IXL Technology Program, books/appropriate literature which encourage important personal and academic behaviors, and staff salaries.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Tax levy funds will be used to purchase materials such as paper, ink, and maintenance costs of school copier. Partial Title III funding will be used for School Messenger System and assembly programs.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

“Caught Being Good” will be updated bi-weekly to record class progress.
 By February 2015 50% of classrooms will have earned a certificate
 Three Student Government meetings will have taken place
 Monitor List will indicate names and locations of all monitors
 Stage productions will have happened for 3 grades
 Buddy Programs will identify 8 classes as buddies
 Big Buddies will be identified for 50% of lower grade ELL’s

 By June 2015 100% of classrooms will have earned a certificate

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

After reviewing the results from the 2013 – 2014 NYC School Survey we wish to improve the collaboration of the teachers. Additionally, our latest Quality Review revealed our school was “proficient” on indicator 4.2 which states that “teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.” We would like to continue to work in this area so our school receives the designation of “well-developed”. Our teacher “buy in” is very strong and grade level and specialized teams are in place and function at high levels. Direct teacher feed -back indicates that additional meeting times, access to professional development, and increased support in subject areas are required to produce even greater results.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will receive the designation of “well-developed” on indicator 4.2 which states that “teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will be provided with time and resources to support collaboration on Vertical Teams. These teams will have the support of colleagues from other grades and administration in order to identify gaps in curriculum between grades, make resource decisions and establish PD priorities.	Vertical team members	Monthly	Administration, Team Members, Classroom Teachers
New and returning teachers will be assigned a mentor in order to provide professional and emotional support.	Mentor/mentee	Weekly	Mentor teachers

Teachers will observe their colleagues from prior grades to better understand the skill set that students should carry to the next year; teachers will observe the teachers of the upcoming year to be more aware of the skills that their students will need for the following year	Teachers	3 – 4 times per year	Teachers, administrators, instructional coach
Teachers will be provided time to work collaboratively to group students homogeneously (based on their instructional needs) in order to allow teachers to provide focused, targeted instruction for quality writing.	Teachers in grades 3-5	Dec.2014- Mar.2015 June 2015	Teachers, instructional coach
ELL teacher will be provided time to meet with each grade to discuss needs of students and provide strategies that classroom teacher can use to support ELL students' access to learning goals. ELL teacher will provide PD sessions on effective strategies for teachers who have ELL students.	ELL/Classroom teachers	Monthly	ELL Teacher
Learning Leaders will assist classroom teachers in ELA and Math on various grade levels. Newsletter will be generated to notify parents of classroom academic activities.	Parents Parents	Jan. 2015 – June 2015	Learning Leaders, teachers
Teachers will compile an academic portfolio, with the support of the instructional coach, to pass along to the future teacher; one ELA and one Math assessment will be included each marking period.	Teachers	Nov., Jan., Mar, June	Classroom Teachers, instructional coach
Teachers will use a grading template to record the ELA and Math grades for each student to be given to the future teacher.	Teachers	June	Teachers, instructional coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development time, portfolios, academic templates, newsletters, substitutes for teacher coverage.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Tax Levy funds will be used to support substitute days for additional PD. Purchase of portfolios and related materials, copies of newsletters and related copy costs. Title III funds will support 7% of these costs.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Vertical Team will report their findings to their colleagues after each meeting
Mentor Teachers will keep a log of their meetings
Teachers will keep a log of the inter-visitations for the year
The ELL teacher will keep a log of classroom teacher discussions

Periodic meetings with Learning Leaders and classroom teachers to monitor student progress
February review of portfolios and templates

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The critical source of data related to “Effective School Leadership” can be found in our most recent Quality Review. This comprehensive document provides specific areas for improvement while indicating which areas are currently well developed. As noted in the school’s overview in the first section of this CEP, we find that the school needs to refine its efforts in 3 major areas. These areas include:

1. Further development of teacher pedagogy informed by the instructional shifts and aligned with the Danielson Framework for Teaching.
2. Further refinement of a short list of focused, data based goals that promote a coherent vision of school improvement.
3. Further development of structured professional collaborations on teams that promote shared leadership and improved student learning.

Utilizing the **School Surveys** we found the following results:

1. Teachers working together in teams-we find 98% in strong agreement
2. PD having a sustained focus-we find 83% in strong agreement
3. Recognition of teacher accomplishments-we find 91% in strong agreement
4. School leaders providing teachers with leadership opportunities-we find 86% in strong agreement

With these findings in mind we will develop a goal that combines having a professional development plan that is focused on the needs of the teachers, while also increasing leadership opportunities for teachers.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 3% increase in teachers who strongly agree with the indicators which state “professional development has a sustained focus” and “school leaders provide teachers with leadership opportunities.”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			

27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			
A school Vertical team of teachers will be created to collaborate with administration in order to create a PD plan that meets the needs of the teaching staff. This team will also make decisions regarding academic resources and programs adopted/adapted by the school.	Vertical Team	Regularly as set by the team	Administration and team of teachers
A School Implementation Team will be created and supported to address response to intervention Tiers I, II, and III by administration.	Implementation Team	Regularly as set by the team	Administration and team of teachers
Increase parent communication by the use of the School Messenger System in order to support teachers with efficient and streamlined parent outreach.	Parents	Monthly	Administration
Schedule informal parent forums for discussing priority topics in order to support teachers' efforts.	Parents	Quarterly	Administration and team of teachers
Continue to update Principal letters to parents in order to support teachers' efforts	Parents	On going	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

NYSTL funds to purchase instructional materials, cost of subs for PD, per session funding as required by team members, partial funding for School Messenger System

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Funds to purchase necessary gap materials, funds for subs and per session Tax Levy funds will be used by team members to purchase all instructional materials Title III funds will be used to purchase 7% of the materials

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Team minutes will be recorded to reflect progress to date as of February 27, 2014 from the Vertical and School Implementation Teams. Administration will collect feedback as to teachers' responses on PD and leadership opportunities through a survey, which will be emailed to teaching staff.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

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| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The results of the 2013–2014 School Survey revealed a decrease in parents strongly agreeing with the statements, “how satisfied are you with the education your child has received this year?” and “how satisfied are you with the response you get when you contact your child’s school?” We wish to improve the communication between teachers and parents so parents feel very satisfied with the quality of the education their child is receiving. In addition, we wish to improve the satisfaction parents feel when they contact the school. Data specific to parents of ELLs and IEP students further indicate additional efforts need to be made to engage and support these parents’ concerns.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve communication with parents in order to support student achievement by June 2015, P.S. 185 will increase the percentage of parents who “strongly agree” with the questions “how satisfied are you with the education your child has received this year?” and “how satisfied are you with the response you get when you contact your child’s school?” from the 2014 School’s Learning Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Identify two teachers to serve as parent liaisons who will facilitate all planning related to organizing and scheduling parent meetings.	Parents	Feb. – June 2015	Grade liaisons (teachers)
Establish monthly meetings to serve as open forums for parents of ELL and IEP students. (10 monthly meetings, 5 for IEP parents and 5 for ELL parents)	Parents and families	September 2014-June 2015	SIT Team
Create and implement a virtual school newsletter to keep parents informed of their child’s curriculum and school activities.	Parents	September 2014-June	Teachers, administrators

Provide Professional Development for staff to navigate <i>Weebly</i> (a web-based program) in order to publish the newsletters which inform parents of class learning goals. Grade-level collaboration to input information into the newsletter templates.	Teachers	2015 January 2015	Administrators
Translate newsletters for ELL families.	ELL families	Feb. – June 2015	Parent coordinator
Provide class and grade level workshops for parents to learn their child’s curriculum in order to better support them at home.	Teachers and Parents	Ongoing Tuesday afternoons	Classroom teachers
Form a committee of parents, involved in the community, to foster a better relationship between local businesses and our school.	Teachers and parents	Bi-monthly meetings Ongoing	Program liaisons

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional development, additional preps , paper and photocopying of newsletters, School Messenger System

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Tax Levy funds will be used to support substitute days for additional PD. Purchase of portfolios and related materials, copies of newsletters, and related copy costs. Title III funds will support 7% of these costs.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 40. Specify a timeframe for mid-point progress monitoring activities.				
By February 27 th , 2015 2 teacher/ liaisons will be identified and initial parent forum will be scheduled. By February 27 th , 2015 4 classrooms will have uploaded a Weebly newsletter that shares classroom information for parents. By February 27 th , 2015 a Spanish translation of the newsletter will be available. By April 2015 we will conduct a parent-teacher survey to measure the effectiveness of the newsletter. By June 2015 we will perfect the template as per results of the survey. The final template will be ready for the 2015/2016 school year.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	State ELA Test	Pre-Reading, highlighting, graphic organizers, repeated readings, shorter passages	Classroom, small group, one-to-one	During the school day
Mathematics	State Math Test	Simpler problems, varied response types, use of manipulatives, graph paper, fewer problems	Classroom, small group, one-to-one	During the school day
Science	Classroom Assessments, Informal Teacher Observations	Pre-reading, highlighting, visual representations	Classroom, small group, one-to-one	During the school day
Social Studies	Classroom Assessments, Informal Teacher Observations	Pre-reading, highlighting, visual representations	Classroom, small group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom Assessments, State Tests	RTI Tier 1, RTI Tier 2, RTI Tier3	Classroom, small group, one-to-one	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy

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 the school. **[P.S. 185]**, 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 the school and the families. The 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 the school community. **[P.S. 185]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

[P.S. 185], 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information

Name of School: Walter Kassenbrok

DBN: 20K185

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy

Total # of ELLs to be served: 50

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

K 1 2 3 4 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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 evidenced by the Title III AMAO indicator and the scores on the ELA, MOSL tasks and NYSELAT, many of our ELLs and former ELLs in grades 1-5 are performing below grade level in ELA, specifically in the areas of reading and writing.

In order to provide additional academic support to these students, administration and pedagogical staff at PS 185 will utilize a large portion of the Title III Supplement Program funds to run an after school supplemental program entitled "Small Steps to Success." Supplemental instruction will be provided through small group lessons every Thursday and Friday for a duration of 2 hours each session (2:30-4:30pm) and will serve approximately 50 students in grades 1-5. The program will run for 10 weeks (20 sessions). The program dates are as follows: 1/8/15, 1/9/15, 1/15/15, 1/16/14, 1/22/15, 1/23/15, 1/29/14, 1/30/15, 2/5/15, 2/6/15, 2/12/15, 2/13/14, 3/5/15, 3/6/15, 3/12/15, 3/13/15, 3/19/15, 3/20/15, 3/26/15, 3/27/15

English Language Learners will be grouped according to their grade and current NYSELAT or NYSITELL placement level (Beginning, Intermediate, Advanced). In grades 4-5, former ELLs who scored at a level 1 on their ELA exam will be placed with the beginning and intermediate ELLs. Former ELLs who scored a level 2 or higher will be placed with the advanced ELLs students. Former ELL students in non testing grades who scored low on the MOSL and LEAD 21 literacy assessments, will be placed with beginning and intermediate ELLs, and students who scored at a higher level will be placed with the Advanced ELLs.

In assessment and curriculum planning sessions, the ESL teacher will work with the general education teachers to address the differences and similarities between students at each level and how this particular grouping will lead to effective instruction. Together the ESL teacher and the general education teachers will create a curriculum for the entire length of the program as well as assessments to follow up each mini-unit. National Geographic materials will be purchased with Title III funds to be used as curriculum of the program.

The program will enlist the services of the ESL pull-out teacher, the ESL certified common branch teacher, and an additional 2 common-branch certified teachers. The ESL teachers will co-teach with the general education teachers. During instructional time, the ESL teachers will teach content using ESL best practices and methods. Teaching content will involve pre-teaching key vocabulary, creating visual supplements to each lesson, and facilitating academic discussion among the students and general

Part B: Direct Instruction Supplemental Program Information

education teacher. The last few sessions of the program will include review study for the NYSESLAT including story development, critical thinking and descriptive story telling. LAT materials will be purchased with Title III funds.

To improve literacy skills, teachers will use the intensive and strategic reading series from LEAD 21 and the SRA Reading Kits for independent reading practice. Teachers will integrate oral language development using the LEAD 21 oral language prompts, materials from Mondo, and National Geographic. All instruction will be in English.

Part C: Professional Development

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

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

Begin description here: To determine best strategies and establish a supporting pacing calendar for the Small Steps to Success program, all teachers who service ELLs and those participating in the Small Steps program will participate in a 1 hour professional development session. The PD session will be held on 12/12/14 at 12pm in the school library presented by the ESL teacher and instructional specialist. The focus of the PD will be on identifying vocabulary building strategies centered around fiction and non-fiction reading material. Using Lead 21 material to assess current skills and to provide rigorous content material, this PD session will align the pacing calendar with practical goals and "small steps" activities.

Additionally, our ESL teacher will turnkey the information learned in the 2-day workshop entitled Beyond the Language Series hosted by Bank Street College. The focus will be on how to make the Common Core Accessible to English Language Learners and how to integrate etymology into the curriculum as a means of engaging students and deepening their understanding of vocabulary. The information learned will be turn keyed over two sessions during professional learning periods from 2:30-3:30pm on December 12/15/14 and 12/22/14. Teachers participating in either of the two programs will continue to meet once a month during the after-school professional learning periods to discuss the progress of the students in the programs and best practice.

Finally, starting in early January, teachers of ELLs will attend workshops offered by the the Department of English Language Learners and Student Support on topics ranging from creating language objectives in the mathematics classroom to Brain Research on ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

PS 185 will host a multicultural potluck on 1/20/15 in order for parents to get to know each other better and share a bit about their family life, home country, food, etc. The potluck will take place during parent engagement time and will last approximately one hour. The ESL teacher will host and will be accompanied by the parent coordinator and the Assistant Principal.

Additionally, PS 185 will conduct two parent workshops for parents of ELLs on two consecutive Tuesdays in December. Dates for the workshops are 1/6/15 and 1/13/15. Each workshop will last approximately 1 1/2 hours. Before the start of each program, the parent coordinator will ensure that each student receives an invitation in their preferred language of communication as indicated on their registration form. Parents who do not return the form will be contacted by the parent coordinator, utilizing DOE translation services when necessary.

The workshops will be for parents of students participating in the Title III program. The workshop will explain the rationale, structure, and goals of the program, leaving ample time for parents to ask questions. Additionally, the workshop will focus on familiarizing parents of ELLs with the Common Core and the online resources that parents can use to assist their children in accessing the Common Core. This workshop is targeted at supporting the higher academic achievement of their children. The workshop will be presented in the library by our instructional specialist and the ESL teacher. PS 185 will have translators onsite for those parents who do not speak english. Letters inviting parents to the workshops will be disseminated the week before the workshop. Refreshments will be served

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	8,550.66	Small Steps to Success: \$8241.6 will pay for 4 teachers working 4 hours a week for a total of 10 weeks (20 sessions) at \$51.51. Parent Workshops:

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		\$309.06 will pay for 2 teachers to work 3 hours at \$51.51. Each meeting will last 1 1/2 hours.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	264.00	\$264.00 will cover the cost of the ESL teacher's attendance at the Beyond the Language Series two-day PD hosted by Bank Street College
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2,185.34	\$ 1185.34 will cover the cost of additional literacy materials (National Geographic Ell supplementary materials) for the Small Steps to Success program. <u>NYSELAT test materials cost \$1000.00</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	200.00	\$100 for refreshments for parents attending the parent workshops. \$100 for refreshments and food for parents attending the multicultural night.
TOTAL	.	<u>11,200.00</u>

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 20	Borough Brooklyn	School Number 185
School Name Walter Kassenbrok		

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

Principal Kenneth Llinas	Assistant Principal Rena Goudelias
Coach	Coach
ESL Teacher Luke Meginsky	Guidance Counselor Dana Isaac
Teacher/Subject Area Betty Appelbaum/3rd grade	Parent Adele Doyle
Teacher/Subject Area Joy Wrigley/4th grade	Parent Coordinator Mary Macguire
Related Service Provider Audrey Reiss	Other CCLS Teacher Lisa Amendolia
Network Leader(Only if working with the LAP team) type here	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	725	Total number of ELLs	51	ELLs as share of total student population (%)	7.03%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
Push-In														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	40	1	7	10		5	1			51

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	40	1	7	10	0	5	1	0	0	51
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	1	4	6	4								20
Chinese	1		1											2
Russian	3													3
Bengali		1												1
Urdu					1									1
Arabic	4	2	2	4	3	5								20
Haitian														0
French														0
Korean														0
Punjabi														0
Polish				1										1
Albanian		1												1
Other	1					1								2
TOTAL	10	8	4	9	10	10	0	51						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	1	3	2	2								15
Intermediate(I)	1	2	1	3	4	1								12
Advanced (A)	4	4	2	3	4	7								24
Total	10	8	4	9	10	10	0	0	0	0	0	0	0	51

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		2		2		8
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 185 uses the Fountas and Pinnell program to assess phonics and comprehension skills for our ELLs. Additionally, teachers use a baseline assessment from the LEAD 21 program to gauge students readiness for the LEAD 21 program and place students in guided reading groups in order to better differentiate instruction. As a supplement to these assessments, teachers in early grades use an

assessment from the Foundations program to assess phonics and phonemic awareness for students in grades K-2. From these assessments, it is clear that ELLs need academic intervention in the areas of sight-word recognition, vocabulary development and reading comprehension.

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

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

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. As stated earlier, the majority of students reaching proficiency this past school year were in grades 1 and 3. Approximately half of the ELL students in each grade moved up a level, with the least movement for students moving into 3rd grade and the most movement for students moving into 4th. Students did not take tests in their home languages last year, but instead were provided with a translator who spoke their native language. Even with translation services, these students scored far below grade level standards.
 - b. School leadership and teachers use the ELL Periodic Assessments to assess strengths and weaknesses in listening, grammar, and reading comprehension. This information is used by teachers to plan lessons for small group instruction, one-to-one intervention, and creating appropriate peer-to-peer pairings to support academic achievement.
 - c. These Periodic Assessments revealed that students need additional academic intervention in the areas of grammar, specifically relating to the task of identifying grammatical errors in individual sentences. The Periodic Assessments do not contain short responses or essays and do not assess speaking skills, so it is up to the individual teacher to identify strengths and weaknesses in these areas. Teachers do so using individual conferences and by analyzing the LAB-R test results for new admits and the NYSESLAT modality breakdown for students with continued ELL services.

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](#).)

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

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

N/A

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The following steps describe the process taken to initially identify a student who may possibly be an ELL. This process follows the "New York State – LEP Identification Process" as per CR Part 154. When the school receives a new admittance, the licensed ESL teacher, Mr. Meginsky conducts an informal interview with the parents and child to help determine the child's eligibility for ESL services. Every parent fills out the Home Language Identification Survey (HLIS) for his/her child with the help of a license pedagogue. Upon the completion of the HLIS, the ESL Teachers conduct an informal interview to determine if the student speaks a language other than english. If the student only speaks English, the ESL teacher stops the LEP Identification Process and the teacher makes a notation that the student only speaks English and "NO" is entered on the OTELE code. If the student speaks another language, as indicated in both the informal interview and the HLIS, the teacher administers the LAB-R within 10 days of the student's initial enrollment date to determine eligibility. Mr. Meginsky, who is profient in Spanish conducts the informal interview with parents who speak spanish only. On the occasion that neither parent speaks english or Spanish, we either utilize a friend or relative of the family who speaks both languages or we call translation services to arrange for an over the phone translation. If the LAB-R shows that the student is not proficient in English, we invite the parents to a meeting to discuss English Language Learner (ELL) program options for their child. If a parent cannot attend or does not show up on the day of the meeting, the ESL teachers set up a phone consultation or an individual meeting to discuss program options. For spanish speaking students that do not pass the LABR, Mr. Meginsky, who is proficient in spanish, administers the Spanish LABR to determine spanish language proficiency in all four modalities.
Annually, the ESL teacher Mr. Meginsky, administers the New York State English as Second Language Achievement Test (NYSESLAT) to all ELLs identified in the ATS BESIS reports. To ensure that all ELLs are tested, the ESL teachers cross reference the info in ATS with information in the students' cumulative records, classroom teacher records, ARIS reports, and in SESIS. Months before the test, the ESL teachers in conjunction with the administration set up specific dates to administer all four parts of the NYSELAT: reading, writing, listening, and speaking. Careful record keeping is maintained to ensure that the test is administer to each student in all four modalities. Students are tested according to administration directions in a separate location.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. The structures in place to ensure that parents understand all three program choices are first to invite the parents to an ESL Parent Orientation Meeting within the first ten days of school. During the meeting, the ESL teacher explains the program choices, shows the video in different languages to explain the choices, and explain their rights as an ESL parent. We give the parents the Parent Survey form along with the Parent Information Brochure about the three program choices available for ELLs and ensure that the parents complete the forms during orientation. If they do not attend the meeting, we send out notices to the parents until the form is received in an effort to collect all the forms within the first 10 days of school. If the parent cannot attend the meeting, the ESL teacher sets up a phone consultation or an individual meeting to explain the program choices. The parent coordinator, Mary Maguire, assists the ESL teacher in contacting parents who have not returned the forms. In the event we never receive a form back or cannot successfully contact the parent, we default to Transitional Bilingual but retain them in ESL, the sole program hosted at P.S.

185. For parents who chose the TBE/DL program as their first choice, we explain to them that if there are 15 parents with the same home language in two contiguous grades requesting TBE or DL, PS 185 will open a classroom that reflects their program choice. If there are not enough parents requesting TBE or DL and the parent still wants their child in a TBE or DL program, the ESL teacher informs the parent that their child will have the option of transferring into that program if it becomes available later in the year at PS 185. Additionally, the ESL teacher informs parents of the TBE and DL programs that are currently active in the District. If the parent wishes to transfer their child to another school that has that program, the principal at PS 185 contacts the school to ensure that there is space available in that TBE or DL program and contacts the parent to inform them of the transfer.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used and the procedures followed to place identified ELLs in bilingual or ESL instructional programs are detailed above in the previous questions. The ESL teacher sends out entitlement, program placement letters, and continued entitlement letters in the student's home language in September. Xeroxed copies are made of each letter and are kept on file. As placement letters are distributed, notations of their distribution are recorded on rosters. The parent fills out the Parent Survey and Program Selection form in their home language after meeting with the ESL teacher to inform and discuss the program choices available to their child. If they have any questions they can feel free to call or make an appointment with the ESL teacher. To communicate with parents who speak a language other than Spanish or English, PS 185 utilizes the Translation hotline or employs the translation skills of one of our many Learning Leaders who volunteer at the school and one of our SBST staff who speaks Arabic. For students who did not pass the NYSELAT the previous year or for ELLs transferring from another school, continued entitlement letters are distributed. Copies of these letters are stored and locked in the ESL classroom. If there are 15 requests on one grade for a dual language or bilingual program, or a total of 15 requests in two consecutive grades, PS 185 opens a bilingual or dual language program and parents are notified and given a placement letter accordingly. Alternatively, if there are not enough requests to open a bilingual or dual language program, the ESL teacher informs the parents of the other schools within the district that currently offer these programs and the protocol that they must follow in order to transfer their child if a spot is open and available.

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1a. The organizational model is a pull-out esl program. The pull-out programs for the Kindergarten through Fifth Grades are all 45 or 90 minutes long in duration to add up to 360 minutes each week for Beginners and Intermediates and 180 minutes each week for Advanced students.
 - b. The organizational model used at PS 185 is a pull-out model with heterogenous grouping. In order to meet the state mandate, the ESL instructor groups beginning and intermediate students in grades K-2, 3-5 together and advanced students separately in the grade bands K-1, 2-3, and 4-5. We feel this model allows our ELL students a supportive, comfortable environment in which the students feel free to take risks and make mistakes. Grouping students across grades also allows for the older students to aid the younger students in their understanding of language objectives. Furthermore, we feel that our ELL students can develop oral language skills using activities such as choral reading, songs and oral recitations without disrupting the students in the regular class. Indeed, the development of oral language is the crucial first step on the continuum of language acquisition and pivotal in developing fluency in literacy.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

Since native languages are not the focus of an ESL only program, the native language is validated at our school whenever possible during instructional periods. There are also no Bilingual classes at PS 185. This supports the parents' first choice for service by ESL. In the Transitional Bilingual Education model, the bulk of classroom instruction is taught in the native language of the students in the classroom, supplemented by daily intensive english language instruction. As the students progress, more time is spent teaching

subject matter in English and native language support decreases. In the Dual Language Model, the goal is for students to become fluent in both languages. Students of the native language are taught alongside students who speak English as their first language. In some schools, teachers teach in the students' native language for an entire week, then reteach the same lessons and content in English the following week. In other schools, half the day is spent teaching lessons and content in English and the second half of the day is spent teaching in the students' native language.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the Freestanding ESL model, the language of instruction is in English. All content is delivered in English, with literature available in the students' home language for those newcomers who read and write in a language other than English. The purpose of this literature is to engage the student and is only used to transition newcomers in the first few months of school and provide them with meaningful, comprehensible literature during independent reading time. ELA, Math and all other content area is delivered in English. The ESL uses ESL strategies to teach vocabulary, deconstruct and reconstruct text, and facilitate oral language development through response to literature, visuals, and through small group discussion. For those beginning students who speak Spanish as their first language, Mr. Meginsky provides Spanish language support often repeating questions or vocabulary in their native language. For those beginning students who have literacy skills in a home language other than Spanish, the ESL teachers encourage them to write in their home language and then, with the assistance of a student who has literacy skills in both languages, translate their writing into English. In regards to Common Core, this year ELLs will be instructed by three cluster teachers who focus on developing skills and tasks taken from the Common Core Learning Standards. This will provide ELL students with additional academic intervention as it relates to the higher demands of the Common Core. In the Bilingual model, the bulk of the content area subject matter is taught in the student's native language, and the ELA/ESL instruction accounts for the remainder of the time each day. The ratio in most bilingual programs starts as 70/30 (70 native language and 30 English language instruction). Year after year, this ratio changes. The amount of instructional time in the student's native language decreases every year and the amount of instructional time in English increases, until the bulk of instruction is taught in English. In the bilingual classroom, the ESL teacher often revisits and reinforces content area topics in English. Finally, the Dual Language program model splits instructional time evenly between English and the target second language, with the eventual goal of producing students who are proficient in two languages.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

NYS Learning Standards for ESL in conjunction with the new Common Core State Standards. Students are allowed extra response time in order to encourage participation. These students may also attend after school Title III programs.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

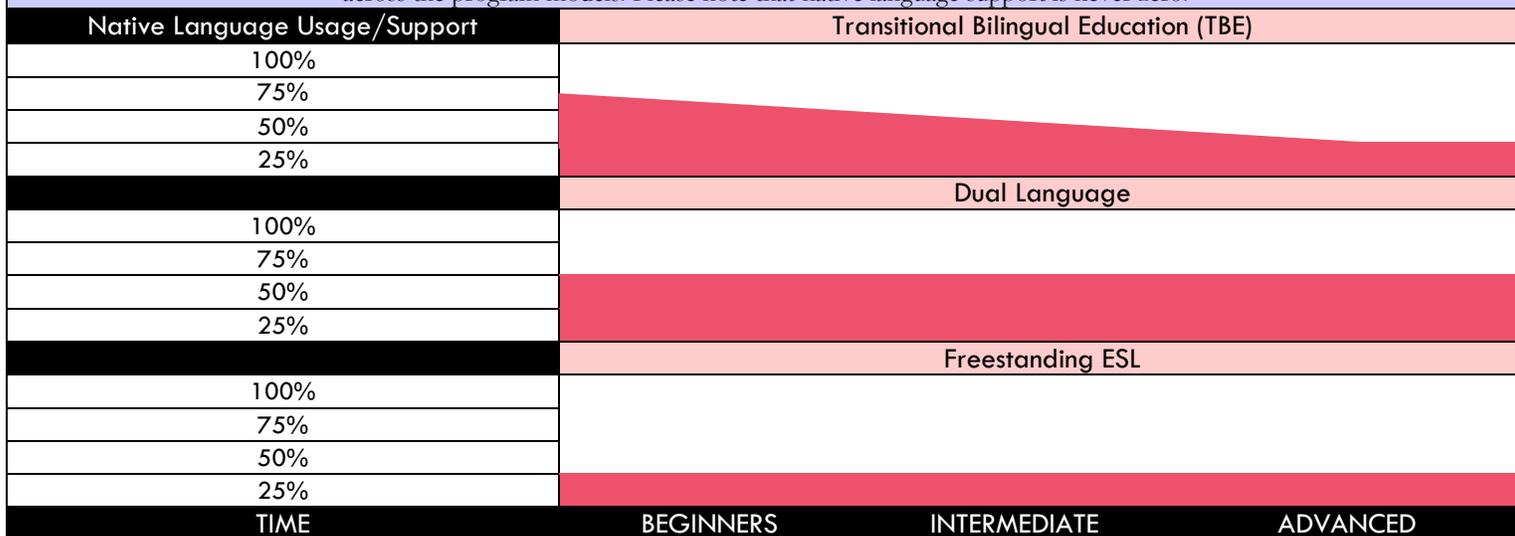
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

E. Integrating assessment for learning techniques. Through the efforts of our Student Progress Teams we plan to train all staff, as well as, our ESL teacher in these stated strategies.

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

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

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

N/A

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

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

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

Certainly all ELLs may participate in all programs at P.S. 185, but they are also specifically encouraged to participate in such programs like after-school to better support their academic achievement. P.S. 185 promotes achievement for all students. Students in Grades 3, 4 and 5 also receive service via Title III. In the near future, we will invite ELLs to participate in a Title III funded after school program with a focus on academic achievement in the area of literacy. PS 185 invites ELLs to Saturday Test Prep sessions for approximately a month prior to the NYS tests. Additionally, the ESL teacher runs after-school programs for ELLs. The after school program, entitled "Small Steps to Success" invites all to participate in a 90 minute small group intensive focusing on reading and writing strategies. These classes with content area focus allow ELL students to use the rich vocabulary of the various content areas in a supportive and exciting classroom environment. Teachers use materials related to the regular day classes. Part of the time also

focuses on the language of tests and higher order thinking skills.

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

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

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

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

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

SRA kits for grades 2-5

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

For Science and Social Studies:

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

None.

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

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

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

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **20K185**

School Name: **185**

Cluster: _____

Network: **604**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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