

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

DBN: (i.e. 01M001):

20K186

School Name:

DR. IRVING A. GLADSTONE

Principal:

BAYAN CADOTTE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: ELEMENTARY School Number (DBN): 20K186
School Type: PUBLIC SCHOOL Grades Served: PREK-5
School Address: 7601 19TH AVENUE
Phone Number: 718236-7071 Fax: 718-331-9181
School Contact Person: RINA HORNE Email Address: RHORNE@SCHOOLS.NYC.GOV
Principal: BAYAN CADOTTE
UFT Chapter Leader: JOAN BIRNBACH
Parents' Association President: LISA YENINAS
SLT Chairperson: Daniella LaManna
Student Representative(s): _____

District Information

District: 20 Superintendent: KARINA COSTANTINO
Superintendent's Office Address: 415 89TH STREET
Superintendent's Email Address: KCOSTANTINO@SCHOOLS.NYC.GOV
Phone Number: 718 759- 4912 Fax: _____

Cluster and Network Information

Cluster Number: 602 Cluster Leader: JOSE RUIZ
Network Number: 718-968-6122 Network Leader: MATTHEW MELCHIORRE

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:

- 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*.
- 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.**
- 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)
BAYAN CADOTTE	*Principal or Designee	
JOAN BIRNBACH	*UFT Chapter Leader or Designee	
LISA YENINAS	*PA/PTA President or Designated Co-President	
Elaine Delaney - Parent Coordinator	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
VIVIAN BARRETO	CBO Representative, if applicable	
Darcie LoGiudice	Teacher/	
Theresa Cavallaro	Teacher/	
Marianna Sini	Teacher/	
Lisa Grefig	Parent	
Danielle Lamana	Parent	
Patrina Rizzo	Parent	
Carlos Aquino	Parent	
	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:

7. **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.
8. **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.
9. **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.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The educational community of PS186 is committed to ensuring that all students strive for and achieve excellence in academics, arts and citizenship. We promote strong communication between the home and school and plan for an instructional program that challenges and engages students' thinking and creativity. Language, ethnic and cultural diversity are respected as enhancements to student learning. 24% of our student population is made up of English Language Learners and over 20 languages represent our community. There are approximately 120 Students with Disabilities who take part in our educational program. Staff members and support personnel are committed to planning for the academic and social-emotional growth of the whole child. PS 186 is a uniform school to promote community, fairness and respect for school and learning. PS186 school culture has historically welcomed families to be active participants in their child's education. Throughout the school year, parents are invited to participate in many school-wide celebrations that support our school initiative. Each grade plans for a minimum of 3 classroom celebrations per year. This year to promote parental engagement we have increased the number of teacher facilitated parental workshops by 80%. Workshops take place during the Tuesday, parental engagement time. This time is also used to provide parental outreach and strengthen communication with families.

Our instructional focus, derived from the Pillars and CIE, includes productive struggle and the development of strong academic language through student-to-student discussion. Student engagement is evidenced in all content areas and within all disciplines and is part of the instructional core program. In addition, we strongly believe and focus on establishing a strong culture for learning and a positive and mutually respectful classroom environment which is inherent in the belief that all students can be successful. The school Professional Learning team members including school administrators meet consistently to analyze school needs and develop on-going professional development plans that are highly quality and responsive to the needs of staff determined by student/unit goals, Citywide Instructional Expectations, school developed feedback surveys, and includes data from the Danielson Framework Observations ratings. Our staff sets professional goals and communicates them during Initial Planning Conferences. These goals are used to build specific professional learning opportunities for individuals that relate to improving practice. During the Exit Conferences these goals are revisited in order to determine whether the goals have been met or additional support is necessary. The School Leadership Team supports the entire process by making decisions about school wide goals and the use of resources to advance our action plans.

Through the use of this structure of interconnected teams we have a solid professional development plan that builds on the capacity of learners by encouraging and welcoming a wide range of staff members to become facilitators of areas of best practice and funding to be allocated to support students in an expanded school day model. Our ExpandedED Program which is in its 4th year at PS 186 and calls for an expansion of the school day that is seamless for participating students and builds upon academic goals and specific designs for enrichment programs that help children acquire persistence, engagement, work habits, collaboration skills, and self-regulation. The program operates collaboratively with a partnership with NIA Community Services Network (CBO partner). Currently, 470 students are enrolled in grades 1-5. Pedagogues, along with community educators, teaching artists, and community volunteers work to provide academic standards based instruction and enrichment programs based upon school data, parental surveys, and student interest. The program offers high performing student, ELLs and SWDs avenues to pursue learning activities through S.T.E.M., the Arts, Physical Activity, and Nutrition. Currently, an Educational Liaison has been hired to bridge and support lesson planning between our school day and ExpandedEd activities. Our school Guidance Counselors and nurse are on staff during the program hours. In coordination with TASC (*The After School Corporation*) PS 186 and NIA Community Services Network examine attendance data, student participation, and academic trends to track graduation rate data. The data also monitors and informs Academic and Personal Behaviors through the K.I.P.P. Character Growth Survey. The program Instructional Coordinator/ AP Nicholas Frangella and Educational Liaison, Pina

Pietanza work collaboratively with NIA directors and Activity Specialists, to provide ExpandedED community staff joint professional development opportunities. Through PD activities, the quality of lesson planning is improved during ExpandedED program hours through the sharing and communication of monthly goals and the development of thematic units of study. During ExpandedED program hours, teaching and activities support daily instructional core program and provide students with additional support with the content being taught. Thereby, students' needs are well supported. The ExpandedED program offers SWDs and ELLs small group instruction with a highly trained pedagogue from Sept. –June. Pedagogues also provide test preparation programs in ELA, Math, Science, and NYSESLAT exams as part of the ExpandedED program. The program has 50 minutes of homework support built in so that classroom instruction is supported and reinforced. Students participating in the program develop relationships with teachers and peers and have an opportunity to participate in academic and enrichment activities. Our school performing arts teacher and grade one teacher works during ExpandedED hours to provide additional opportunities for students to be involved in more performing arts activities such as dance and chorus. This year, through a Disney grant, our school is once again pleased to collaborate in a musical theatre production. (CKCC – Competent Kids Caring Classrooms- a social emotional learning program was introduced to PS 186 several years ago. The program has helped our school develop a common culture that supports our Non-Negotiable Rules, School Pledge and Mission Statement which focus on mutual respect and positive behavior from all members of our school community. Our ExpandedED program to ensure a seamless culture has adopted CKCC. Joint professional development between school, faculty and community educators supports positive outcomes for students in the area of academic and social emotional growth with the goal College and Career Readiness.

Based on the snapshot of item analysis data analyzed from State Assessments and NYSESLAT our grade 3-5 students demonstrate a need for support in the areas of ELA vocabulary and academic language development. In math, the focus must be to improve planning and support for complex mathematical problem solving by understanding vocabulary. These goals are specific to our school population of learners but also to our ESL students who have shown declines in achieving levels of proficiency on ELA state exams mostly attributed to questions that focus on academic language and understanding of complex text and math word problems. The context of the work for the past four years has been rooted in developing a common understanding about how students learn best and is driven by the demographics and vast learning needs of the students of PS 186 including statistical results that indicate student progress and performance. The work this year will focus on professional understanding of academic language and vocabulary theory and studying the works of Robert Marzano, Lily Wong Fillmore and Isabel Beck to support lesson planning, unit planning and curriculum alignment to ensure rigorous instruction that results in student achievement and progress. This will be evidenced by growth in MOSL results, improvements on State and Local Assessments and NYSESLAT scale score gains.

Common Core Assessment Analysis and Comparison of the 2013 and 2014 state statistics.

- The number of students scoring a level 3 or 4 on the 2014 exam increased by 4.5% for our school.
- Grade 3 students scoring level 3 and 4 increased by 10% and Grade 5 by 14.7%
- Grade 4 students showed a 10% decrease in the number of students scoring a level 3 or 4 on the ELA exam.
- ELLs scoring a level 3 and 4 declined by approximately 6%. We must maintain a focus on Grade 3-5 ELL students and focus on preparing them to develop reading skills aligned to the CCLS while acquiring English Language Proficiency. Overall, E.S.L students across grades 3-5 declined in proficiency levels in ELA. Based on an examination of data ESL instructional practices, curriculum, and student data must be monitored and a strong plan developed this area.
- SWD scoring level 3 and 4 remained within the same range from the previous year.

Common Core Comparison of 2013 and 2014 Mathematics Exam Results

An analysis of Go Math, year one indicates positive gains. The new program has helped us to make gains in Mathematics across all grades, including subgroups such as SWD and ELLs.

- Overall **all students** scoring level 3 and 4 showed a 13% gain on the 2014 math exams as compared to 2013.
- SWD scoring a level 3 and 4 across grades 3-5 increased approximately 9% from the 2013 exam. Significant gains were made in grades 3 and 5 which ranged from 11% in grade 3 to 13% in grade 5. Grade 4 SWD showed a slight decline of .7% in the amount of students scoring a level 3 and 4.
- ELLs scoring level 4 and 4 across grades 3-5 increased 2% from the 2013 exam.

- ELLs in grade 5 increased in level 3-4 in Mathematics by approximately 7% and grade 3 by approximately 4%.
- Grade 4 data showed a decrease by approximately 3% of level 3 and 4 ELL students. Our goals will reflect the examination of Grade 4 curriculum to identify areas of gaps and to closely examine instructional practices to identify key areas in need of support. Student data will be closely examined to form instructional groups based on item analysis samples to help target necessary supplemental teaching.
- NYSESLAT AMAO Tool indicated that we have met our target and surpassed it by approximately 17%. Based on the tool we are tracked to continue meeting AMAO in the area of NYSESLAT progress and proficiency for this exam.

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

- 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).
- 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 context of the work for the past four years has been rooted in developing a common understanding about how students learn best and is driven by the demographics and vast learning needs of the students of PS 186 including statistical results that indicate student progress and performance. Based on the snapshot of recent item analysis data analyzed from State Assessments and NYSESLAT our grade 3-5 students demonstrate a need for support in the areas of ELA vocabulary and academic language development. In math, the focus must be to improve planning and support for mathematical problem solving. These goals are specific to our school population of learners but also to our ESL students who have shown declines in achieving levels of proficiency on ELA state and math exams mostly attributed to questions that focus on academic language and understanding of complex text and math word problems.

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- SWD scoring level 3 and 4 remained within the same range from the previous year.

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- ELLs in grade 5 increased in level 3-4 in Mathematics by approximately 7% and grade 3 by approximately 4%.
- Grade 4 data showed a decrease by approximately 3% of level 3 and 4 ELL students. Our goals will reflect the examination of Grade 4 curriculum to identify area of gaps and to closely examine instructional practices to identify key areas in need of support. Student data will be closely examined to form instructional groups based on item analysis samples to help target necessary supplemental teaching.
- NYSESLAT AMAO Tool indicated that we have met our target and surpassed it by approximately 17%. Based on the tool we are tracked to continue meeting AMAO in the area of NYSESLAT progress and proficiency for this exam.
- Examination of our core program (Harcourt Journeys & Go Math) integration of CCLS and Citywide

Instructional Expectations it became necessary make revisions to our literacy program to meet the demands of the instructional shifts. Last year our school community chose to adopt the NYCDOE's endorsed program Go Math and the results have been extremely positive. Overall **all students** scoring level 3 and 4 showed a 13% gain on the 2014 math exams as compared to 2013. SWD scoring a level 3 and 4 across grades 3-5 increased approximately 9% from the 2013 exam. Significant gains were made in grades 3 and 5 which ranged from 11% in grade 3 to 13% in grade 5.

- The NYC DOE guidance document titled "NYC Instructional Materials Rubric" provided a review of our program alignment indicating that our existing core program (Journeys) demonstrated curriculum gaps. However, as a school community, our team decided that NYC Pearson Ready Gen was not comprehensive did not provide online resources which we were currently using to enhance visual and auditory learning. Our school community made a decision to continue using the Journeys program but committed to revising curriculum maps to reflect alignment in areas of writing, resources and performance assessments which are lacking in the Journeys program. Teacher teams have closely considered suggested texts and in some cases remove or add supplemental readings as part of our aligned curriculum in order to identify opportunities to increase rigor of questions, exposure to text complexity as well as student discussions during close readings. Writing calendars and unit plans have been restructured and more closely aligned to Teacher's College Writing methodologies. The school has utilized key teachers, other schools in our network as well as outside vendors (Harcourt, CITE and Teacher's College) to provide professional development to support teachers with an understanding the multiple components of the program.
- In choosing to adopt Go Math! (NYCDOE core curriculum) our focus in year one has been for teachers and students to become comfortable with the lesson design and components of the program. The use of a lead teacher as well as our networks "ambassador" program has supported this effort. Examination of Math data indicates that although students showed good progress in math, problem solving continues to be an area of need.
- Our instructional core program in ELA and Math both include resources for engaging learners through the use of interactive online features). Increasing teacher knowledge and skill of Smart Board features was a focus for our school. Teachers communicated their need through IPC conferences and online surveys about their use and understanding of technology. These surveys provided valuable data to plan for differentiated professional opportunities through *Teq* that increase the technological capabilities of our instructional core program.
- Parents have attended and had an opportunity to familiarize themselves with program features including online resources such as HMH Think Central. Think Central offers parents and children an opportunity to use online features to re-teach and enrich student understanding of problem solving skills.
- Parents have also been welcomed at several "Chat with the Principal" workshops to better understand the Common Core Learning Standards and College and Career Readiness skills necessary for student achievement.

Priority Needs:

Based on the 2014 Quality Review report PS 186 recommendations included the following which is a high priority area for our work:

"Deepen the work in curriculum development to ensure that teachers plan rigorous activities for all students that are embedded coherently across grades and subjects, resulting in the promotion of college and career readiness. (1.1) Although this work is demonstrative of the purposeful decisions P.S 186 has made to ensure a CCLS aligned curricula is provided to their student body, lesson plans across all grades and subjects do not contain the same level of rigor nor full alignment, impacting the school's work toward achieving full curricula coherence."

The work this year will focus on building professional understanding of academic language and vocabulary acquisition and studying the works of Robert Marzano, Lily Wong Fillmore and Isabel Beck and Jeff Zwiers to support lesson planning, unit planning and curriculum alignment that ensure rigorous instruction which results in student achievement and progress. This will be evidenced by growth in MOSL results, improvements on State and Local Assessments and NYSESLAT scale score gains. In writing, an analysis of student work samples has shown a need for revisions to our writing curriculum. Unit revisions for writing to align with Teacher's College Reading and Writing Program are necessary to help students meet the CCLS standards. In math, our priority is to examine problem solving mathematical strategies and increase opportunities for students to solve multi step word problems.

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, there will be a 5% increase in the number of students that meet or exceed the standards in ELA and Math as measured by multiple forms of data which include NY State Exams, growth demonstrated on Sept. and June TCRWP benchmarks and Math Benchmark Spring exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <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>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue to utilize a research based framework for teacher effectiveness; establishing benchmarks in order to guide self-assessments which will guide the development of individual professional learning plan that improves the development of reflective teaching practices and creates a higher level of student engagement there by promoting student achievement. Cycles of observation will focus on providing feedback that ensures continuity and consistency among practices that evoke effective engagement through differentiation, questioning, discussion, and assessment. Based on cycles of observation and feedback teacher will engage in inter-visitations and lesson co-teaching to view effective lesson planning transfer to teaching and learning Professional Learning Team will focus on providing high quality professional development that examines and provides development of aspects of the Danielson Framework and the domains that promote effective teaching practice.</p>	<p>Teachers</p>	<p>Sept. – June</p>	<p>Administrators</p>
<p>Research and participation in pedagogical study groups will enhance understanding of effective practices and strategies develop further curriculum understanding and best practices to help address learning needs. Study group topics will include: Vocabulary Acquisition and Academic Language, formative assessment tools, understanding mathematical problem solving approaches that incorporate academic language support. Title I funding will be used to contract external vendors to support professional learning.</p>	<p>Teachers and Administrators</p>	<p>Nov. - June</p>	<p>Professional Learning Team Members</p>
<p>An opportunity to increase collaborative planning time will improve quality of lesson plan writing, Curriculum unit plan revisions and development of rigorous tasks that provide all learners including SWD and ELLs entry points into the instructional program. Evidence of rigorous instruction which focuses on the needs of students at all levels including higher and lower ability levels must be addressed through quality lesson planning and instruction as evaluated using the Danielson Framework. As a result of this work,</p>	<p>Teachers</p>	<p>Sept. – June</p>	<p>Administrators Grade Leaders, Professional Learning Team Members</p>

<p>TCRWP (<i>MOSL</i>) will indicate gains in reading levels across all grade levels. Lack of progress will be used as an indicator for teachers and administrators to develop student groupings and RTI initiatives such as Vocabulary Boost, Guided Reading, Foundations, and Mind Play.</p> <p>Increasing vocabulary teaching throughout academic areas will improve reading skills and increase comprehension of complex text during close reading activities and TCRWP benchmark levels. An increase in planning for mathematics problem solving strategies and unit performance assessments will address this area of need school wide.</p>			
<p>An increase in frequency of parental workshops given by teachers to support understanding of the curriculum and promote parental engagement opportunities. A minimum of 6 teachers will meet with parents to provide curriculum supportive information.</p> <p>An increase in parental communication will take place in the form of parental- out reach weekly by teachers including cluster teachers.</p>	Parents	Sept. – June	SLT, Admin.

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Danielson Framework and per diem coverage’s needed to meet with teachers for feedback, per diem for inter-visitations and grade level study groups.</p> <p>Journeys, Go Math! Science and Social Studies Curriculum Guides and standards will be used and Houghton Mifflin will be contracted using SWP funding to improve instructional practice through professional learning PD.</p> <p>Utilizing Monday Professional Learning Time to focus on understanding the pillars and the Citywide Instructional Expectations and Instruction/Curriculum. An SBO will be utilized to acquire to calendar days to be focused on developing teacher practice in Danielson Domain 1 and 3 planning and instruction.</p> <p>In addition, a per session posting offers 10 instructional team members including 2 supervisors a minimum of 4 hours per month planning time which take place on a bi-weekly basis before and after school hours.</p> <p>In addition, per diem common core instructional funds are used to cover grade leaders 1 period per month for K-5 Grade leader vertical team planning and ambassador planning sessions.</p> <p>Grant monies from Assemblyman Abbate Grant will be used to purchase Smart Boards, document readers, and trivia clickers to enhance instruction. Teq provides 22 hours of PD for staff. We will use grade meetings, lunch and learn and per session opportunities with instructional funding to provide targeted PD that enhances knowledge and practice in the area of technology.</p> <p>Title I funds will be allocated to contract external vendors for high quality professional learning opportunities including: TEQ Consultant, CITE Consultant PD Group, Marianna Cucciare DOE external consultant who specializes in academic language and vocabulary, Houghton Mifflin, Network 602 Achievement Coaches. PD sessions will be reflected in school PD plan which includes Monday Professional Days and any calendar scheduled professional development days.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

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.

In January school administrators will engage in a mid- year progress monitoring of Danielson Framework data specifically an analysis of Domains 1 and 3. Evidence of effective and highly effective % in these domains will demonstrate the amount of teachers who are performing well in these areas. By June evidence of an increase in this % will demonstrate whether teacher practice has improved throughout the school year.

Our school community will track and examine the quality of our instructional core and measure our success towards these goals through thoughtful examination of:

- Student work samples (including exemplary bulletin boards and teacher made rubrics, and writing on demand task that are measured by genre specific rubrics)
- Gains in TCRWP reading levels (MOSL)
- Performance assessments: This year we implemented Writing on demand performance assessment to measure the effectiveness of our Journeys program writing component and a mathematics Performance assessment for each unit. Problem of the Day was introduced throughout all grades.
- Analysis of data for Benchmark/unit exams for Journeys and Go Math!
- Periodic assessments Benchmark exam data increase in specific CCLS areas assessed in ELA (MOSL)
- Examination of Curriculum Unit Plans in math and ELA revisions and measurement of student work against CCLS aligned rubrics
- Teacher/parent surveys about our literacy program including revisions made to writing.
- Measuring evidence of productive struggle and student conversations ensuring that our instructional core is rigorous and content rich – Teacher Feedback Sheet
- Longitudinal data from state exams (MOSL)
- Analysis of Danielson Framework ratings across Domains 1 & 3
- Technology Survey
- Evidence of an increased focus on academic vocabulary to support ELL language support

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

- 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).
- 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 2013-14 Quality Review:

Across the vast majority of classrooms teacher pedagogy is reflective of research based common beliefs about how students learn best that incorporates engaging tasks resulting in high levels of student participation and ownership of learning. (1.2) and school leaders and staff establish and communicate a culture connected to college and career readiness, and with high expectations and mutual accountability, resulting in effective partnering with families. (3.4)

The educational community of PS186 is committed to ensuring that all students strive for and achieve excellence in academics, arts and citizenship. We promote strong communication between the home and school by planning an instructional program that challenges and engages students’ thinking and creativity. Language, ethnic and cultural diversity are respected as enhancements to student learning. 24% of our student population is made up of English Language Learners and over 20 languages represent our community. There are approximately 120 Students with Disabilities who take part in our educational program. Staff members and support personnel are committed to planning for the academic and social-emotional growth of the whole child. The goal for improving a child’s academic and social emotional well-being. An established instructional focus derived from the Pillars and CIE included productive struggle and development of strong academic language through student-to-student discussion evidenced in all content areas and within all disciplines as part of our instructional core program. In addition, we strongly believe and focus on establishing a strong culture for learning and a positive and mutually respectful classroom environment so that all learners believe they can be successful. The school Professional Learning team members including school administrators meet consistently to analyze school needs and develop on-going professional development plans that are of highly quality and responsive to the needs of staff determined by student/unit goals, Citywide Instructional Expectations, school developed feedback surveys, Danielson Framework Observations ratings, and staff professional goals developed during self-reflection prior and during Initial Planning Conferences to meet these goals. School leadership team supports the entire process by making decisions about school wide goals and the use of resources to advance through action plans. Through the use of this structure of interconnected teams we have a solid professional development plan that builds the capacity of learners by encouraging and welcoming a wide range of staff members to become facilitators of areas of best practice. PS186 school culture has historically welcomed families to be active participants in their child’s education. Throughout the school year, parents are invited to participate in many school-wide celebrations that support our school initiative. Each grade plans for a minimum of 3 classroom celebrations per year. This year to promote parental engagement we have increased the number of teacher facilitated parental workshops that focus on understanding our instructional programs and the standards by 80%. There are many new families who speak no English in our community. To encourage participation from these families we plan to include workshops in native languages that are facilitated by classroom teachers and accompanied by a translator. Translation will be provided for any workshops or families meetings that take place during the Tuesday, parental engagement time and monthly during the evening meetings.

Our Expanded Program is in its 4th year at PS 186 and calls for an expansion of the school day that is seamless for participating students and builds upon academic goals and specific designs for enrichment programs that help children acquire persistence, engagement, work habits, collaboration skills, and self-regulation. The program operates collaboratively with a partnership with NIA Community Services Network (CBO partner). Currently, 470 students are enrolled in grades 1-5. Pedagogues, along with community educators, teaching artists, and community volunteers work to provide academic standards based instruction and enrichment programs based upon school data, parental surveys, and student interest. The program offers high performing student, ELLs and SWDs avenues to pursue learning activities through S.T.E.M., the Arts, Physical Activity, and Nutrition. During

ExpandedED program hours, teaching and activities support daily instructional core program and provide students with additional support with the content being taught. Thereby, student's needs are well supported. Our school performing arts teacher and grade one teacher works during ExpandedED hours to provide additional opportunities for students to be involved in more performing arts activities such as dance and chorus. This year, through a Disney grant, our school is once again pleased to collaborate in a musical theatre production.

(CKCC – Competent Kids Caring Classrooms- a social emotional learning program was introduced to PS 186 several years ago. The program has helped our school develop a common culture that supports our Non-Negotiable Rules, School Pledge and Mission Statement which focus on mutual respect and positive behavior from all members of our school community. Our ExpandedED program to ensure a seamless culture has adopted that is consistent with CKCC. Joint professional development between school, faculty and community educators supports positive outcomes for students in the area of academic and social emotional growth with the goal College and Career Readiness.

Priority Areas of Need:

1. Based on our School Snapshot for Quality indicates that 63% of teachers feel that discipline and order are maintained at this school. The Learning Environment Survey indicates that teachers feel that order, discipline and safety can be improved upon. Based on Danielson Framework our Classroom Environment Domain 2 ratings were highly effective across all classrooms during the school day. Our teachers are concerned that during the ExpandedED hours approximately 500 students work with CBO counselors and some school personnel which affects the climate of order and discipline. Student engagement in the after school hours is lower therefore resulting in more discipline areas of concern.
2. Due to the influx of non-English speaking families moving into our zone school a need for increasing translation services and providing more support is necessary. Continuing to provide a seamless day opportunity for students to attend ExpandedED program and participate in academic and enrichment activities. The parent coordinator is needed to provide support during the school day and after school program time.

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

TL Funding, Wellness Grant and Local Councilman Gentile Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase in parental involvement activities which will promote engagement of families . TL funding for per session enrichment student opportunities through ExpandedED program.

TL Funding for Guidance Counselor

Title 1 Funding allocated for School Messenger and E chalk

TL funding for Giraffe Bucks paper and incentive store prizes

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, a 5% increase evident in the results of the Learning Environment Survey and Danielson Framework (2b.) rating analysis will demonstrate the maintenance of a positive school culture built on mutual trust and collaboration along with high expectations that foster students' development of college and career readiness skills.

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"> 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 			

<p>6. Activities that address the Capacity Framework element of Trust</p>			
<p>Increase the frequency of high quality student activities that promote an understanding of tolerance, acceptance, empathy, and kindness. Programs such CKCC will continue to be implemented to strengthen the social emotional well-being of students. Introduction and implementation of a school wide positive behavior management system “Giraffe Bucks” both during the school day and as part of the ExpandEd program will promote positive student behavior. Student Council members will promote “Giraffe Bucks” and work together to set up and maintain a reward store.</p> <p>Plan and continue a minimum of 2 College and Career Day activities that focus on promoting higher expectations for students.</p> <p>Increase student and family support services including crisis intervention and family engagement opportunities by including a TL Fair Student Funding will be used to hire a F Status Guidance Counselor (November – June)</p> <p>A student Survey will be developed and administered to grades 2-5 students to gain feedback about their overall experience at PS 186 and if they feel safe and well supported.</p>	<p>All students especially ELL Students, SWD</p>	<p>Sept. – June</p>	<p>Administrators, Teachers, Guidance Counselors, SBST Team, Student Council.</p>
<p>Increase opportunities for staff to communicate one to one, by grade, or as a whole with administrators to strengthen teacher practice, school structures, set high expectations through goal setting and encourage a supportive work environment that is responsive to teacher and paraprofessionals needs. (bi weekly grade leader and professional learning team meetings, monthly staff meetings, and a minimum of 4 grade planning sessions will be attended by supervisors. Danielson Framework Domain 2 Classroom Environment ratings will be used to frame discussion and professional learning opportunities designed to promote a positive school climate and norm the high expectations for all. Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (TL Fair Student Funding)</p> <p>Title I Funding – External Vendor contracted to provide Professional Learning Opportunities.</p>	<p>Teachers and paraprofessionals,</p>	<p>Sept. – June</p>	<p>Administrators</p>
<p>Parental Engagement: Increasing parental workshops and meetings that include translation services at least once per month for each grade. Provide an increase in communication tools such as school messenger service and E Chalk website service to increase parental engagement. We anticipate that building capacity through an increase of family workshops encouraging teachers to take a more active role in PD during the Tuesday parental engagement time, collaborative goal setting and action planning during SLT meetings will help us to continue to improve our school environment and ultimately lead us towards successful outcomes. .Parental Involvement: we will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL, Tech Class, Understanding State Test Designs, TCRWP Benchmarks and Go Math! Curriculum Workshops) along with school-wide events (Literacy Night, Math Game Night and P.S. 186’s Annual Picnic). Parents will</p>	<p>Families including non-English speaking families</p>	<p>Sept. – June</p>	<p>Administrators, Guidance Counselors, SBST team, , Classroom Teachers</p>

participate in the Parent Learning Environment Survey in the Spring 2015. TL funding for per session enrichment student opportunities through ExpandedED program. TL Funding for Guidance Counselor Title 1 Funding allocated for School Messenger and E chalk TL funding for Giraffe Bucks paper and incentive store prizes Wellness Grant to Promote Fitness and Parental Involvement			
Increase opportunities for the Educational Liaison to work with NIA directors to review and provide feedback to ExpandedED lesson plans to ensure alignment and rigor that supports the academics during the school day and includes elements of CKCC Program for social emotional growth and improve discipline and behavior. TL Fair Student Funding	Teachers, Educational liaison, NIA Activity Specialist and Directors	Sept. – June	Administrators, Parent Coordinator, teachers, NIA Directors

Part 4 – Resources Needed

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

- Grade Meeting and Monday Professional Learning Time will be used to revise ELA curriculum unit plans including our tasks

Opportunities to meet with staff, individually, by grade and whole group by structuring opportunities for grade meetings during common preps, utilizing Monday Professional Learning Time, and allocating calendar change days in addition to November and June PD days to provide opportunities to meet and strengthen school culture.

School Admin., Parent Coordinator, Guidance Counselors, ExpandedED Directors, and Student Council will allocate time during the school day to meet and implement PBIS system: Giraffe Bucks

Monthly planning meetings with CBO Staff including Expanded Directors and primary school staff including the educational liaison.

Changing of the Parent Coordinators official hours so she can support parental involvement and provide engagement during ExpandedED hours (9:45- 5:20 p m).

Working with the Title 1 Committee to contract with school messenger service and EChalk

Working with SLT to support a hiring of an F Status Guidance Counselor using Fair Student Funding to improve the school environment, maintain discipline, and provide families and students social emotional support.

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	x	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.

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (\$10,000).
TL Funding, Wellness Grant and Local Councilman Gentile Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase in parental involvement activities which will promote engagement of families (\$10,000).
TL funding for per session enrichment student opportunities through ExpandedED program. (\$30,000)
TL Funding for Guidance Counselor (\$17,000)
Title 1 Funding allocated for School Messenger and E chalk (\$4000)
TL funding for Giraffe Bucks paper and incentive store prizes (\$3,000 supplies)

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:

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

Mid-Year - January as measured by a Professional Learning Team/SLT generated parental survey, student survey and staff survey designed to assess the school environment including parental engagement and learning that is supportive of a positive school culture.

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

4.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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5. 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 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

- 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).
- 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.

Common Core Assessment Analysis and Comparison of the 2013 and 2014 state statistics.

- The number of students scoring a level 3 or 4 on the 2014 exam increased by 4.5% for our school.
- Grade 3 students scoring level 3 and 4 increased by 10% and Grade 5 by 14.7%
- Grade 4 students showed a 10% decrease in the number of students scoring a level 3 or 4 on the ELA exam.
- ELLs scoring a level 3 and 4 declined by approximately 6%. We must maintain a focus on Grade 3-5 ELL students and focus on preparing them to develop reading skills aligned to the CCLS while acquiring English Language Proficiency. Overall, E.S.L students across grades 3-5 declined in proficiency levels in ELA. Based on an examination of data ESL instructional practices, curriculum, and student data must be monitored and a strong plan developed this area.
- SWD scoring level 3 and 4 remained within the same range from the previous year.

Common Core Comparison of 2013 and 2014 Mathematics Exam Results

An analysis of Go Math, year one indicates positive gains. The new program has helped us to make gains in Mathematics across all grades, including subgroups such as SWD and ELLs.

- Overall **all students** scoring level 3 and 4 showed a 13% gain on the 2014 math exams as compared to 2013.
- SWD scoring a level 3 and 4 across grades 3-5 increased approximately 9% from the 2013 exam. Significant gains were made in grades 3 and 5 which ranged from 11% in grade 3 to 13% in grade 5. Grade 4 SWD showed a slight decline of .7% in the amount of students scoring a level 3 and 4.
- ELLs scoring level 3 and 4 across grades 3-5 increased 2% from the 2013 exam.
- ELLs in grade 5 increased in level 3-4 in Mathematics by approximately 7% and grade 3 by approximately 4%.
- Grade 4 data showed a decrease by approximately 3% of level 3 and 4 ELL students. Our goals will reflect the examination of Grade 4 curriculum to identify area of gaps and to closely examine instructional practices to identify key areas in need of support. Student data will be closely examined to form instructional groups based on item analysis samples to help target necessary supplemental teaching.
- NYSESLAT AMAO Tool indicated that we have met our target and surpassed it by approximately 17%. Based on the tool we are tracked to continue meeting AMAO in the area of NYSESLAT progress and proficiency for this exam.

Based on information on the 2014 Quality Review report and the above data analysis, PS 186 school leaders provide feedback to teachers aligned to professional goals that support teacher growth and development resulting in a strategic professional development system leading to improved quality of student work. Teachers receive clear expectations and support through the lens of the Danielson Framework for Teaching as a means of furthering and strengthening their instructional practice. Furthermore, evaluative feedback provided to teachers is clear, actionable, and specific, and aligns to teacher professional goals. In addition to formalized evaluative feedback, teachers are also videotaped, by choice, to receive feedback on their pedagogy and inter-visits take place among colleagues which are voluntary and scheduled by administrators depending on need to view practices and give colleague feedback to improve instruction. This system ensures that teachers can view their work so that support, collected via multiple venues, can offer suitable assistance for growth and development. Teachers receive a continuous cycle of professional development, led by peers, outside

consultants, and school leaders. The Professional Learning Team meets bi weekly to plan for professional learning opportunities. Feedback forms are analyzed to gauge teacher perceptions of professional development effectiveness and quality of the workshops conducted. Furthermore, there are a variety of succession programs in place at P.S 186, evidencing value of teacher leadership. For example, the school participates in an ambassador program commonly referenced by teachers in conversations about developing school leaders. Specifically, teacher leaders are selected and trained for potential leadership positions, and mentors are used to grow new teachers and build capacity. The strategic professional development offered, coupled with the support provided to teachers and school staff, has resulted in improved quality of student work as evidenced in English language arts writing samples.

Priority Needs:

Develop a cycle of Professional Learning Monday Time that includes time for collaborative planning by grade, content area, vertical team, and curriculum Unit Plan revisions, Study Group of Effective Instructional Practices, ESL and SWD Methodologies to Improve Practice, and school wide communication time with Administrators.

Provide opportunities for teachers to work collaboratively with administrators to communicate about school issues, expectations, and feel supported by one another.

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, there will be a 7% increase in opportunities for teachers to improve their instructional practice through cycles of feedback based on the Danielson Framework along with effective school organization that provides for collaborative planning time and high quality needs based Professional Learning to improve teaching practices specifically for ELLs and SWDs. Levels of professional support will be correlated to the analysis of teacher ratings among and across grade levels and take into consideration teacher interest and feedback surveys along with our school instructional focus developed by our interconnected school teams.

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: 6. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 7. 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). 8. Strategies to increase parent involvement and engagement 9. Activities that address the Capacity Framework element of Trust	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>
An opportunity to increase collaborative planning time with teacher groups including the administrators will improve quality of lesson plan writing, Curriculum unit plan revisions and development of rigorous tasks that provide all learners including SWD and ELLs entry points into the instructional program that use effective teaching techniques as measured by Danielson Framework. PD will focus on increasing the understanding of the Danielson Framework components and building strategies to implement in classrooms.	Teachers	Sept- June	Administrators
Increase in needs based Professional Learning based on school, grade, and class ELA data analysis. As a result of this work, TCRWP (MOSL) will indicate gains in reading levels across all grade levels. Lack of progress will be used as an indicator for teachers and administrators to develop student groupings and RTI initiatives. Based on data analysis, increasing vocabulary teaching throughout academic	Teachers	Sept. – June	Administrators

areas will improve reading skills and increase comprehension of complex text during close reading activities (study groups and workshops both external and internal will support this learning) and TCRWP benchmark levels. Increase in planning for mathematics problem solving strategies and math unit performance assessments will address this area of improving academic performance for students. Collaborative planning opportunities will be provided during PD calendar days, common planning grade meetings, Monday PD schedules, and part of per session opportunities for instructional planning and will include Study Group opportunities.			
Professional Learning Opportunities will focus on developing a better understanding of 1e and 3c Danielson Framework rubric to best support SWD and ELLs.	Teachers	January – June	Professional Learning Team, Administrators
Increase opportunities for trust building activities among colleagues and administrators to support intervisits and professional learning experiences.	Teachers	Sept. – June	Administrators

Part 4 – Resources Needed

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

Danielson Framework and per diem coverage’s needed to meet with teachers for feedback, per diem for inter-visitations and grade level study groups.
 Journeys, Go Math! Science and Social Studies Curriculum Guides and standards will be used and Houghton Mifflin will be contracted using SWP funding to improve instructional practice through professional learning PD.

Utilizing Monday Professional Learning Time to focus on understanding the pillars and the Citywide Instructional Expectations and Instruction/Curriculum. An SBO will be utilized to acquire to calendar days to be focused on developing teacher practice in Danielson Domain 1 and 3 planning and instruction.

In addition, a per session posting offers 10 instructional team members including 2 supervisors a minimum of 4 hours per month planning time which take place on a bi-weekly basis before and after school hours.

In addition, per diem common core instructional funds are used to cover grade leaders 1 period per month for K-5 Grade leader vertical team planning and ambassador planning sessions. (Danielson Domain 1)

Grant monies will be used to purchase Smart Boards, document readers, and trivia clickers to enhance instruction. Teq provides 22 hours of PD for staff. We will use grade meetings, lunch and learn and per session opportunities with instructional funding to provide targeted PD that enhances knowledge and practice in the area of technology and support domain 3 Student Engagement.

Title I funds will be allocated to contract external vendors for high quality professional learning opportunities including: TEQ Consultant, CITE Consultant PD Group, Marianna Cucciare DOE external consultant who specializes in academic language and vocabulary, Houghton Mifflin, Network 602 Achievement Coaches. PD sessions will be reflected in school PD plan which includes Monday Professional Days and any calendar scheduled professional development days. This will provide support to Planning and Instruction Danielson Domains 1 and 3

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	X	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.

Professional development from external vendors in the area of ESL will provide professional development and increase teacher effectiveness.

Calendar Day changes will be proposed to increase collaborative planning times
 Per diem days will be allocated for planning and inter-visits with colleagues
 Professional development will be provided internally by highly qualified professionals during Monday PD time, PD calendar days, City PD days and as part of lunch and learns/grade meetings.
 Professional Study Groups and Independent Learning Activities will take place to support collaborative work on common specific need areas.

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:

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

As mid-point benchmark teachers will receive MOTP rating information in Domain’s 1 and 3. This information will contribute to a self- assessment of areas of strength and weakness. Data results will be examined based on cycles of feedback and teacher evaluation results to assess growth in Domain and Components 1 and 3. Our professional learning team which includes administrators and teachers will help to plan for workshops, study groups and independent learning opportunities that are varied and respond to the needs of teachers.

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

12. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
13. 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 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

- 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).
- 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 development of handbooks and other guiding documents, such as the school mission statement, clarify school expectations and reinforce values of the school community. Specifically, the school’s mission, displayed consistently and visibly throughout the school, reminds the school community that P.S 186 strives for excellence in academics, arts, and citizenship. The school builds a community to encourage strong communication between the home and school, engage and challenge students to think creatively, and urges teachers to celebrate diversity as a means towards enhancement of student learning; all areas of foci in the schools mission and vision. To strengthen the culture around these principles, the school focuses yearlong on professional development aligned to the Danielson Framework for Teaching as well as implementation of college ready initiatives. Furthermore, professional development runs the gamut from student engagement and discussion, engaging students in a productive struggle, reflecting on lesson plans, to the reviewing of model teacher clips from the Danielson site to allow for self-reflection on practice. Teachers, many of whom develop and deliver the professional development, have helped to create an environment around high expectations related to college and career and to foster a collaborative school community of mutual accountability.

School leaders provide feedback to teachers aligned to professional goals that support teacher growth and development resulting in a strategic professional development system leading to improved quality of student work. Teachers receive clear expectations and support through the lens of the Danielson Framework for Teaching as a means of furthering and strengthening their instructional practice. Furthermore, evaluative feedback provided to teachers is clear, actionable, and specific, and aligns to teacher professional goals.

Through the use of a structure of interconnected teams we have a solid professional development plan that builds on the capacity of learners by encouraging and welcoming a wide range of staff members to become facilitators of areas of best practice and funding to be allocated to support students in an expanded school day model. Our Expanded Program which is in its 4th year at PS 186 and calls for an expansion of the school day that is seamless for participating students and builds upon academic goals and specific designs for enrichment programs that help children acquire persistence, engagement, work habits, collaboration skills, and self-regulation. The program operates collaboratively with a partnership with NIA Community Services Network (CBO partner). Currently, 470 students are enrolled in grades 1-5. Pedagogues, along with community educators, teaching artists, and community volunteers work to provide academic standards based instruction and enrichment programs based upon school data, parental surveys, and student interest. The program offers high performing student, ELLs and SWDs avenues to pursue learning activities through S.T.E.M., the Arts, Physical Activity, and Nutrition. Currently, an Educational Liaison has been hired to bridge and support lesson planning between our school day and Expanded activities. Our school Guidance Counselors and nurse are on staff during the program hours. In coordination with TASC (*The After School Corporation*) PS 186 and *NIA Community Services Network* examine attendance data, student participation, and academic trends to track graduation rate data. The data also monitors and informs Academic and Personal Behaviors through the K.I.P.P. Character Growth Survey. The program Instructional Coordinator/ AP Nicholas Frangella and Educational Liaison, Pina Pietanza work collaboratively with NIA directors and Activity Specialists, to provide Expanded community staff joint professional development opportunities. Through PD activities, the quality of lesson planning is improved during Expanded program hours through the sharing and communication of monthly goals and the development of thematic units of study. During Expanded program hours, teaching and activities support daily instructional core program and provide students with additional support with the content being taught. Thereby, student’s needs are well supported. The Expanded program offers SWDs and ELLs small group instruction with a highly trained pedagogue from Sept. –June. Pedagogues also provide test preparation programs in ELA, Math, Science, and NYSESLAT exams as part of the Expanded program. The program has 50 minutes of homework support built in so that classroom instruction is supported and reinforced. Students participating in

the program develop relationships with teachers and peers and have an opportunity to participate in academic and enrichment activities. Our school performing arts teacher and grade one teacher works during ExpandedED hours to provide additional opportunities for students to be involved in more performing arts activities such as dance and chorus. This year, through a Disney grant, our school is once again pleased to collaborate in a musical theatre production. CKCC – Competent Kids Caring Classrooms- a social emotional learning program was introduced to PS 186 several years ago. The program has helped our school develop a common culture that supports our Non-Negotiable Rules, School Pledge and Mission Statement which focus on mutual respect and positive behavior from all members of our school community. Our ExpandedED program to ensure a seamless culture has adopted CKCC. Joint professional development between school, faculty and community educators supports positive outcomes for students in the area of academic and social emotional growth with the goal College and Career Readiness.

This year, FUN FRIDAYS are introduced to PS 186 as a way of promoting engaging project based learning activities. Once per month parents from all grades including Pre K are invited to attend and participate in FAMILY FUN FRIDAY.

Priority Need

1. Creating a reflection tool to analyze the overall effectiveness of ExpandedED program related to student achievement.
2. Utilizing a social emotional survey to determine the level of grit our students demonstrate and the growth they make throughout the year.
3. Develop lesson unit plans that are standards aligned and rigorous and shared with Expanded Activity Specialist which will result in an increase of students who participate in academic and enrichment programs.
4. Implement a positive behavior system PBIS – Giraffe Bucks
5. Lesson Planning enrichment activities for ELLs and SWDs for Fun Friday and Family Fun Friday

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 5% increase in student achievement for ELLs and Students With Disabilities in the ELA and Math State Exams as a result of the principal introducing three new instructional resources that are schoolwide including our ExpandedEd program with a specific focus on ELLs and SWDs.

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: 14. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 15. 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). 16. Strategies to increase parent involvement and engagement 17. Activities that address the Capacity Framework element of Trust	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>
Creating a reflection tool to analyze the overall effectiveness of ExpandedED program related to student achievement. Parents, PS 186 teachers and Students will contribute information to the survey that will provide us with information about the overall effectiveness of the program.	Parents, Students and Teachers	February – March	Professional Learning Team and NIA Directors
Utilize a social emotional survey to determine the level of grit our students demonstrate and the growth they make throughout the year. The KIPP Survey results will be analyzed and disseminated amongst	Students	December	Principal

our staff so that the results will contribute to future school wide planning. Implement a new positive behavior system PBIS – Giraffe Bucks which will result in positive social relationships and self-confidence amongst all students.			
Develop lesson unit plans that are standards aligned and rigorous and shared with Expanded Activity Specialist which will result in an increase of students (SWD/ELLs) who participate in academic and enrichment programs that result in positive student achievement and contribute to an increase in social emotional growth .	Teachers	Sept. – June	Administrators
Overall parental involvement and engagement opportunities will continue and be increased through Fun Friday Family project based activities. Teachers will plan for a Fun Friday project based activity each week that is interdisciplinary and engaging. Once per month parents will be invited to participate in the activity.	Teachers and parents	Sept- June	Parent Coordinator and Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Opportunities to meet with staff, individually, by grade and whole group by structuring opportunities for grade meetings during common preps, utilizing Monday Professional Learning Time, and allocating calendar change days in addition to November and June PD days to provide opportunities to meet and strengthen school culture.</p> <p>School Admin., Parent Coordinator, Guidance Counselors, ExpandedED Directors, and Student Council will allocate time during the school day to meet and implement PBIS system: Giraffe Bucks</p> <p>Monthly planning meetings with CBO Staff including Expanded Directors and primary school staff including the educational liaison.</p> <p>Changing of the Parent Coordinators official hours so she can support parental involvement and provide engagement during ExpandedED hours (9:45- 5:20 p m).</p> <p>Working with the Title 1 Committee to contract with school messenger service and EChalk</p> <p>Working with SLT to support a hiring of a F Status Guidance Counselor using Fair Student Funding to improve the school environment, maintain discipline, and provide families and students social emotional support</p>

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	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
<p>Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (\$10,000).</p> <p>TL Funding, Wellness Grant and Local Councilman Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase parental involvement and promote engagement of families (\$10,000).</p> <p>TL funding for per session enrichment student opportunities through ExpandedED program. (\$30,000)</p> <p>TL Funding for Guidance Counselor (\$17,000)</p> <p>Title 1 Funding allocated for School Messenger and E chalk (\$4000)</p> <p>TL funding for Giraffe Bucks paper and incentive store prizes (\$3,000 supplies</p>									

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:

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

A school environment survey will indicate gains made in building a school culture that positively supports social emotional growth, academic behaviors and impacts student achievement gains.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	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 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

- 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).
- 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.

According to the Quality School Snapshot 95% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services. Our school data in ELA and Math State assessments indicates the following:

Common Core Assessment Analysis and Comparison of the 2013 and 2014 state statistics.

- ELLs scoring a level 3 and 4 declined by approximately 6%. We must maintain a focus on Grade 3-5 ELL students and focus on preparing them to develop reading skills aligned to the CCLS while acquiring English Language Proficiency. Overall, E.S.L students across grades 3-5 declined in proficiency levels in ELA. Based on an examination of data ESL instructional practices, curriculum, and student data must be monitored and a strong plan developed this area.

Common Core Comparison of 2013 and 2014 Mathematics Exam Results

- ELLs scoring level 4 and 4 across grades 3-5 increased 2% from the 2013 exam.
- ELLs in grade 5 increased in level 3-4 in Mathematics by approximately 7% and grade 3 by approximately 4%.
- Grade 4 data showed a decrease by approximately 3% of level 3 and 4 ELL students. Our goals will reflect the examination of Grade 4 curriculum to identify area of gaps and to closely examine instructional practices to identify key areas in need of support. Student data will be closely examined to form instructional groups based on item analysis samples to help target necessary supplemental teaching. NYSESLAT AMAO Tool indicated that we have met our target and surpassed it by approximately 17%. Based on the tool we are tracked to continue meeting AMAO in the area of NYSESLAT progress and proficiency for this exam.

Based on this data we see a need for increasing activities that engage ELLs in enrichment programs that promote positive self-esteem and social emotional growth. Our hope is that increasing parental engagement and enrichment activities will result in stronger parental partnerships that improve student achievement. PS 186 works hard to focus on promoting parental engagement activities and building parent capacity so that parents are clear on the demands of the Common Core Learning Standards (CCLS) which is evidenced by a home-school partnership aimed at helping to prepare children for the future. The parent coordinator has been instrumental in partnering with families to promote them being invested in the school’s program. This focus has been embodied in our school’s enrichment programs which are aimed at supporting students’ progress toward college and career readiness. The ExpandEd comprises of a college and career emphasis, supporting students skills in acquiring persistence, engagement, work habits, collaboration and self-regulation through hands on after school activities and projects. Parents are not only involved in the Parent Teacher Association but 10 to 12 parents volunteer daily to assist with lunch time duties, walking students to class, running picture day, supporting science fairs, sponsoring Valentine’s day bake sales, spearheading holiday boutiques and breakfasts, and tree lighting ceremonies. Activities such as inviting parents in to share their careers and promote student thinking around their future planning are common in the school community. Additionally, to emphasize the focus of “Parents as Partners” teachers commit to planning a minimum of three Family Fun classroom celebrations per year, which do not include family hour power, annual wellness fair, take dad to school day, preschool harvest day, VIP Readers, College Day, and Science Fairs. All of these practices help to foster an environment where the school strategically partners with families to reach the expectations of the Common Core and those set by the school community. Tuesday parental engagement time is used for teachers to conduct parental outreach face to face or by telephone to communicate student progress and performance. This is additional to the 4 required parent teacher meetings that are held contractually. This year, every teacher is

responsible for planning a workshop for parents this may be class specific, grade specific or school wide. Some topics include : Understanding TCRWP, How to Help Students Perform Well on the NYS Exams, Understanding the NYS Science Exam, What is Close Reading?, Unit by Unit GO Math! Help and Online Program Support for RAZ Kids, Mind Play and Think Central.

Priority Needs:

Develop understanding of key curriculum programs

Promote parental involvement through academic and enrichment workshops including Family Fun Friday Activities

Communicate student progress and performance on-going throughout the year

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.

By June 2014 we will improve parent involvement and increase engagement by 10% in our school community, which will be evidenced by an increase in parental activities evidenced by attendance records, parent survey responses and feedback sheets and include positive results from the 2015 Learning Environment Survey and result in an increase in student achievement for ELLs.

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: 20. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 21. 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). 22. Strategies to increase parent involvement and engagement 23. Activities that address the Capacity Framework element of Trust	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>
Parents will be invited to Curriculum Conferences and grade specific workshops to obtain information about the curriculum including ELA, Math, and Content Areas and how to understand the CCLS and shifts made in instruction. (ongoing minimum of 6 times per year)	Families	Sept-June	Administrators, parent coordinator
Parents will be invited to attend in-class Family Fun curriculum celebrations a minimum of three times during the school year. Parents will be invited to participate in Tech Time and Adult ESL classes.	Families	Sept. – June	Parent Coordinator
In addition to the NYC Survey, a parent interest survey will be issued to determine which parent workshops will be offered throughout the year and a Family Survey to determine the effectiveness of the ExpandedED program and our parental engagement efforts. (2 times per year)	Families, students	Sept – June	Administrators and NIA Directors
Increase in translation service and communication tools to strengthen home-school partnerships which include external contracts with Big Word for ,translation service, school messenger, and EChalk, and utilizing bilingual program director for ExpandedED for workshops.	Families specifically ELLs	Sept. – June	Administrators, ExpandedED director, Parent Coordinator, Translators

Part 4 – Resources Needed

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

Administrative team, Parent Coordinator, classroom teachers via per session family involvement opportunity School leadership team will develop a family survey collaboratively with our school parent coordinator. Translated versions will be made available.
 Tuesday Parental Engagement time will be utilized for parental outreach, IEP mtgs., and academic at – risk meetings. Para professionals will also be utilized to provide translation for parent meetings.
 Title I funding will be allocated for communication tools such as school messenger, E CHALK and paper. Monthly parent meetings that focuses on Curriculum area facilitated by classroom teachers.
 Weekly computer lab session to access online resources with the assistance of the Parent Coordinator
 Parent Celebration Family Fun Friday activities by grade (3 times per year)
 Monthly Breakfast with the principal to address Common Core Standards beginning in Jan 2015
 Increase in Parental Involvement activities such as Family Fun Fridays, Wellness Night, Morning Power Hour, Dance Classes, Adult English Classes, Cooking Class with our Parent Coordinator.
 Adult ESL Classes facilitated by the Parent Coordinator

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	x	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.

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (\$10,000).
 TL Funding, Wellness Grant and Local Councilman Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase parental involvement and promote engagement of families (\$10,000).
 TL funding for per session enrichment student opportunities through ExpandedED program. (\$30,000)
 TL Funding for Guidance Counselor (\$17,000)
 Title 1 Funding allocated for School Messenger and E chalk (\$4000)
 TL funding for paper and incentive store prizes (\$3,000 supplies)

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:

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

- 1. A parental engagement survey will demonstrate the impact of Tuesday Parental engagement activities on building relationships with families that supports student achievement.

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

3. Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
4. 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)	Not meeting TCRWP Benchmark Low Performing Writing Tasks Below Level ELA grade on School Report Card	Guided Reading, Foundations for phonemic awareness of WILSON intervention Mind Play for grades 3-5 remedial online program. Recipe For Reading Intervention Program RAZ Kids and Moby Mack Online Reading Intervention	Small group pull out and push in model 3-5 times weekly	Remedial Reading After School and Saturday Program for at risk students will be offered November through May 2015 using mind play, Wilson and Reading Instruction
Mathematics	Below Grade level performance on Math Unit Exams and State Math Exam (3-5)	Intervention Material for Go Math! Mob Mack Online Program IXL School Online Math Intervention	Small group push in model Pull out model for at risk students falling below grade level a minimum of 3 xs weekly.	During the School day. Remedial math will be provided after school and during a Saturday Program for at risk students beginning in January 2015
Science	Students performing below grade level	Nonfiction leveled readers to provide repeated readings and academic language support	Pull out program with Science Teachers a minimum of 2 x daily	During the School day. 8 th period beginning in January 2015
Social Studies	Students performing below grade level	Using nonfiction standards aligned material to provide repeated reading and written response.	Pull out program with Social Studies teachers	During the School day 8 th period beginning in January 2015.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention for students exhibiting social emotional behaviors that negatively impact school performance	One to one or group counseling	Pull out program	Schedule set up by guidance counselor and social worker.

	Use of PBIS system Giraffe Bucks to promote positive behavior			
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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.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		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.

- High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations. Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- We will advertise for vacancy on the DOE website and part of open market for high quality teachers. Rigorous interview process will take place to ensure high quality candidates including ATR teachers. Demonstration lessons, personal references will be required. Administrators will attend recruitment fairs to attract high quality candidates for vacancies

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).

- High quality professional developments for teachers, principals, and paraprofessionals, ad staff through the use of in house providers who demonstrate highly effective practices. In addition external vendors and Network and Department of Education PD offerings. Vendors will be contracted to offer PD to staff during Staff development days. High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations. Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.
- After School Saturday program – per session will support at risk students as well as students in need of enrichment during this time parents will be invited to attend workshops facilitated by APs and/or lead teachers to address how they can support their child academically and foster a positive social emotional growth.

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.).

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary. Family workers and Social Workers will help to provide parent and staff workshops to help transition children from programs. The parent coordinator will work collaboratively with the Pre-K teacher to plan monthly parental engagement activities for Fun Family Fridays. The Pre-K teacher will plan a bi monthly parent information meeting during Tuesday parental engagement time to discuss the child’s progress and curriculum.

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.

Teachers use student data from classroom and curriculum aligned common assessments to inform instructional planning and decisions so that instruction is targeted and all students are aware of their next learning steps. Teachers use common assessments and administer benchmarks aligned to the ELA curriculum, the *Journeys* literacy program, and Go Math curriculum, to establish a clear picture of mastery across grades and subjects. Item analyses enable teachers to drill down on specific standards for which students need support. Professional Learning Team meetings focus on analyzing data and teacher practice to make decisions on when and how to provide professional development that is based on teacher needs to improve instruction. Teacher teams analyze student work using protocols and have determined a need to revise existing curriculum unit plans to be more reflective of the shifts necessary to meet the CCLS. This year, a focus on collaboratively working to revise unit plans in math, writing to align with Teacher’s College Curricula and Reading Unit Plans to be reflective of increasing opportunities to use complex text to examine and teach academic language and vocabulary is the focus of instructional planning time.

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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	36,900	x	
Title I School Improvement 1003(a)	Federal		x	
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	57,688		
Title III, Part A	Federal	25,745	x	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	88,000	x	

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:

- 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.
- 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:

- **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).

- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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 PS 186 Dr. Irving A. Gladstone School

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. **PS 186**, 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. **PS 186** 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 PS 186

PS 186 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 with 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 promptly 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.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 241
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 3
of content area teachers: 5

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:

1. Our Title III ELL After-school Enrichment Program will consist of 40 English Language Learners (ELLs) who require additional language, literacy and academic development. The after-school program will run from November 2014 through June 2015 for 3 hours per week on Wednesdays and Thursday afternoons. A certified ESL teacher will work with grade 1 beginning intermediate and select advanced ELLs with disabilities in a small group to reinforce English language skills as well as develop the literacy and content area skills required to succeed on the standardized NYSESLAT, ELA and math state exams. We will also pilot the use of the research-based Mind Play Intervention Program for students in grades 3-5 who are advanced ELLs. Mind Play is an interactive computer-based program that provides intensive small-group reading interventions, incorporates extensive and varied vocabulary instruction, and develops academic English during this time. This group will meet for a total of 120 minutes per week for (3) 6-8 week cycles of intervention beginning in November 2014. Allocated funding will be used to purchase grade level instructional materials, NYSESLAT test practice materials such as EMPIRE NYSELAT, math and ELA test practice materials, and listening center materials at no cost to the Title III program. A supervisor will be on site and will be funded through Title III allocation as there is no other program running concurrently other than a CBO program.

2. We will also offer a Title III Saturday ELL Enrichment Program geared to our newcomer English Language Learners students who have received ELL services for less than three years with priority given to newcomer ELLs in second grade and then, if space permits, to newcomer ELLs in grades 3-5. The Title III Saturday ELL Enrichment Program will take place on 6 Saturday sessions from 9:00 am to 12:00 pm beginning January 2015. Students will arrive at 8:45 am to our auditorium under the supervision of a supervisor in charge which is a cost to the Title III program to minimize lateness and loss of instructional time since there is no other program running concurrently. At minimum, 1 certified ESL teacher will provide small group instruction push-in for a minimum of 45 minutes in each class along with 3 CB teachers using a thematic approach in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities as well as acquire new content area vocabulary and concepts. The goal of the Title III Saturday ELL Enrichment Program is to provide extensive language development opportunities, scaffolded academic support in an optimal environment, and exposure to computer-based programs so that our Newcomer

Part B: Direct Instruction Supplemental Program Information

ELLs will be able to demonstrate growth in their English language proficiency as measured by the NYSESLAT as well as develop their confidence in navigating a new language and a new academic setting. Allocated funding will be used to purchase appropriate grade level instructional materials, literacy learning materials English student user licenses and listening center materials as well as provide professional development for the teaching staff that focuses on differentiation of instruction for ELLs and using effective ESL strategies with ELLs in all school settings building. 10% of the allocation will be utilized to contract quality professional development and professional texts to support a study group through Houghton Mifflin Harcourt and CITE so that teacher strategies will provide students with high quality ESL instruction for both Title III teachers and the entire staff so that methodologies will be transferred school wide to support ELL instruction. A school aide will assist at no cost to the Title III Supplemental Programs. All materials will be used solely for the Title III program.

3. The Saturday ELL Academy will also run for 6 Saturday sessions, beginning at 9 am to 12 pm January to May 2015. A minimum of one certified ESL teachers will provide push-in small-group instruction in both ELA and Math to 60 ELLs and FELLs in grades 1-5 and work collaboratively with 3 CB teachers during the Saturday ELL Academy for 3 hours per week from 9:00 am to 12:00 pm for 6 weeks. This collaborative model will help to transfer and enhance the sharing of ESL methodologies to non ESL certified teachers and increase the pedagogical skills of our staff to work with an increased number of ESL students. The ESL teacher will be scheduled to push in and work collaboratively with teachers in each class for approximately 45 min cycles within the program hours. Students will arrive at 8:45 am to our cafeteria under the supervision of a building supervisor at through the Title III program allocation and to minimize lateness and loss of instructional time. The ESL teachers will familiarize the students with the NYSESLAT test format and provide instruction in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities prior to the administration of the NYSESLAT. The goal of the program is to provide extra support in an optimal environment so that our ELLs will be able to demonstrate growth in their English language proficiency. The teachers will also provide targeted support in Math word problem solving for grade 1-5 students and develop understanding of academic language. Allocated funding will be used to purchase additional materials that are not used during the school day which includes, Brain Pop ESL technology license, lower leveled reading materials for newcomer students through MONDO, Windows to Literacy by National Geographic, NYSESLAT test preparation materials, bilingual resources and other teaching materials will be purchased and used within these program which include bilingual dictionaries, literature and picture cards. In addition, grade level mathematics word problem solving material will be purchased and provide targeted instruction to these students to help enhance vocabulary development in the area of mathematics and problem solving by strand at no cost to this program. A total of three per-session hours per ESL teacher will be allocated for ESL curriculum development of units to be shared with CB teachers curriculum with embedded ESL methodologies.

Part C: Professional Development

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: Title III teachers and our classroom teachers, ESL teachers, AIS/ related service providers, and paraprofessionals attend in-house staff development conferences and grade conferences, other professional development opportunities in and outside of our school building offered by contracted vendors , as well as professional development opportunities offered by our CFN network and the NYC DOE Office of ELLs to ensure that they will be able to assist our ELLs as they transition from one proficiency level to another. Our ESL teachers are tentatively planning to attend some of the professional development opportunities offered by the NYC DOE Office of ELLs such as "Co-Teaching:

How to Have a Successful Push-in ESL Model," "Brain Research: Keeping ELLs in Mind," "Enacting Common Core Learning Standards Practices to Support Achievement for ELLs in Mathematics" throughout the year and turn key professional development during Monday Professional Learning Opportunities . A portion of Title III Supplemental funds \$2,600 will be used to contract an external vendor from Houghton Mifflin Harcourt to provide ESL Methodology Support Training to all staff so that effective strategies will be provided to student through direct instruction both during the school day and after school/Saturday program by staff members. Professional Texts will be purchased to support the professional development provided by an external vendor as part of a study group. Some texts are already available in our building which would be at no cost to the program. However, a small portion may need to be purchased as part of the 10% OTPS allocation.

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: Our parent coordinator is a wonderful resource for all of our parents and caregivers; in particular, she researches and distributes information about adult ESL classes and other parent resources in the community and serve as the language designee for our school. Our parent coordinator is tentatively conducting a Title III Conversational ESL Class for parents along with Technonology Program (that are at no cost to the Title III program) training to help parents navigate programs we use as part of our PS 186 Curriculum supports such as : EChalk, Think Central, RAZ Kids, Ticket To Read, and Mind Play on Wednesdays from November through June. In collaboration with the

Part D: Parental Engagement Activities

parent coordinator, the ESL department also provides ESL materials appropriate for adults to inquiring parents through monthly parent workshops held during the Tuesday afternoon Parental Engagement sessions approximately once per month . Our parent coordinator works with members of the school community including paraprofessionals and staff members to coordinate interpreters and translators when needed for parent teacher conferences, PTA meetings, parent workshops and other school events. We also contract with external agency The Big Word to provide translation in approximately 10 languages to parents during parent conference opportunities. Our P.S. 186 website www.ps 186.com is updated on a daily basis and is instantly translatable in several languages. Our parent coordinator also organizes with staff teams a variety of family activities such as movie nights, Literacy Pajama Night wellness and sports nights, LEAP Adult Cooking Classes, and Scholastic Book Fairs, to encourage parents to participate in school-wide events. Our parent coordinator also plans events such as monthly field trips for parents of ESL children to local NYC cultural institutions and arranges for guided tours to help parents understand the community we live in and in turn bring their children to visit these popular destinations within our city that can provide language and experience. A Title III Multicultural Festival organized by our parent coordinator, is conducted in the fall with Pre K families and in the spring with grade 5 families in order to build connections and celebrate our differences within our school community. It is an opportunity for families to come together and engage in fun activities as a community. During the Multicultural Festival, our families participate in arts and crafts activities, dance to cultural music and share a meal together. The majority of parent communication letters will be translated by the DOE Translation Unit. We will comply with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. On-going workshops on select topics such as testing, online resources overview, ESL strategies and ideas for helping language acquisition will be provided by administrators, parent coordinator, teachers, and Afterschool CBO directors. Day and evening sessions will be offered and schedules will be included during our PTA meetings. Parents will be notified via translated letters about Family involvement activities such as : Our Parent Coordinator will work collaboratively with administrators to plan workshops on a monthly basis that invite ESL parents to learn about: conversational english and writing, fall projects, winter projects, helping children prepare for tests, including NYSESLAT, Health, Hygiene and Nutrition, and adult classes through a contracted vendor at no cost to the Title III program. We will make every effort to contract translators or utilize school staff to assist with meetings so that families can receive information in multiple languages.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 186
School Name Dr Irving A. Gladstone		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	3	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	928	Total number of ELLs	220	ELLs as share of total student population (%)	23.71%
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Part II: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0								0
ESL	190	0	19	30	0	6	0	0	0		220

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	190	0	19	30	0	6	0	0	0	220
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	8	12	6	11	11								69
Intermediate(I)	14	12	22	5	5	5								63
Advanced (A)	4	21	20	22	9	12								88
Total	39	41	54	33	25	28	0	220						

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	15	7	3	0	25
4	10	12	6	0	28
5	15	13	0	21	49
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	15		13		6		1		35
4	14		12		8		2		36
5	16		12		5		1		34
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	2	2	5	22	13	87	9	141
8									0

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
 Paste response to questions here: Our school uses TCRWP and leveled libraries as per Fountas and Pinnell to assess children 5 times per year. Classroom teachers use writing on demand pieces to assess understanding of both genre specific writing and mechanics/grammar. The data used concurrently with genre specific checklist and the Journeys Literacy program unit exams assists

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

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

Paste response to question here: Beyond screening and identification for ESL services to support language development, the ELL student also takes part in RtI screening using the Emerging Literacy Survey through Houghton Mifflin which is reviewed and analyzed by both the classroom and ESL teacher. It is used to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to increase development in this area.

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here: Not APPLICABLE

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

Paste response to question here: Language development at all

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

In order to assure that our English Language Learners receive a high quality of education to meet the State Standards, we have produced a Language Acquisition Policy (LAP) for our ESL program. Parent orientation is scheduled and parent letters and reminders are sent home in both English and the families home language. Reminder letters are sent one week before the orientation and a reminder notice is sent home the day before. The notice is posted on our school website which offers translated versions as part of the web page.

Our entire ESL population of 220 students participates in the Free-standing ESL program. This is consistent with the wishes of our parents. Our parents have continuously requested English as a Second Language Program for the children at P.S.186. To assure compliance with the city, state and federal regulations, P.S.186 offers all parents an opportunity to learn about our ESL program at our orientation meetings. At these meetings, presentations are made by the ESL teachers, who explain the procedure of how the children are determined to be ESL children. The entire Home Language Survey is explained to the parents on how and when testing is done. The NYCDOE compliance video is then shown and available to view in native languages, followed by questions and answers. We provide available translation at the orientation provided by 4-6 paraprofessionals that speak Urdu, Chinese, Spanish, and Russian. We take the time to explain carefully that a transitional bilingual program begins with 75% native language and 25% in English and within three years the percentages are reversed. It is explained that Dual Language is taught 50% English and native language. During the orientation meetings parents who request Bi-Lingual instruction for their children are offered

transfer options to schools that have Bi-Lingual services. Again this year we had no parents request to have their children placed in Bi-Lingual Chinese classes. At this time, there are no children to open up a Bi-Lingual Chinese class. If requests for a Bi-Lingual Chinese class arises or any other bilingual program, we will then offer parents the Bi-Lingual programs. The trend in our parent's choice in our school for the past few years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. Every effort was made to contact and document parents who did not return letters and utilize translators for interpretation. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

The NYCDOE compliance video is shown during the orientation and available to view in native languages, followed by questions and answers. During the orientation meetings parents who request Bi-Lingual instruction for their children are offered transfer options to schools that have Bi-Lingual services. Again this year we had no parents request to have their children placed in Bi-Lingual Chinese classes. At this time, there are no children to open up a Bi-Lingual Chinese class. If requests for a Bi-Lingual Chinese class arises or any other bilingual program, we will then offer parents the Bi-Lingual programs. The trend in our parent's choice in our school for the past few years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. Every effort was made to contact and document parents who did not return letters and utilize translators for interpretation. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

workshops.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Paste response to question here: At this time after reviewing approximately 100 surveys across grades K -5 (newly registered students) , there are no children to open up a Bi-Lingual or dual language class. If requests for a Bi-Lingual or dual language class arise, we will then offer parents the Bi-Lingual or dual language programs. The trend in our parent's choice across the past 3 years has been for the free-standing ESL program. We are aware that we need to consider not only the home language, but also the dialect and how many of our parents did not return their parent letters. We are aware that we can also look to the next grade to form a bridge Bi-Lingual class. If a request arises will be certainly address and make necessary adjustments to our programs. Parent outreach is documented and kept on file. In the past 3 years no parents have requested a bilingual or dual language program even after being informed of their choices.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

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

We support our classroom and cluster teachers with many different and new ESL techniques and strategies. We meet with the teachers as needed to inform them of new ideas and programs that are available for ESL children and how to incorporate them into their lesson plans. This year, we plan to continue our partnership with a contracted consultant - CITE and offer E.S.L. teachers an opportunity to strengthen their understanding of language development and effective instructional strategies for ELLs. So that they can improve the quality of collaborative planning with the General Education teacher during push-in E.S.L. instruction.

Once our children have scored out of the ESL program, they continue to receive services so that they will not fall behind. Some

services may include Extended Instructional time (50 minutes) Program, After-School Academic Academy, Saturday Science Academy, Academic Intervention Services push-in and pull-out services. All beginner and intermediate students receive 360 minutes of push in or pull out services across grades K-5. Advanced ELLs receive 180 minutes of ESL services from their provider through pull out and push in services.

Paste response to questions here:

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

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

The goals of the ESL program of PS 186 are:

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

*Incorporate ESL strategic instruction

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

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

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

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

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

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

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

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

In addition to daily ESL classes, our ELL's receive specialized instruction in the classroom. The classroom teachers receive regular staff development on how to incorporate ESL principles and practices into their classrooms. Students who are newcomers, or are not making progress, attend an ESL Saturday Academy in a three-hour block of time. Some children also receive Academic Intervention Services (AIS) on a twice weekly basis for 45 minute periods. These additional services help the ESL child to receive small-group instruction in the reading components of phonemic awareness, phonics, letter recognition and writing. NYSESLAT results are analyzed to provide better instruction for our children through increased differentiation. Our goal is to enhance our students' language acquisition to help them reach state standards.

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

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

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

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

Paste response to question here: The staff of P.S. 186 receives on-going staff development from our ESL teachers and also at workshops presented in the building by contracted vendors such as Houghton Mifflin Harcourt and CITE - Center for Integrated Teaching. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons. Whenever possible paraprofessionals for language receive trainings so that they can work directly with students in a small group . Related Service Providers communicate and develop a schedule with classroom teachers and ESL teachers that will minimize distractionona and allow for all providers to provide their required mandates.

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

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	The staff of P.S. 186 rec		
Social Studies:			
Math:			
Science:			

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

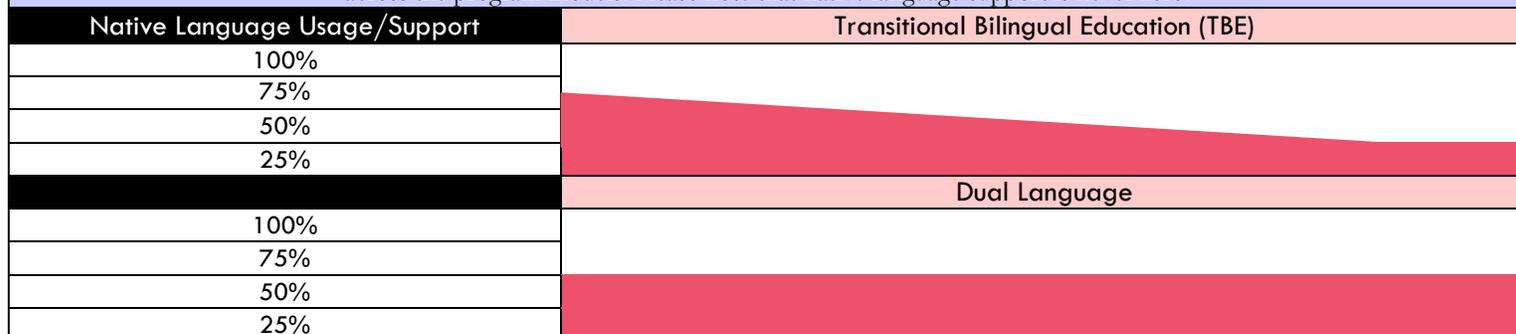
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

	Beginning	Intermediate	Advanced
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.



	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

Paste response to question here: None at this time.

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

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

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

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

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

Paste response to question here: We do not have a TBE or Dual Language program We will also provide Native Language

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

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

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bayan Cadotte	Principal		11/5/13
Rina Horne	Assistant Principal		11/5/13
Elaine Delaney	Parent Coordinator		11/5/13
Mary Cagliostro	ESL Teacher		11/5/13
Christine Abbate	Parent		11/5/13
Joan Birnbach Technology	Teacher/Subject Area		11/5/13
	Teacher/Subject Area		11/5/13
Susan Furtado	Coach		11/5/13
	Coach		1/1/01
Keith McFall	Guidance Counselor		11/5/13
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 Network: 602

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

Part A: Needs Assessment Findings

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

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

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

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

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

Conversational & Written English (On-going)

Fall Fun

Winter Projects

Helping your Child be Successful in School

New York State Standards & Testing Information

Summer Fun Activities

Fire Safety

Health & Hygiene

Nutrition

Physical Activity

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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