

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

DBN: (i.e. 01M001):

26Q186

School Name:

PS 186: THE CASTLEWOOD SCHOOL

Principal:

DR. MELISSA HAIDARY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 26Q186
School Type: Community School Grades Served: Pre-K-5
School Address: 252-12 72 Avenue Bellerose, NY 11426
Phone Number: 718-831-4021 Fax: 718-831-4029
School Contact Person: Dr. Melissa Haidary Email Address: mhaidar@schools.nyc.gov
Principal: Dr. Melissa Haidary
UFT Chapter Leader: Denise Verde
Parents' Association President: Maritza Gillespie
SLT Chairperson: Erica Gerlach
Student Representative(s): n/a

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street Bayside, NY 11364
Superintendent's Email Address: Dgiunta4@schools.nyc.gov
Phone Number: 718-631-6841 Fax: 718-631-6899

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 205 Network Leader: Mary Jo Pisacano

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Dr. Melissa Haidary	*Principal or Designee	
Denise Verde	*UFT Chapter Leader or Designee	
Maritza Gillespie	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	CBO Representative, if applicable	
Eve Sci	Member/ Assistant Principal	
Doris Iskaros	Member/ Teacher	
Jamie Pollock	Member/ Teacher	
Erica Gerlach	Member/ Teacher	
Debbie Coutavas	Member/ Parent	
Gary Mitchell	Member/ Parent	
John McGrane	Member/ Parent	
Karen Lee	Member/ Parent	
Stefanie Sickler	Member/ Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

- 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.

PS 186: The Castlewood school is located in Bellerose next to the Queens County Farm. It is the perfect blend of urban and suburban environments. We are near public transportation, retail stores, and restaurants, but we can also go outside at recess and see horses, pigs, and goats. PS 186 educates nearly 400 students of varying ethnic, racial, socio-economic, and educational backgrounds. Additionally, PS 186 houses P224 (a District 75 school for students with special needs).

Our school is unique in so many ways. The most distinct feature of our school is that it is 100% inclusive in every K-5 class and even in Pre-K, we have one Integrated class that we share with P224. These classes are co-taught by one General Educator and One Special Educator so that every child has the opportunity to be instructed at his/her level as well as receive the remediation, enrichment, supports, and attention that he/she needs to be self-confident and develop a love of learning and the ability to succeed as contributing citizens of society. 100% of our teachers are highly qualified, and many have specialized training. Our classes are small, and we pride ourselves in being able to provide students with an atmosphere that fosters inquiry, discussion, and problem-solving opportunities. However, with this type of environment, it is often difficult to differentiate the curriculum and educational strategies in order to maximize achievement for all students. It is our goal this year to utilize a variety of different assessments and analyze them in a way that will help teachers plan highly effective instruction. With this goal attained, students will be engaged in all of the programs that PS 186 has to offer (ex: Foundations, Wilson, Beautiful Me, Super You, Hip Hop Dancing, Ballroom Dancing, Young Inventors, Young Entrepreneurs, Theater, Chorus, Book Clubs, and so many more).

PS 186: Castlewood is "The Little School with the Big Heart." We have instilled this idea into the entire Castlewood community, and we have managed to be named a Respect for All school for the past three years. We have also grown academically In grades 4 and 5, we have increased our percentage of students obtaining 3s and 4s on the ELA test--44.7%-->69.5% and 48.9% and 55.2% (respectively), and we have increased our percentage of students obtaining 3s and 4s on the Math test —52.6%-->66.1% and 65.7%-->67.4% (respectively). Unfortunately, we have not been as successful in grade 3. In fact, we have decreased our percentage of students obtaining 3s and 4s--63.8% · 57.4% (ELA) and 76.3% and 71.7% (Math). Therefore, this will be an area of focus. It will be important for us to look at the successful practices that are apparent in the upper grades and attempt to replicate them in the lower grades. It will also be necessary to look at the data and take part in item analyses in order to get a clearer idea of what areas need additional time and attention. With increased consideration to the data and the impact that content instruction, teacher practice, and student achievement have on one another, PS 186 is sure to make gains.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to NYSED data sources, our overall percent of students passing (scoring level 3 or 4) on the NYS Math test has increased from 66% in 2013 to 68% in 2014. However, in 2013 the school’s passing rate was only 3% less than the pass rate of the district (71%). In 2014, the school’s pass rate (68%) was 8% less than the district’s pass rate of 76%. As the expectations of the new common core aligned NYS Math exams become clearer, it will be increasingly important to adjust instructional practices to ensure that student achievement at 186 is consistent with schools in a similar geographical location.

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, 70% of the classes in grades 3-5 will meet or exceed their growth target as measured by the Scantron-Performance Series assessment.

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: <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 	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>
Teachers will plan and facilitate CCLS lessons using EnVisions Mathematics program	All classroom teachers	9/14 – 6/15	Teachers will facilitate lessons. Administration will oversee process through formal and informal classroom observations.

Mathematical Instructional Lead teachers will meet monthly to discuss lesson planning practices based on the needs that have been discussed at grade meetings, thereby building trust among teachers.	One teacher from each grade team, selected by administration.	1/15-6/15	Assistant Principal will oversee all meetings.
Teachers and administrators will build trust by collaboratively identifying areas of need so that Math Coach can appropriately demonstrate/co-teach with teachers to provide support in content knowledge	Coach will provide content support with teachers selected through teacher and administration input.	10/14 – 6/15	Principal will monitor the progress through the collection of professional development logs.
Teachers will align math tasks to instructional units and provide student work samples to be used as scoring guides to support horizontal consistency when scoring student work	Math Instructional Lead teachers with the support of grade team.	9/14	Assistant Principal will collect and review all tasks.
Assistant Principal will provide parents with content focused workshops.	Assistant Principal	1/15- 4/15	Assistant Principal will collect and review all tasks.
Small teacher groups will participate in book study groups that will focus on writing discussion questions in mathematics and explore common student misconceptions in geometry, measurement, and data analysis.	All classroom teachers will be provided opportunity to participate.	1/15 – 5/15	Professional development committee will create book study opportunities facilitated by teachers who have been identified by administration as having expert knowledge in a particular area of mathematics.
Administration will provide professional development opportunities for teachers in the following areas: <ul style="list-style-type: none"> o Reading and interpreting data collected from student assessments using the Scantron-Performance Series assessment system o Differentiating lesson and unit plans based on data obtained from the Scantron-Performance Series assessment system Instructional support with mathematical content as needed	Professional development committee will schedule professional development opportunities related to data collection and analysis.	1/15 – 5/15	Administration will review lesson plans as they relate to informal and formal observations. Administration will schedule time for teachers to work with the math coach to provide content support.
After school remediation program will be created to provide additional instructional support for students labeled as in need of academic intervention.	Level 1, 2, & 3 students in math.	1/15 – 4/15	Administration will create classes based on teacher input and data analysis.

Part 4 – Resources Needed

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

Copies of professional books (to be determined), per session funding to hire teachers for after school program, math coach, time scheduled for PD Committee to meet

Part 5 – Budget and Resource Alignment

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

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

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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.

By February 2015, 70% classes will have achieved ½ of the projected gains as measured by the Scantron Performance Series assessment.

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

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

We will eliminate the part of the action plan that reads, “Small teacher groups will participate in book study groups that will focus on writing discussion questions in mathematics and explore common student misconceptions in geometry, measurement, and data analysis” in favor of doing more explicit inquiry work around interpreting data and using it to plan instruction.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

PS 186 is the “Little School with the Big Heart.” Our students and teachers typically treat one another with a tremendous amount of kindness and respect. We are 100% inclusive in nature. All classrooms have multiple adults working collaboratively. The parent community also supports the education and character development of the children. Although we are well-versed in character education, we do have more OORS reports for disciplinary infractions than we would find optimal. Therefore, as we continue to strive for every student to feel safe, supported, and challenged, we are trying to reduce the number of incidence occurring within the school day. Currently, based on OORS, the average number of disciplinary infractions is 4 per month.

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, the number of disciplinary infractions listed in OORS will be reduced by 50% through student participation in Respect for All activities that support and promote social awareness, citizenship, and personal responsibility.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Professional development will be given to classroom teachers so that they can effectively have their students participate in National Anti-bullying month activities such as the Courage and Compassion assembly, the Smile Superheroes assembly, Unity Day...	Grades K-5	October 1-31 2014	Jenna Spitalnick Classroom teachers
Students will be introduced to and encouraged to use the “Buddy Bench.” This will be a place where students who are uncomfortable to ask someone to play or who are socially awkward can sit and make a non-verbal request for a playmate. Students are also asked to approach the bench and offer assistance to students sitting there. No request will be ignored and no student will be left out.	Grades K-5	November	Entire school community

During Respect for All Week, students will participate in activities that build trust, encourage them to accept themselves and others, actively engage in helping peers, and communicate these ideas to the larger community through: the Beautiful Me program, the Super You program, poster/essay contests, etc.	Grades K-5	February 2015	The Respect for All Committee and the school community
Students will watch various skits performed by members of the school community during which particular scenarios are acted out (ex: disruptive bus behavior, student-to-student bullying, etc.), and school personnel will engage students in a discussion of codes of conduct, consequences of poor decision making, etc.	Grades K-5	Ongoing	Administration, Teachers, Parent Coordinator
Students will begin the “Bucket-filler” Campaign during which students are encouraged to “fill the buckets” of members of the school community with kind words and deeds. These actions will be acknowledged through the creation of “drops” that will be placed in “buckets” throughout the school.	Grades K-5	Ongoing	Entire school community
Parents will be notified of activities via the school website, flyers, e-mails...	Parent Community	Ongoing	Parent Coordinator and PTA

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Various character education books and materials, Unity Chain materials, The Buddy Bench, Scheduled time for Assemblies, Beautiful Me and Super You programs.

Part 5 – Budget and Resource Alignment

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

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:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Student participation in these activities will be monitored by classroom teachers, and the average number of incidents reported in OORS will be checked monthly. By February, there should be a 25% reduction of reported disciplinary infractions.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The teaching staff at PS 186 is both well-trained and “highly qualified.” They work diligently to ensure that the needs of their general education students as well as their students with special needs are met. They are committed to the success of the school and to the progress of their students. They are trained in the Teachers College Reading Writing Project as well as involved with the Teachers College Integrated Co-teaching Program. Furthermore, more than half of the staff has had specialized training from NYU in working with students on the Autism spectrum. The teachers at PS 186 are always willing to try something new and to take part in a pilot program that could benefit their students or enhance their own instruction. After analyzing the data supplied by the Advance system based upon the formal and informal observations of teachers, it was noted that, to date, 71% of teachers received overall ratings of “Effective” and 20% received ratings of “Highly Effective.”

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, 95% of teachers will receive overall ratings of “Effective” or “Highly Effective” on the Measures of Teacher Performance.

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"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Professional Development time (80 minutes) on Mondays will be devoted to successfully addressing the Danielson components that are identified by data provided by the Advance system.	Teachers	Sept.2014- June 2015	PD Committee
Teacher directed study groups centered around the eight Danielson components will be created in order to further explore strategies that can be used to increase student achievement.	Teachers	Spring 2015	PD Committee

Teachers will work collaboratively (in horizontal and vertical teams) to identify and provide support for students who are performing below grade level or above grade level as well as students performing on grade level.	Teachers	Winter 2015	Administration
Teacher directed study groups centered around the eight Danielson components will be created in order to further explore strategies that can be used to increase student achievement.	Teachers	Winter 2015	Administration
Teachers will lead parent workshops on components of the Danielson Framework (ex: questioning and discussion techniques, the role of assessment, specific content areas	Parents	On-going	Teachers and Administration

Part 4 – Resources Needed

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

By February 2015, 93% of teachers will have received overall MOTP ratings of “Effective” or “Highly Effective” as evidenced by the Advance system.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, 93% of teachers will have received overall MOTP ratings of “Effective” or “Highly Effective” as evidenced by the Advance system.

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

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

At this time, 50% of the observations for the year have been completed. Only 90% have been rated as “Effective” or “Highly Effective.” There will be increased Professional Learning experiences for individual teachers that will focus on the domains which have been deemed “Developing” or “Ineffective.” Cycles of PL have already been put into place. The Instructional Coach has been assigned to work with specific teachers. Lesson plans are being analyzed more carefully, and teachers are working closely with Staff Developers from Teachers College and the Nest Program as well as with Administration in order to increase student engagement, hone their questioning skills and discussion techniques, and use data to drive planning and instruction.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

According to the School Quality Snapshot, 100% of PS 186 teachers feel that order and discipline are maintained at this school; 100% of teachers agree that leaders of this school place a high priority on the quality of teaching; and 98% of teachers would recommend this school to parents. Moreover, PS 186Q is a 100% inclusive school (every K-5 class within the school includes students with varying special needs). PS 186 is also currently participating in the Teacher’s College Inclusive Classroom Program. School leaders encourage instructional staff to present and attend at local/regional/national conferences. They also cultivate teachers who mentor student teachers, new teachers, and teachers participating in specialized educational programs (ex: becoming Board Certified Behavior Analysts). All classroom and cluster teachers (regardless of content specialty, license, and experience) would benefit from cooperative learning activities, teacher-led Professional Development, and the opportunity to become school leaders. Therefore, PS 186 strives to increase the amount of distributive leadership with regard to colleagues and parents.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 50% of professional development (PD) and parent-time activities will be teacher led; the other 50% will be driven by school leaders or outside agency. This will be measured by keeping a log of all Professional Development activities/workshops, including the names and titles of the facilitators.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
School leaders will provide staff development to PD committee based on analyzing teacher effectiveness and student achievement (General Education and Students with	Pedagogical staff	Dec 2014- Jan 2015	Principal, Assistant Principal,

Disabilities) data in order to identify current needs for future PD.			Literacy/Math Coach
School leaders will ensure that the PD committee disseminates data to classroom teachers. The PD committee will also develop a flexible PD plan based on needs identified as a result of the analysis of student achievement and teacher effectiveness data .	Pedagogical staff	Feb – March 2015	Literacy/Math Coach
Lead teachers will be selected to help support and maintain the PD plan. They will also act as facilitators if any issues arise.	Pedagogical staff	Ongoing	Pedagogical staff
Members of the School Leadership Team will reach out to all parents via school surveys to learn what type of workshops they feel would be beneficial.	Parents	Ongoing	Pedagogical staff
Teachers will trust parents to give them timely and appropriate feedback about their children as well as about their own needs as guardians.	Teachers and Parents	Ongoing	School Community
School Leaders will trust that parents and teachers will communicate with one another regularly and build trust with each other as they share information about their students/children.	Teachers and Parents	Ongoing	School Community
The school community will trust school leaders because they set the tone for inclusive education, distributive leadership, and open communication.	Teachers, Parents, School Staff	Ongoing	School Community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time scheduled for the Professional Development team to meet, opportunities for teachers to analyze data, per diem substitutes, per session allocations, funding for TCRWP and NYU ASD Nest program, parent e-mail distribution list, surveys.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 25% of Professional Development and Parent Engagement Activities will be entirely teacher-led. 25% will be driven by either teachers and school leaders or teachers, the Parent Coordinator, and CBOs.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

By February 2015, 25% of Professional Development and Parent Engagement Activities will be entirely teacher-led. 25% will be driven by either teachers and school leaders or teachers, the Parent Coordinator, and CBOs.

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

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

According to the learning survey, 98% of parents are satisfied with the education that their child has received. 96% of parents feel that the school offers a wide variety of courses, extracurricular activities and services. Our data shows that 23% of families participated in community-wide school events in the 2013-2014 school year. To help improve student achievement, it is important to develop partnerships with families, businesses and community-based organizations which is why our community chose this goal as an area of needed focus.

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 2015, there will be at least five community events offered to parents and families, and there will be at least 30% family participation in at least three of them. This will be measured by parent sign-in sheets (organized by family).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Parents will attend meetings given by local doctors, businesses, and agencies that can assist them with issues such as health care, legal advice, parenting, etc.	Pre-K - 5	Monthly	Parent Coordinator
Parents will gain knowledge of community events through correspondence (ex; Class DoJo, Emails, Newsletters, Math Minute).	Pre-K - 5	Monthly	Parent Coordinator, Administration, and teachers
Parents will gain knowledge through events located on our schools website.	Pre-K - 5	Weekly	Webmaster

Parents will participate in Parent Book Clubs.	Pre-K - 5	September - June	Parent Coordinator and Pre-K Social Worker
Parents will participate in PTA Meetings.	Pre-K - 5	September - May	PTA Executive Board, Administration, teachers, & Parent Coordinator
Parent workshops with the school social worker for parents with students with special needs.	Pre-K - 5	September - June	School Social Worker
Parents will participate community events (Barn Dance, Movie Night, Pasta/Safety Night, Pot Luck Dinner, Movie Night).	Pre-K - 5	September - June	Entire School Community
Parents will participate in Parent/Teacher Conferences (fall, spring).	Pre-K - 5	November - May	Teachers, Administration, & Parent Coordinator
Parents will participate in Family nights (Art Night, Physical Education Night, Barnes & Nobles).	Pre-K - 5	September - June	Entire School Community
Parents will attend school performances (Winter Concert, Spring Concert, Theater Performance).	Pre-K - 5	December - May	Arts Cluster Teachers, Administration, & Parent Coordinator
Parents will participate in assisting the Theater Performance with set design and costumes.	Grades 4-5	December 6	Arts Cluster Teachers, Parent Coordinator
Parents will participate in Raising a Beautiful Girl.	Pre-K - 5	January - June	CBO, Teachers, Parent Coordinator
Parents will participate in activities during the school day (Dr. Seuss Day, Multicultural Day, Field Day, Tuesday Tea with the Principal).	Pre-K - 5	December - June	Administration, SLT, Teachers & Parent Coordinator
Parents will participate in the School/Faculty Dinner Dance.	Pre-K - 5	June 19	Parent Coordinator, PTA, & School Social Committee

Part 4 – Resources Needed

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

Monthly Calendar of Events and Upcoming Events, distribution Parent Email List, fliers indicating events, dates and times, fliers indicating events dates and times are notated for those who need interpretation services, SLT, PTA Executive Board attendance Sheets, Marquis Studios, American Ballroom Theater Company, Hance Family Foundation, Social Workers, Parent Coordinator, Principal, Assistant Principal, Classroom Teachers in Grades Pre-K – 5, Cluster Teachers Pre-K – 5, school Website, parent volunteers, various Community Based Organizations (including Queens Farm Museum, Samuel Field Y, etc.), flexibility in scheduling, funds for purchase of refreshments/food where necessary, and permits

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

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

By February 2015, we will have achieved a minimum of 30% parent body participation in at least 2 community events offered to parents and families.

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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42. 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 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State ELA scores, TCRWP running Records, informal assessments and observations, writing portfolios, NYC ELA Performance Tasks	Foundations, Wilson, LLI, Reading Recovery, Guided Reading, Sounds in Motion, morning fitness program, I-Ready, Starfall, Raz-Kids, EngageNY Readers' Theater Interactive Storytelling, Book clubs	Castlewood Prep. (Grades 3-5), Small group instruction, SETSS	Before, after and during the school day
Mathematics	State Math scores, Unit tests, chapter tests, EnVision Explorations, Scantron-Performance Series results	Repeated instruction, Reteaching of skills not mastered during the previous year, Engage NY, morning fitness program, Mathfit, I-Ready	Castlewood Prep. (Grades 3-5), Small group instruction, SETSS	Before, after and during the school day
Science	State Science scores, Classwork and in-class assessments	Repeated Instruction Differentiated instruction based on students' needs	Small group instruction provided by classroom teacher during the Science period and provided by the Science cluster (push-in) teacher.	During the school day
Social Studies	Classwork and in-class assessments	Repeated Instruction Differentiated instruction based on students' needs	Small group instruction provided by classroom teacher during the Social Studies period.	During the school day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Parent/student requests, a reduction of success with regard to academic performance, social/test anxiety, change in mood/behavior	Individual counseling, Bereavement Group, Social Skills Group, Beautiful Me, Super You, Instructional Lunch/Recess	Individual Small group	During the school day
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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.

	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.

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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).

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Part 3: TA Schools Only

3a. Use of Program Resources

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

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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).

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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. PS 186: The Castlewood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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: The Castlewood School will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

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

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

PS 186: The Castlewood School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 186
School Name Castlewood		

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 Dolores Troy-Quinn	Assistant Principal Eve Sci
Coach Valerie Baronoff	Coach
ESL Teacher Laura Rivera	Guidance Counselor Mary Jane Blau
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Michele Rowe
Related Service Provider type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	367	Total number of ELLs	4	ELLs as share of total student population (%)	1.09%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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	3	0	0	1	0	1	0	0	0	4
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
Urdu														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)			1	1										2
Intermediate(I)														0
Advanced (A)	1			1										2
Total	1	0	1	2	0	4								

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				1									
	P													
READING/ WRITING	B													
	I													
	A				1									
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
4									0
5									0
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									0
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.
 At PS 186 the literacy assessments used in Grades K-5 are the Teachers College Reading and Writing Assessments. The data gives us insight into the literacy levels of our ELLs. It shows us their knowledge of print, identification of individual letters and sounds, sight words, spelling capabilities and reading strategies. The students' reading level is assessed as well as their literal and inferential

comprehension skills. Insight is also gained into the ELLs' speaking skills as they retell the stories read. This gives the classroom and ESL teacher the information needed to guide instruction.

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

Our data on both the NYSESLAT and the LAB-R prove that Reading and Writing are the most challenging areas to our ELLs across the different grade levels.

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

LAB-R and NYSESLAT results indicate certain patterns of proficiency levels. All students scored well in the speaking and listening sections, but showed some weakness in the reading and writing portions of the exam.

The implications for the LAP at PS 186 are as follows: Within the weekly framework for Beginning, Intermediate and Advanced ELLs, higher levels of rigor and support in reading, writing, listening and speaking will result in higher achievement. Within the Balanced Literacy Program, there will be a push for a consistent and standardized language program. This program will provide rigorous academic subject area instruction in English using ESL methodology and instructional strategies. ESL strategic instruction will help each child meet or exceed NYS standards and incorporate the CCLS so these students will ultimately achieve the state designated level of English proficiency for their grade level. ESL and ELA methodologies and strategies will emphasize content area instruction.

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?

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

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

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](#).)

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

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

Due to our small population of ELLs, they are provided the same opportunities as the general population. Our ELL students continue to receive interventions noted above even if they reach English proficiency.

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?

N/A

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

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

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](#).)

When parents register their child, a home language survey form is filled out (in English or their native language, if possible). The school secretary and guidance counselor meet with all new admits to obtain basic information. The certified ESL teacher - Laura Rivera meets with each new admit, assist the parents in filling out the HLIS and informally interviews the parents. The ESL teacher then checks the survey for an indication of the language the child speaks and understands. The child is then given the LAB-R Exam on the specific grade level indicated, within the first 10 days of admission. If the child is unable to pass this exam, the student is placed in the ESL program into one of 3 categories (beginner, intermediate or advanced). The score on this exam determines whether the child is admitted into the ESL program. If the child is Spanish speaking and did not pass the LAB-R, then a fully trained Spanish speaking teacher will administer the Spanish LAB. After a child has been in the ESL program, the NYSESLAT Exam is given in order to determine continuation in the program. The NYSESLAT Exam is given every spring. If a child passes the NYSESLAT, he/she is no longer in the program. Passing students are still eligible for test accommodations for two years and participation in any remedial or enrichment programs offered by the school.
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.

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

During the orientation, the parents view the Orientation Video for Parents of Newly Enrolled English Language Learners. Parents have the opportunity to view the video in their Native Language, if available, and translations services are always provided if needed. Parents are informed that they have the right to select the program that is appropriate for their child. Then the parents fill out the Program Selection Form for their program choice. Each program offered is explained fully and all questions are answered at that time.
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 [\[see tool kit\]](#).)

As mentioned above, all parents fill out and return the forms at the orientation meeting. Again, we had only three parents and they selected the Freestanding ESL Program. Past data trends have shown that parents always select the ESL program, so this is the program that is offered at our school. The ESL teacher then collects the forms and holds them in the ESL classroom.

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

This year we had three new parents and they all selected the Freestanding ESL Program. During the orientation process, the parents have the opportunity to meet the ESL teacher, the school principal, the parent coordinator and to discuss any concerns they may have about the program. Once the Program Selection form is filled out the child begins to receive services according to CR Part 154.
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.

Every Spring, we run the RLAT report from ATS to show which of our children are eligible for the NYSESLAT test. After we examine the list to make sure the names are correct, we make a schedule according to grade levels on the test. Each test is administered following the protocol in the School Administrator's Guide for the NYSESLAT test.

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. **①**

After reviewing the Parent Survey and Program Selection forms for the past year, it shows that all of our parents select the Freestanding ESL Program. Again, this year we had only three parents and they all selected the Freestanding ESL Program. Past data trends have shown that parents always select the ESL program, so this is the program that is offered at our school.

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*](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- 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])?

At PS 186, our program is designed as a free standing ESL program. We have three ESL classes all using the push in organizational model. We only have 4 ESL students so they are placed in regular classes in their appropriate grade level.

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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We have three ESL classes. One class is for the advanced proficiency level students with four 45 minutes periods of instruction. This totals 180 minutes per week for 2 students. The other 2 classes are for the Beginner proficiency level student with eight 45 minute periods of instruction. This totals 360 minutes per week for 2 students. All classes are taught using the push in model of instruction.

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.

Students are taught in English within daily reading and writing workshops. The Envisions Mathematics program is used in the teaching of mathematics. The Harcourt science series is used in grades 3-5 while all students in grades K-5 use hands on science

investigations throughout the year. All of the curriculum areas are taught in English and infused with ESL strategies that support the ESL Standards. All lessons are planned carefully with general education teachers in order to be aligned with the Common Core and New York State Standards while following the classroom curriculum.

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

Spanish ELLs are evaluated in their own language on the Spanish LAB-R when they enter NYC schools in conjunction with the English LAB-R. All ELLs are often asked to share some native language vocabulary in the ESL classroom. Native language picture dictionaries help newcomers make connections to English and help ease stress.

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

Different forms of assessments are used such as checklists and conference notes as well as formal assessments to evaluate our ELLs in all four modalities of English acquisition.

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).

At PS 186, our program is designed as a free standing ESL program. Presently we have 3 Newcomers, each having received 0-3 years in ESL, and 1 received 4-6 years in ESL. We currently do not have any SIFE or Long-Term ELLs in our program. All students are served according to the NYS mandate as requires under CR Part 154. Beginners and intermediated in the ESL program receive 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction per week. The school staff ensures that the mandates instructional time is provided in each model. The staff works together to provide children with their required time and follows all mandated guidelines.

We have three ESL classes. One class is for the advanced proficiency level students with four 45 minutes periods of instruction. This totals 180 minutes per week for 2 students. The other 2 classes are for the Beginner proficiency level student with eight 45 minute periods of instruction. This totals 360 minutes per week for 2 students.

All classes are taught in English using the push in model of instruction. A Balanced Literacy approach is used to incorporate the new Common Core Learning Standards (CCLS). Mrs. Rivera confers with classroom teachers regularly and aligns the ESL curriculum to the classroom. Content area curriculum is presented by classroom teachers, as well as the Science teacher, and concepts are scaffolded in the ESL program. Concepts are often reintroduced using ESL strategies to achieve understanding. The material becomes comprehensible to our ELLs without watering down the content. Content area vocabulary is a strong focus. These strategies make core curriculum accessible to our ELLs. Specific strategies will be used for every Common Core State Standard to enable our ELLs to meet these standards. Resources from the Common Core library will be utilized to support the academic progress of our ELLs.

All groups, whether beginner, intermediate or advanced participate in inquiry-based learning and are encouraged to ask questions, make predictions, gather evidence and explain themselves. Different learning styles are addressed within each group, whether individually or cooperatively.

ELLs in grades 3-5 take the NYS ELA exam after one year of ESL. Intense test preparation and test strategies are taught in extended day, AIS afterschool, the classroom and the ESL classroom as well. SWDs and ELLs over four years in the program receive the same intense reading/math exam preparation. We do not currently have long term ELLs or SIFE pupils at PS 186. A balanced literacy approach helps beginners, intermediates, advanced, SWDs and longer termed ELLs. It develops literacy skills with shared, guided and independent reading; along with phonics, guided and modeled writing. Nonfiction texts, resource materials (dictionaries, thesauruses, idiom dictionaries) and computer research help these students become independent learners, which in turn accelerate language development.

English Language Learners in need of additional support services such as AIS, Speech, Occupational Therapy, Physical Therapy, SETSS, or Guidance will also receive this help at PS 186. We also have teachers who have been trained in the Wilson Reading System, S'cool Moves, and the Leveled Literay Intervention program. These specialized reading programs are available to our students who need additional ESL support. ELLs with special needs and ELLs (4-5 years) will require these extra services. Newcomers (0-3 years) additionally can participate in these programs. Since the ESL teacher also has state certification in reading, she is capable of providing each child with the necessary instruction. Reading strategies are taught in conjunction with ESL strategies (whether beginner, intermediate, or advanced) everyday to work toward proficiency.

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?

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

dictionaries are used to help ELLs make connections to English and help ease stress.

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?

Identified ELL students are grouped based on specific programming needs, such as 12:1, ICT or small group guided reading/strategy groups, based on reading levels or IEP mandates.

Courses Taught in Languages Other than English

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

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

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

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

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

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

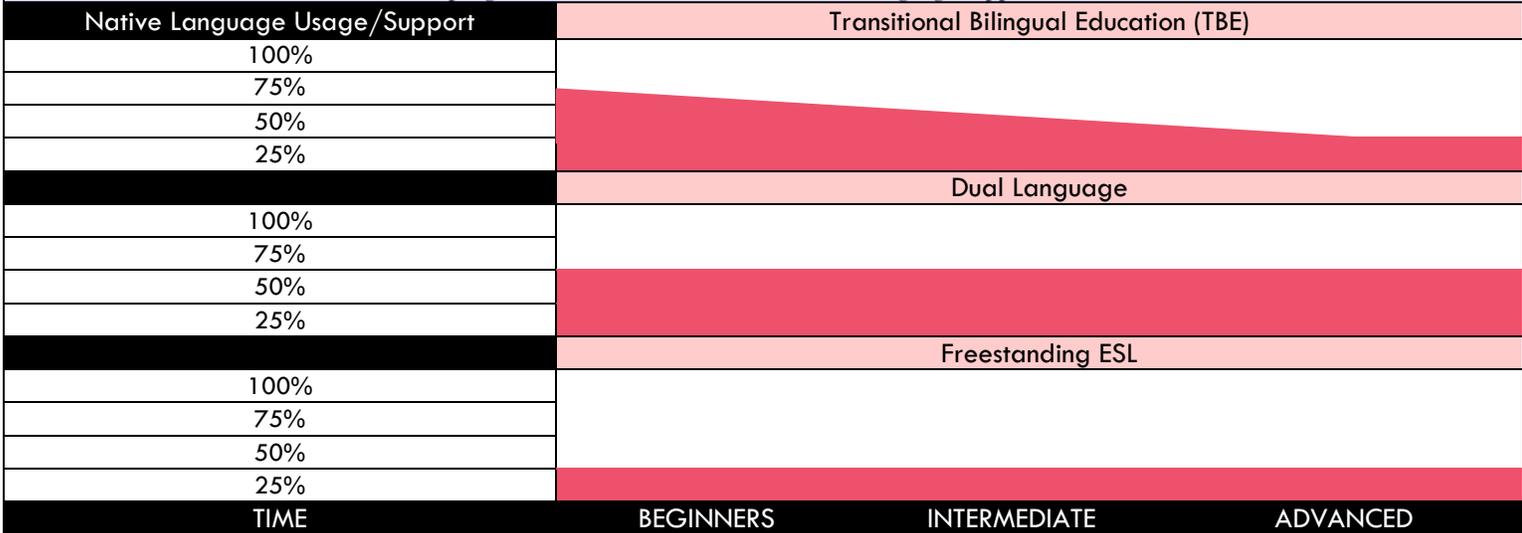
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

We provide many opportunities for targeted intervention in all content areas. Some of the interventions available are targeted small group work, Early Bird AIS program, push in/pull out programs, Castlewood Prep classes, and Foundations/Wilson classes. Due to our small population of ELLs, they are provided the same opportunities as the general population. Our ELL students continue to receive interventions noted above even if they reach English proficiency.

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

Last year we had 4 ESL students and 2 reached proficiency and 2 Intermediate students moved up a level to Advanced on the NYSESLAT. These student will be provided with special test accommodations for the next two years for support. The student will receive time and a half, separate location and bilingual word for word dictionaries for all tests. We will also continue to provide the same level of intervention with our present ESL students because it's clear that (based on last year's data) that we are successful using the above named interventions.

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

We will continue to improve our newer programs such as LLI and Reading Recovery.

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

None

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

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

All ELL students are fully integrated into all school activities. They participate in activities such as learning to play the recorder, singing in Fall and Winter concerts, and also get to choose which Enrichment Cluster they would like to attend.

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

In every class we cater to all learning styles by providing visual, kinesthetic, and tactile activities to support English Language Learners. We have Smart Boards in almost all classrooms. Also, teachers use the program Boardmaker to provide picture support to the students. All materials are age and grade appropriate.

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

Some ways that native language support is delivered in our ESL program is through the use of multilanguage literature, staff translation and also the use of technology in translation aps on the iPad and through Google translate.

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

Required services support and correspond to ELLs' ages and grade levels by using appropriate grade and instructional level materials and by following the mandated time according to the CR part 154.

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.

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

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

We do not offer a Dual Language Program.

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.

Our Teachers College Reading and Writing Project staff developers will work on improving our small group instructional strategies that support English language development in reading and writing. The ESL teacher attends network and citywide professional development as well as Teachers College Reading and Writing calendar days as needed throughout the year. She then will then provide professional development to the staff based on the needs of our students and faculty. We provide professional development that assists teachers in preparing our ELLs for standardized testing in grades 3-5. The ESL teacher also provides professional development on the NYSESLAT for classroom teachers during grade conferences. Monthly congruence between ESL teacher and classroom teachers are held.

Contact with the ESL teacher in our Middle Schools (172 and 67) provide classroom teachers with the information they need to support our ELLs as they transition to the Middle Schools. As the designated Middle School liason, the Guidance Counselor will attend P.D. sessions that are targeted to enable her to meet her responsibilities in this role, i.e., understanding the Middle School choice selection process. Information is shared with the terminal grade teachers and the Parent Coordinator. They provide additional support for families during this process. Our translators are available to assist, when needed.

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

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?

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

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

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

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.

Part VI: LAP Assurances

School Name: Castlewood School

School DBN: 26Q186

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dolores Troy-Quinn	Principal		11/4/13
Eve Sci	Assistant Principal		11/4/13
Michele Rowe	Parent Coordinator		11/4/13
Laura Rivera	ESL Teacher		11/4/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Valerie Baronoff	Coach		11/4/13
	Coach		1/1/01
MaryJane Blau	Guidance Counselor		11/4/13
	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: 26Q186

School Name: Castlewood

Cluster: 02

Network: .05

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

Part A: Needs Assessment Findings

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

At enrollment, our ESL teacher or Parent Coordinator meets with parents to find out the child's home language. The ESL teacher also reviews the following ATS reports to determine written translation and oral interpretation needs: RPOB; RHLA; RBIR; and both RLER-LABR and RLER-LAT. Based on the home language information for each child, school notices are sent home in various languages. Attendance records are kept for parent/teacher conferences, workshops, and meetings with school staff members that indicate when the translation unit is used. Parent coordinator and ESL teacher review Home Language Information Surveys to find out the languages spoken in our school. Teachers and parents may also request translations services any time during the school year.

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

Most of our parents are able to read and communicate in English. However, we discovered that occasionally we need Spanish, Chinese or Hindi interpretation for our families. When this is necessary, there are several members of the staff available for immediate translation orally or written as well.

Part B: Strategies and Activities

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

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

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

We use in-house bilingual staff and parent volunteers if necessary to meet the communication needs of our parents on a day-to-day basis. We have several teachers and our nurse fluent in Spanish. Teachers, paras, our school social worker and OT are able to assist us in translating for our Chinese, Korean, Arabic or Italian, families. Additionally, a paraprofessional assigned to PS 224 (housed in our building) can communicate in Malayalam. Also, our school uses interpretation services by phone for simultaneous translation for parent/teacher conferences, administration and school assessment team meetings when needed.

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

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

