

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K185

School Name:

P.S. 185 WALTER KASSEN BROCK

Principal:

KENNETH LLINAS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 185 Walter Kassenbrock School Number (DBN): 20K185
Grades Served: K-5
School Address: 8601 Ridge Blvd Brooklyn, NY 11209
Phone Number: 718-745-6610 Fax: 718-836-9631
School Contact Person: Dawn Kourtessis Email Address: dkourtessis@schools.nyc.gov
Principal: Rena Goudelias
UFT Chapter Leader: Jane Paul
Parents' Association President: Jennifer Kruger
SLT Chairperson: Vanessa Hairston
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A
N/A

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89 St. Brooklyn, NY 11209
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: 718-759-4908 Fax: 718-759-4842

Borough Field Support Center (BFSC)

Brooklyn South Field
BFSC: Support Center Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cherylwatson@schools.nyc.gov
Phone Number: 718-923-5171 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Rena Goudelias I.A.	*Principal or Designee	
Jane Paul	*UFT Chapter Leader or Designee	
Jennifer Kruger & Adele Doyle	*PA/PTA President or Designated Co-President	
Margaret Bracco	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Josephine Horan	Member/Special Ed Lower Grades	
Jaqueline Raleigh	Member/Regular Ed Upper Grades	
Kristen Marte	Member/Special Ed Lower Grades	
Jamie Smerina	Member/ Regular Ed Lower Grades	
Vanessa Hairston	Member/ Parent	
Chris Ferretti	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jodi Cohen	Member/ Parent	
Manal Zoabi	Member/ Parent	
Stephania Vasquez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

School's Mission Statement:

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

P.S.185 Walter Kassenbrock is an elementary school in the heart of Bay Ridge Brooklyn serving students in grades K-5. Our current overall register is 660 with 5 Kindergarten, 4 first, 4 second, 4 third, 4 fourth and 4 fifth grade classes. We have one 12:1:1 class serving students in grades K-2. We have one ICT class in each Kindergarten, second, third, and fifth grade class. We have two ICT classes in first grade.

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

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

To assess the school's overall performance we relied heavily on our 2013-14 Quality Review , the newly created Elementary School Quality Snapshot and Quality Guide , New York State test data and NYC Schoolnet test data and the 2014-2015 Teacher and Parent School Surveys. We also reviewed our current CEP to identify those elements that have proven successful as well as those that may require revisions or removal. According to these data sources, the following are areas of strength:

In ELA, the number of students performing at levels 3 and 4 are greater than both city and district averages, and the average proficiency rating for ELA in all grades is greater than the city average. In math, the number of students performing at levels 3 and 4 are greater than both the city and district averages, and the average proficiency rating for math in all grades is greater than city averages. Additionally, our graduates' core course pass rate in middle school is greater than both our peer group and city averages. Furthermore, in our school's most recent Quality Review, we received the highest designation of "well-developed" in 7 indicators. As a result, the school received an overall designation of "well-developed" from this evaluation.

Although our students performed better than city and district averages, we have a lot of room for improvement. In ELA, there are still 52.9% of our students not meeting standards. In math, there are 42.9% of our students not meeting standards. Additionally, we want to strive for "well-developed" in the 3 indicators where we were rated "proficient": 1.2 "Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging and meeting the needs of all learners so that all students produce meaningful work products."

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

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

20K185 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	716	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.8%	% Attendance Rate		95.0%
% Free Lunch	41.1%	% Reduced Lunch		4.3%
% Limited English Proficient	6.8%	% Students with Disabilities		14.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.1%
% Hispanic or Latino	14.9%	% Asian or Native Hawaiian/Pacific Islander		8.0%
% White	76.8%	% Multi-Racial		0.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.13	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	46.3%	Mathematics Performance at levels 3 & 4		61.2%
Science Performance at levels 3 & 4 (4th Grade)	93.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

A review of the 2014-2015 School Quality Guide indicated that we are Meeting Target in Student Achievement, however we are Approaching Target in Student Progress. ELA state test data indicates that the students with IEP's and ELL's are not making significant progress. The specific reports studied were the 2014-2015 ELA Item Analysis and School Quality Guide.

Even though the number of students performing at levels 3 and 4 are greater than both city and district averages, and the average proficiency rating in all grades is greater than the city average, there are still 52.9% of our students not meeting standards in ELA. Our goal is to provide rigorous instruction that challenges all students, including students with IEP's and ELL's at their instructional level and monitors progress to adjust instruction based on classroom data.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 students performing at levels 3 and 4 on the 2016 NYS ELA exam will increase from 47.1% (approximately 165 out of 350 students) to 52.1% (approximately 182 out of 350 students).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Our Instructional Focus is to have all students show measurable growth in their ability to Deconstruct Complex Text in order to:</p> <ul style="list-style-type: none"> • Categorize ideas • Make inferences • Support verbal and written explanations utilizing text-based evidence <p>Teachers will administer Common Core aligned baseline assessments in September/October in order to identify student strengths and areas of need in Reading and Writing.</p> <p>Teachers will work in grade level teams to analyze data and plan instruction utilizing resources the school has purchased to support reading, writing, and discussion in the content areas. These resources (Novel Studies, NYC Performance Tasks, Mentoring Minds, Open Court, Science Fusion) support the students' development of content knowledge in Social Studies and Science through close reading of grade level quality texts.</p> <p>Teachers will engage students not meeting grade level standards in progress monitoring throughout the year using Fountas and Pinnell running records to measure growth in students' independent reading levels.</p> <p>Student reading logs will be used as a resource to capture students' reading habits and responses to texts read both inside and outside of the classroom. Writing rubrics and exemplar writing samples will be provided to students for every writing assignment, so students are clear about the</p>	<p>Teachers</p> <p>Students in grades K-5</p> <p>Students in grades K-5</p> <p>Students in grades 3-5</p> <p>Students in grades K-5</p> <p>Students in grades 3-5</p> <p>Students</p>	<p>Sept. 2015- June 2016</p> <p>Sept. 2015 - October 2016</p> <p>Weekly Inquiry Team Meetings Oct. 2015-June 2016</p> <p>October/ May/June</p>	<p>Teachers, Administrators, instructional coach</p> <p>Classroom teachers, administrators, instructional coach</p> <p>Classroom teachers, writing cluster, administration</p> <p>Classroom teachers, instructional coach</p>

<p>characteristics of quality writing and have models for support. In order to support our students' language development, teachers will continue to utilize the school's Vocabulary program.</p> <p>Additionally, through a buddy system, upper grade students will work with lower grade students to model the verbal retelling of stories. Teachers will also utilize vertical learners and provide opportunities for students to conduct oral presentations where they will integrate technology to facilitate this process.</p>		<p>Oct 2015-June 2016</p>	<p>Classroom teachers, administration</p>
<p>Continue Small Steps to Success to address needs of ELLs</p> <p>Continue SETSS, RTI, and AIS to address the needs of target group students.</p> <p>Implement AVID program to address the needs of a selected target group of students.</p> <p>Learning Leaders will assist classroom teachers in ELA instruction on various grade levels.</p>	<p>3-5 ELLs and at-risk students</p> <p>Selected 4th grade students</p> <p>Select grades</p>	<p>Jan. 2016 – June 2016</p> <p>Oct. 2015- June 2016</p> <p>Nov. 2015- April 2016</p> <p>Oct 2015-May 2016</p>	<p>Classroom Teachers, ELL Teacher</p> <p>Special Education Teachers</p> <p>Instructional Coach, Guidance Counselor</p> <p>Parent Coordinator</p>
<p>Conduct Parent Workshops to inform parents of school initiatives.</p> <p>Inform parents of F&P Levels on student report cards in grades K-2.</p>	<p>Parents</p>	<p>Nov. 2015- June 2016</p>	<p>School Staff and Parents</p>

Additional SETSS students added to address needs on IEP's	Students in grades 3-5	Feb-June	Classroom teachers, and administration
Planning page template will be used with students in grades 3-5	Students in grades 3-5	Feb-June	Classroom teachers and administration
Teacher's College Reading and Writing Project test preparation strategies will be implemented in grades 3-5	Students in grades 3-5	March-June	Paraprofessionals, classroom teachers, and administration
Great Leaps program will be implemented for students in the upper grades who struggle with fluency.	Students in grades 3-5	Feb-June	Paraprofessionals, classroom teachers, and administration
Recipe for Reading program will be implemented for struggling readers.		Dec-June	Teachers and Administration
Report cards will reflect percents in both reading and writing to give parents a more accurate determination of where they students are and how much progress they need to make.		March-June	

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ICT teachers will be utilized to provide small group instruction to our SETTS and at-risk students.
 Paraprofessionals will be trained in Recipe for Reading.
 Professional Development will be provided for the Great Leaps Program
 National Geographic REACH program for ELL students
 Weekly homogeneous grouping in Grades 3-5 beginning November 2015
 SRA Kits, Vocabulary Workshop, Mentoring Minds 2-5, NYC Periodic Assessment Benchmarks, Fountas and Pinnell
 Kits, Lead 21
 Leveled Libraries
 90 minute ELA instructional block
 Edupress Common Core State Standard Quick Flip Reference Charts for all staff
 Various Professional Development Programs for Teachers

NYSTL funds will be used to purchase OpenCourt K-2, and Vocabulary Workshop. Title III will be used to support 7% of these purchases. Parent grant from PTA will support purchase of classroom libraries and research materials.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January 2016 the P.S.185 Student Progress Report will be distributed to parents of all grades, which will incorporate the mid-year performance task results. SWDs' and ELLS' performance will be desegregated to monitor student growth.

By February 26, 2016 50% of students in grades 3-5 (approximately 175 students) will make progress on standards based ELA assessments by five percentage points utilizing Mentoring Minds Motivation Reading along with Mentoring Minds Reading Benchmark Assessments.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Based on the results from the 2014 – 2015 School Survey we have established a safe and trusting environment for our students. In the area of supportive environment we achieved 98% positive responses.

However, when teachers were asked the following questions:

- How often do your students work quietly and calmly?

-How often do your students follow school rules in class?

a small percentage answered that students always work quietly and calmly (29%) and that students always follow rules in class (31%).

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P.S. 185 will increase our NYC School Survey percentages in the area of Supportive Environment, specifically the areas indicated in the needs assessment above by 10% (29% to 39% and 31% to 41%)

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>In the Fall teachers will administer our school’s Safety Test in order to assess students’ understanding of all school safety rules and expectations. All classroom teachers will utilize this assessment to engage students in discussions centered on safe and productive behaviors. Classrooms are awarded certificates based on classmates’ mastery of behavioral expectations.</p> <p>Schedule a Bullying Workshop in the Fall in order to sensitize and inform the student body with regard to the impact of bullying behavior.</p> <p>Utilize guidance counselor and classroom teachers to support “Caught Being Good” program which rewards students for positive behaviors and monitors growth with progress charts.</p> <p>In order to formalize “School Spirit”, we will have a school color guard at every assembly as a ritual to begin our gatherings. In addition, we will have students dress in “assembly attire” to honor this time.</p> <p>To further motivate student behavior and effort, we will implement a school-wide behavior plan. Classroom teachers and guidance counselor will support the program.</p> <p>We will continue to support Student Government initiatives: Toys for Tots, Pennies for Patients, Food Drive, Round Table and Community Outreach in order to engage our students in community service.</p>	<p>All Students</p> <p>All Students</p> <p>All students</p> <p>All students</p> <p>All students</p> <p>Student Council Members</p>	<p>Sept. 2015</p> <p>October 2015</p> <p>Sept. 2015- June 2016</p> <p>April- June 2016</p> <p>Sept. 2015- June 2016</p> <p>Dec. 2015- June 2016</p>	<p>Administration and teachers</p> <p>Guidance Counselor</p> <p>Guidance counselor, classroom teachers, and administration</p> <p>Administrators and teachers</p> <p>Teachers, administration, lunch aides, guidance counselor</p> <p>Teachers, administration, Parent Coordinator</p>
<p>We will continue “Buddy” program with lower grades/upper grades to establish “Big Buddies” which partner upper and lower</p>	<p>All Students</p>	<p>Nov. 2015 – June 2016</p>	<p>Classroom Teachers, ESL Teacher</p>

grade ELL's for academic support. Additionally, they will participate in on-stage productions dealing with important issues.			
PTA will schedule safety assemblies. School will distribute parent letters and Discipline Code to all parents in order to inform them of important academic and behavioral expectations.	Students and Parents	Oct. 2015	Administration, Staff
Develop an element of trust through the use of an AVID program that focuses on personal, academic and organizational skills. Conduct bi-monthly discussions with Student Government in respect to safety and trust. Follow-up with teachers to ensure that the new behavior plan is being implemented properly in the classrooms and that teachers are communicating with parents. Send memo with reminders to teachers and periodically collect and review classroom charts. Review Caught Being Good rules and procedures to ensure fair competition	Select 4th Grade Students Student council members Teachers, students K-5 Teachers, students K-5	Nov. 2015- April 2016 Nov. 2015- June 2016 Jan-June March	Instructional Coach, Guidance Counselor Administration. Parent Coordinator Administration, staff Administration, Parent Coordinator, classroom teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Assemblies, professional development, behavior plan materials, "Caught Being Good" laminated charts, IXL Technology Program, books/appropriate literature which encourage important personal and academic behaviors. Tax levy funds will be used to purchase materials such as paper, ink, and maintenance costs of school copier. Partial Title III funding will be used for School Messenger System and assembly programs.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2015:
 "Caught Being Good" will be updated to record class progress bi-monthly.
 Three student government meetings will have taken place by February.
 Students will update behavior charts in their planners daily.
 Teachers will collect and review student behavior charts monthly.
 Parents will sign and return behavior charts weekly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

After reviewing the results from the 2014 – 2015 NYC School Survey we wish to improve the collaboration of the teachers. Additionally, our latest Quality Review revealed our school was “proficient” on indicator 4.2 which states that “teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.” We would like to continue to work in this area so our school receives the designation of “well-developed”. Our teacher “buy in” is very strong and grade level and specialized teams are in place and function at high levels. Direct teacher feed -back indicates that additional meeting times, access to professional development, and increased support in subject areas are required to produce even greater results.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will receive the designation of “well-developed” on indicator 4.2 which states that “teachers engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will be provided with time and resources to support collaboration on Vertical Teams. These teams will have the support of colleagues from other grades and administration in order to identify gaps in curriculum between grades, make resource decisions and establish PD priorities.</p> <p>New and returning teachers will be assigned a mentor in order to provide professional and emotional support.</p> <p>Teachers will observe their colleagues from prior grades to better understand the skill set that students should carry to the next year; teachers will observe the teachers of the upcoming year to be more aware of the skills that their students will need for the following year</p> <p>Teachers will be provided time to work collaboratively to group students homogeneously (based on their instructional needs) in order to allow teachers to provide focused, targeted instruction.</p>	<p>Vertical team members</p> <p>Mentor/mentee</p> <p>Teachers</p> <p>Teachers in grades 3-5</p>	<p>Monthly</p> <p>Weekly</p> <p>3 – 4 times per year</p> <p>Dec.2015/Mar.2016/</p> <p>June 2016</p>	<p>Administration, Team Members,</p> <p>Classroom Teaches</p> <p>Mentor teachers</p> <p>Teachers, administrators, instructional coach</p> <p>Teachers, instructional coach</p>
<p>ELL teacher will be provided time to meet with each grade to discuss needs of students and provide strategies that classroom teacher can use to support ELL students’ access to learning goals.</p> <p>ELL teacher will provide PD sessions on effective strategies for teachers and parents of ELL students.</p>	<p>ELL Teacher and Classroom Teachers and Parents</p>	<p>Monthly</p> <p>Select</p> <p>Tues. through June</p>	<p>ELL Teacher</p>

Teachers will meet weekly to review and discuss student work samples of designated IEP students. Teacher will collaborate to establish best practices for working with struggling students and schedule parent meetings based on the findings.	Teachers, IEP students	Tuesdays and Wed. through June 2016	Classroom teachers, instructional coach, administration, parents
Administrators will use the Danielson rubric to observe teachers and suggest best practices based on student work analysis.	All Teachers	Nov. 2015-June 2016	Teachers, administration
Ensure monthly team meetings and review logs after each meeting	All Teachers and Paras Teachers	Jan-June	Administration and Teachers
Inter-visitations will be assigned and the schedule will be monitored with logs distributed.	Teachers	Feb-June	Administration, Teachers
Inquiry teams will use the District 20 research drive and Goalbook to identify researched based strategies to improve student learning		Feb-June	Administration, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional Development time, portfolios, academic templates Tax Levy funds will be used to support substitute days for additional PD. Purchase of portfolios and related materials, copies of newsletters and related copy costs. Title III funds will support 7% of these costs.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, Administration will review the following:

Vertical Team findings

Mentor Teacher logs of meetings

Logs of the inter-visitations for the year

Log of classroom teacher discussions with ELL teacher

End of cycle inquiry data sheets, and pre and post assessments

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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

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

1. Clear expectations for teachers about implementing what they have learned in professional development- we find 65% in strong agreement
2. Participate in instructional planning with teams of teachers- we find 63% in strong agreement

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 5% increase in teachers who strongly agree with the indicators which state “sets clear expectations for teachers about implementing what they have learned in professional development,” and “participates in instructional planning with teams of teachers.”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>A school Vertical team of teachers will be created to collaborate with administration in order to create a PD plan that meets the needs of the teaching staff. This team will also make decisions regarding academic resources and programs adopted/adapted by the school.</p>	<p>Vertical Team</p>	<p>Regularly as set by the team</p>	<p>Administration and team of teachers</p>
<p>A School Implementation Team will be created and supported to address response to intervention Tiers I, II, and III by administration.</p>	<p>Implementation Team</p>	<p>Regularly as set by the team</p>	<p>Administration and team of teachers</p>
<p>Increase parent communication by the use of the School Messenger System and the school website in order to support teachers with efficient and streamlined parent outreach.</p> <p>Schedule informal parent forums for discussing priority topics in order to support teachers' efforts.</p>	<p>Parents</p> <p>Parents</p>	<p>Monthly</p> <p>Quarterly</p>	<p>Administration</p> <p>Administration and team of teachers</p>
<p>Create school-wide teams to engage all teachers in planning based on school needs. Teams created will include parent involvement, technology, crisis intervention, grant writing, and school spirit.</p> <p>Ensure weekly grade level team meetings</p> <p>Additional Open Court Professional Development will be provided</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>On going</p> <p>Jan-June</p> <p>March-June</p>	<p>Administration</p> <p>Administration</p> <p>Administration</p>

Science Fusion Professional Development will be provided	Teachers	March-June	Administration
Vertical team will develop a survey for staff about additional Professional Development needed	Teachers	March-June	Vertical Team, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<p>NYSTL funds to purchase instructional materials, cost of subs for PD, per session funding as required by team members, partial funding for School Messenger System, and school website.</p> <p>Funds to purchase necessary gap materials, funds for subs and per session Tax Levy funds will be used by team members to purchase all instructional materials Title III funds will be used to purchase 7% of the materials</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Team minutes will be recorded to reflect progress to date as of February 27, 2016 from the school-wide teams. Administration will collect feedback as to teachers’ responses on implementing PD and instructional teams.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The results of the 2014–2015 School Survey revealed a decrease in parents strongly agreeing with the statements, “how satisfied are you with the education your child has received this year?” and “how satisfied are you with the response you get when you contact your child’s school?” We wish to improve the communication between teachers and parents so parents feel very satisfied with the quality of the education their child is receiving. In addition, we wish to improve the satisfaction parents feel when they contact the school. Data specific to parents of ELLs and IEP students further indicate additional efforts need to be made to engage and support these parents’ concerns.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve communication with parents in order to support student achievement by June 2016, P.S. 185 will increase the percentage of parents who are “very satisfied” with the question “how satisfied are you with the education your child has received this year?” and “how satisfied are you with the response you get when you contact your child’s school?” from the 2015-2016 School’s Learning Environment Survey by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implement Parent Involvement Team to serve as liaisons who will facilitate all planning related to organizing and scheduling parent meetings.</p> <p>Establish monthly meetings to serve as open forums for parents of ELL and IEP students. (10 monthly meetings, 5 for IEP parents and 5 for ELL parents)</p> <p>Create and implement a school website to keep parents informed of their child’s curriculum and school activities.</p> <p>Provide Professional Development for staff to navigate the school website in order to inform parents of school events and goals.</p>	<p>Parents, Teacher Teams</p> <p>Parents and families</p> <p>Parents</p> <p>Teachers</p>	<p>Feb. – June 2016</p> <p>Sept. 2015- June 2016</p> <p>Sept. 2015- June 2016</p> <p>January 2016</p>	<p>Administration</p> <p>Academic Intervention Team</p> <p>Parents, Teachers, administrators</p> <p>Administrators</p>
<p>Translate newsletters for ELL families.</p>	<p>ELL families</p>	<p>Feb. – June 2016</p>	<p>Parent coordinator</p>
<p>Provide class and grade level workshops for parents to learn their child’s curriculum in order to better support them at home.</p>	<p>Teachers and Parents</p>	<p>Ongoing Tuesday afternoons</p>	<p>Classroom teachers</p>
<p>Form a committee of parents, involved in the community, to foster a better relationship between local businesses and our school.</p> <p>Parent Involvement Team will create a survey for parents to measure the effectiveness of the school website</p>	<p>Teachers and parents</p> <p>Teachers and parents</p>	<p>Bi-monthly meetings</p> <p>March-June</p>	<p>Program liaisons</p> <p>Parent Involvement Team, PTA, Administration</p>

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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional development, additional preps , school website, School Messenger System Tax Levy funds will be used to support substitute days for additional PD, website costs, and related parent involvement costs. Purchase of portfolios and related materials, copies of newsletters, and related copy costs. Title III funds will support 7% of these costs.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By February 27 th , 2016 2 teacher teams will be identified and initial parent forum will be scheduled. By February 27 th , 2016 the PS 185 school website will be up and running to share school and classroom information for parents. By June 2016 we will conduct a parent survey to measure the effectiveness of the school website.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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:

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S.185 Walter Kassenbrock]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

[P.S.185 Walter Kassenbrock] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>50</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

The program will enlist the services of the ESL pull-out teacher, the ESL certified common branch teacher, and an additional 2 common-branch certified teachers. The ESL teachers will co-teach with the general education teachers. During instructional time, the ESL teachers will teach content using ESL best practices and methods. Teaching content will involve pre-teaching key vocabulary, creating visual supplements to each lesson, and facilitating academic discussion among the students and general education teacher. The last few sessions of the program will include review study for the NYSELAT including story development, critical thinking and descriptive story telling. LAT materials will be purchased with Title III funds.

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

Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

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

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

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

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Part D: Parental Engagement Activities

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

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

Begin description here: _

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

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

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Part D: Parental Engagement Activities

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>8,550.66</u>	<u>Small Steps to Success:</u> <u>\$8241.6 will pay for 4 teachers working 4 hours a week for a total of 10 weeks (20 sessions) at \$51.51.</u> <u>Parent Workshops:</u> <u>\$309.06 will pay for 2 teachers to work 3 hours at \$51.51. Each meeting will last 1 1/2 hours.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>264.00</u>	<u>\$264.00 will cover the cost of the ESL teacher's attendance at the Beyond the Language Series two-day PD hosted by Bank Street College</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>2,185.34</u>	<u>\$ 1185.34 will cover the cost of additional literacy materials (National Geographic ELL supplementary materials) for the Small Steps to Success program.</u> <u>NYSELAT test materials cost \$ 1000.00</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>200.00</u>	<u>\$100 for refreshments for parents attending the parent workshops.</u> <u>\$100 for refreshments and food for parents attending the multicultural night.</u>
TOTAL	:	<u>11,200.00</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 20	Borough Brooklyn	School Number 185
School Name Walter Kassenbrock		

B. Language Allocation Policy Team Composition

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

Principal Rena Goudelias	Assistant Principal Melissa DeChillo
Coach Kathy Levine	Coach type here
ENL (English as a New Language)/Bilingual Teacher Luke Meginsky	School Counselor Jennifer Lamanna
Teacher/Subject Area Joy Wrigley	Parent Adele Doyle
Teacher/Subject Area Betty Appelbaum	Parent Coordinator Mary Maguire
Related-Service Provider Joan Giammarino	Borough Field Support Center Staff Member Aaron Perez
Superintendent Karina Costantino	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	662	Total number of ELLs	48	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	42	ELL Students with Disabilities	12
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more 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.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	42		7	6		5				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	4	1	2	1		5								0
Chinese	1	0	0											0
Russian	1	3	1											0
Bengali	1			1										0
Urdu														0
Arabic	7	6	3	3	4	3								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0					0								0
Albanian														0
Other	0	0	1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	3	3		1	2	3								0
Emerging (Low Intermediate)	1	3	2			1								0
Transitioning (High Intermediate)	3	1				1								0
Expanding (Advanced)	7	3	5	4	2	3								0
Commanding (Proficient)		1	2	3	2	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	2	3	2	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3			0		0
4	8	2	1		0
5	4				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3					1				0
4	7		3		1				0
5	4		2		3				0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		4		2		3		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DR) and any quantitative data available to support your response.
Teachers in all grades use the Fountas and Pinnell program to assess phonics and comprehension skills for our ELLs. In grades K-2, teachers use this program to better differentiate instruction. As a supplement to Fountas and Pinnell assessments, teachers in the upper grades use benchmark assessments to assess word recognition, vocabulary development and reading comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data across performance levels reveals that the overwhelming majority of students in grades 1-5 who took the NYSESLAT scored at the Transitioning and Expanding level as well, with higher scores in the listening section and lower scores in the speaking section. The new admits data shows that 7 grade students who scored at the Transitioning and Expanding levels. In total, 7 students achieved proficiency this year and scored at the Competent level.

Through small group instruction, classroom teachers, support staff, and the ENL teacher will use this information when it becomes available to identify the subskills that students are struggling with in order to tailor instruction to those areas of weakness. Finally, utilizing the AMAO tool will show the students who are most at risk.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMA](#))
Teachers at PS 185K utilize the information from the AMAO tool to identify those students who are most at risk and what skills and strategies they need. This year, 100% of students achieved proficiency (AMA 2), an increase from the 2014 school year. The data also reveals that the students who are the highest performing are the students who are the most at risk.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - The only test we consistently administer in a language other than English is the Spanish LAB-R. The entering Kindergarten students this year scored at a level 2 and 3.
 - School leadership and teachers use the ELL Periodic Assessments to assess strengths and weaknesses in listening, grammar, and reading comprehension to support academic achievement.
 - These Periodic Assessments reveal that students need additional academic intervention in the areas of grammar, specifically relating to the task of writing. This information is shared to the individual teacher to identify strengths and weaknesses in these areas. Teachers do so using individual conferences and by analyzing the data.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to the SED memo for more information.]

Before recommending a student for an evaluation, teachers use a multi-tiered intervention system to initially assess and subsequently address students who are provided with Tier II instruction in small groups designed to address their academic deficiencies. Students who demonstrate difficulty within this model are provided with Tier III instruction with targeted individual goals, and teachers use one-to-one intervention in the form of conferencing and direct Tier III instruction. This model is used within the ENL groups as well. Materials used for Tier II instruction include our Lead 21 intensive readers for the upper grades and other materials that address the deficiencies in question.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Potential ELL students new to our school are administered the NYSITELL and continuing ELLs the NYSELAT in order to determine their language proficiency. The ENL teacher determines how much native language support they will need to provide to their students. For students in Bilingual programs, Entering students (Level I) in the Entering level must receive 60% of instruction in their home language and 40% in English. Transitioning level students must receive 50% of instruction in their home language and 50% in English. In our ENL program this year, teachers pair up newcomers with students who share the same native language, but were either born in the USA or have been in the USA for a year. We provide these students with literature in their native language. Teachers also regularly meet to discuss student work, and the ENL teacher provides informal language screeners to assess students in their native language. This will inform teachers about the scaffolding needed to support these students. Additional language support includes, but is not limited to:
 - 1) working in pairs with peers who speak the same language
 - 2) providing students with encyclopedias, glossaries, and dictionaries in their native language
 - 3) creating lists of cognates
 - 4) instructing them to write in their native language for the first few months of school.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
At PS 185, we evaluate the success of our program by looking at multiple sources of student data. First, we examine the number of students who are identified as ELLs in each grade. In the beginning of the year, we look at in-house benchmark exams and compare MOSL performance from the beginning of the year with the end-of-year MOSL performance and the Statewide tests. For the past few years, we have placed greater emphasis on the progress of ELLs, developing CEP and PPR goals that

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.
New York State – LEP Identification Process” as per CR Part 154. When the school receives a new admittance, the licensed ENL teacher, or other licensed pedagogue assists parents in filling out the Home Language Identification Survey (HLIS) in the parent's preferred language for his/her child. Upon completion of the HLIS, the ENL Teacher conducts an informal interview with both the parent and child in order to determine if the student speaks a language other than English. The ENL teacher utilizes a trained interpreter or the interpretation services hotline if the child and parent speak a language other than English. If the student only speaks English, the ENL teacher stops the LEP Identification Process and the teacher makes a notation that the student speaks English only and “NO” is entered on the OTELE code. If the student is dominant in another language, as indicated on the HLIS and during the informal interview, the ENL teacher marks down the language other than English on the HLIS and then conducts a more depth interview in both English and the child's native language. The teacher supplements this in-depth interview with informal and formal screeners, and, if available, reviewing the student's work in reading, writing, and math in both languages in order to determine whether or not they should administer the NYSITELL. If the conclusion is that the child is in need of ENL services, the teacher administers the NYSITELL within 10 days of the student's initial enrollment date. The ENL teacher, who is proficient in Spanish conducts the informal interview with parents who speak Spanish only. On the occasion that neither parent speaks English or Spanish, we either utilize a friend or relative of the family who speaks both languages or we call translation services to arrange for a phone translation. Finally, if a child enters the school with an IEP, has a HLIS OTELE code other than English, and demonstrates English language needs, the ENL teacher must meet with the LPT and review and discuss the IEP and its connection with English language development before administering the NYSITELL.

If the NYSITELL shows that the student is not proficient in English, we invite the parents to a meeting to discuss English Language Learner (ELL) program options for their child. If a parent cannot attend or does not show up on the day of the meeting, the ENL teacher sets up a phone consultation or an individual meeting to discuss program options. For Spanish speaking students who do not pass the NYSITELL, the ENL teacher, who is proficient in Spanish, administers the Spanish LABR to determine Spanish language proficiency in all four modalities.

For students in grades 3 and above, after a student is administered the NYSITELL and qualifies for ELL services, the ENL teacher must determine whether the student has interrupted formal education (SIFE). SIFE students are identified using a multi-tiered procedure. First, to determine if there has been interrupted schooling, the ENL teacher interviews the parent to ascertain whether or not there are any gaps in their schooling. Then, the ENL teacher reviews student work to determine the functioning grade level in literacy and math of the child in question. Next, the teacher administers the SIFE questionnaire to the student and administers the LENS.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

SIFE students are identified using a multi-tiered procedure. First, to determine if there has been interrupted schooling, the ENL teacher interviews the parent to ascertain whether there are any gaps in their schooling. Then, the ENL teacher reviews student work to determine the functioning grade level in literacy and math of the child in question. Next, the teacher administers the SIFE questionnaire to the student and administers the LENS. After gathering all the data, the ENL teacher meets with the classroom teacher to discuss the determination as to whether or not the child should be identified as SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When a student enters the school with an IEP and speaks a language other than English, as evidenced by the informal interview, the informal and formal screeners, student work, and the HLIS, the ENL teacher must meet with the LPT before administering the NYSITELL. At the meeting, the LPT will review student work, review the IEP, and discuss the language needs of the child, often in consultation with the CSE. At a minimum, the meeting must consist of the director of Special Education (or designee), the child's parent, a school/district administrator, and the ENL teacher. If the LPT determines that the child is not in need of ENL services, then the team documents this conclusion and forwards it, along with supporting documentation, to the school principal. If the principal concurs with the team's decision to forgo the NYSITELL, then the LPT must send a letter to the parent within 3 days indicating this decision. The principal must then send the determination and supporting documentation to the superintendent for final approval. The superintendent or designee has 10 days to accept or reject the decision. If the superintendent decides that the student should be administered the NYSITELL, the school has an additional 5 days to administer it. Alternately, if the LPT determines that the child is in need of ELL services, then the ENL teacher continues with the initial identification process and administers the NYSITELL to the child in question. The LPT NYSITELL Determination form must be placed in the child's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are then signed by the principal, then distributed to parents by the ENL teacher within 5 school days after the NYSITELL is scanned and scored. Copies of these letters are placed in the student cumulative records and kept on file in a secure location by the ENL teacher. Each letter, translated into the parents' preferred language, contains a tear-off indicating that each parent has read and understand the letter. Finally, the ENL teacher maintains a checklist to document that each parent has received a letter.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As per the new regulations in CR Part 154, PS 185 will inform parents at the parent orientation (program selection meeting) held within the first 10 school days that they have the right to appeal their child's ELL status within the first 45 days of enrollment. The ENL teacher will explain the appeal and re-identification process at the meeting.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

In order to ensure that parents understand all three program choices, parents of newly identified ELLs are invited to an ELL Parent Orientation/Program Choice Meeting within the first ten days of school. During the meeting, the ENL teacher explains the three

program choices, shows the Parent Choice video in multiple languages and how they can locate the video online to watch it again. The ENL teacher also outlines the goals and expectations of the program, discusses standards, curriculum, and assessments, and explains how the Common Core Learning Standards apply to ELLs. Assisting the ENL teacher are interpreters that can provide translation services as needed. The ENL teacher explains that if the program that the parent chooses is not available within the school, they have a right to transfer their child to a school that offers such a program. If the parent wants to transfer their child, the ENL teacher sends this request to the Office of DELs, and contacts the school in question to see if there is any available space within the program. Before the child is transferred, the ENL teacher makes sure that the parent knows that their child will stay in their grade-appropriate class until the seat becomes available and receive ENL services if a bi-lingual program does not exist at the school. Parents are provided with the Parent Program Choice form along with the Parent Information Brochure about the three program choices available for ELLs and the parents are encouraged to complete the forms during orientation. If they decide to take the form home, they must return and sign it within 5 days. In the case that the form is not returned, the child will be placed in a TBE program at the school, as that is the default program for parents who do not make a program choice. If the parents do not attend the meeting, we send out notices to the parents to set up one-to-one Parent Choice meetings, or conduct the orientation over the phone. The parent coordinator, who is also present at the meeting, assists the ENL teacher in contacting parents who did not attend the meeting or have not returned the forms. In the event we never receive a form back or cannot successfully contact the parent, we default to Transitional Bilingual but retain them in Freestanding ENL, the sole program hosted at P.S. 185 this year.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL teacher hands out parent survey and program selection forms either at the parent orientation or individually in one-to-one meetings for parents who are unable to attend or to those who have enrolled their students after the meeting in September. Xeroxed copies are made of each letter and are kept on file. To ensure that they are returned in a timely manner, the ENL teacher contacts each parent via email and phone to remind them about the due date. If a parent, misplaces the form, the ENL teacher sends out a new one. Each attempt at contacting the parents and having the form returned is documented. If there are 15 requests on one grade for a dual language or bilingual program, or a total of 15 requests in two consecutive grades, PS 185 opens a bilingual or dual language program and parents are notified and given a placement letter accordingly. Alternatively, if there are not enough requests to open a bilingual or dual language program, the ESL teacher informs the parents of the other schools within the district that currently offer these programs and the protocol that they must follow in order to transfer their child if a spot is open and available.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
When a parent does not complete or return their survey and selection form, the ENL teacher contacts the parent by phone and via email indicating that another form will be sent home. The teacher also explains that the default program for all forms not returned is Transitional Bilingual Education. The teacher monitors the return and the completion of these forms using a checklist.
9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed to parents within 5 school days after the NYSITELL is scanned and scored. Copies of these letters are placed in the student cumulative records and kept on file in a secure location by the ENL teacher. Each letter contains a tear-off indicating that each parent has read and understand the letter. Finally, the ENL teacher maintains a checklist to document that each parent has received a letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher retains all ELL documentation in files located in a separate, secure location in the ENL classroom, as well as in the students' cumulative files.
11. 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.

From mid-April to mid-May, the ENL teacher, with the assistance of the instructional specialists and the SETTs teacher, administer the New York State English as Second Language Achievement Test (NYSESLAT) to all ELLs as well as those who are eligible for NYSAA. Months before the test, the ENL teacher in conjunction with the administration set up specific dates to administer all four parts of the NYSELAT: reading, writing, listening, and speaking. In order to create a valid score for the student, all four tests must be administered. The first two weeks of the testing window are designed towards administering the speaking section, while the last three weeks focus on the administration of the other three sections. On the event that a NYSITELL-eligible student enters the school system during the testing window, the ENL teacher must first determine the NYSITELL and, if they are mandated ENL services, must also administer the NYSELAT to the student. Careful record keeping is maintained to ensure that the test is administered to each student in all four modalities. Students are tested according to administration directions in a separate location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are distributed to parents no later than September 15. These letters are sent to parents in their preferred language. Copies of these letters are placed in the student cumulative records and kept on file in a secure location by the ESL teacher. Each letter contains a tear-off indicating that each parent has read and understand the letter. Finally, the ESL teacher maintains a checklist to document that each parent has received a letter.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Upon reviewing the Parent Choice and Program Selection Forms for the past few years, the trend has been ENL as a 1st choice, Dual Language as a 2nd choice, and Transitional Bilingual as the 3rd choice. Last year Dual Language was the 2nd choice, but this year Transitional Bilingual education moved up to 2nd choice. Last year two parents opted for transitional bilingual education, and one opted for Dual Language. All other parents requested ENL as their first choice. The programs offered at our school are aligned with what parents have been requesting, as we do not have a large enough population requesting a specific program other than ENL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
 - 1a. For the Freestanding ENL program, integrated and standalone ENL services are provided to students in blocks of either 45 or 90 minutes. These blocks add up to 360 minutes each week for Entering and Emerging students and 180 minutes each week for Transitioning and Expanding students. For those who reached the Commanding level, students receive 90 minutes of Integrated-ENL instruction for two years after reaching proficiency. Students at the Entering level receive a minimum of 180 minutes in standalone ENL and 180 minutes of integrated ENL. Integrated ENL is provided in a separate location by a dually certified teaching holding both an ESL license and Common Branch license, and as a push-in service where the ESL teacher teaches alongside the Common Branch classroom teacher. Emerging students receive 90 minutes of standalone, 90 minutes of integrated, and 180 minutes that can be either of the two delivery models. Transitioning students receive 90 minutes of integrated and 90 minutes that can be either model. For Expanding students, 180 minutes must be integrated ENL, and for students who reach the Commanding level, they must receive 90 minutes of integrated ENL for two years after reaching the proficiency.
 - b. In order to meet the state mandate, students in grades 1-2 and 3-4 are grouped together across proficiency levels, while grades K and 5 exist in mixed proficiency groups of their own. Students who receive commanding levels will join grade-appropriate groups of their grade level or grade band for 1/2 unit per week. We feel this model allows our ELL students a supportive, comfortable environment in which the students feel free to take risks and make mistakes. Grouping students across grades also allows for the older students to aid the younger students in their understanding of language objectives. Furthermore, we feel that our ELL students can develop oral language skills using activities such as choral reading, songs and oral recitations without disrupting the students in the regular class. Indeed, the development of oral language is the crucial first step on the continuum of language acquisition and pivotal in developing fluency in literacy.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We currently service all our ELLs using the standalone ENL program model. All students receive the prescribed amount of instruction as required by CR Part 154. Emerging and Entering ELL students are seen 8 periods or 360 minutes per week, with time spent out of the classroom in standalone ENL according to the minutes mandated for each student. At PS 185K, Transitioning and Expanding ELL students are seen 4 periods or 180 minutes per week, and are joined by students who have reached the Commanding Level for 90 minutes every week. In order to provide the prescribed minutes mandated by CR Part 154, students in grades 1-2 and 3-4 are grouped together. Integrated ENL instruction is provided through a co-teaching model utilizing the ENL teacher and the classroom teacher holding the Common Branch License. Standalone ENL instruction takes place in small-groups either during reading, writing, or

social studies. The lessons are driven by the teacher's pacing calendar, student needs in all four modalities, and overall proficiency levels of each student.

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

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

In the Freestanding ENL model, the language of instruction is English. All content is delivered in English, with literature available in the students' home language for newcomers who read and write in a language other than English. The purpose of this literature is to engage the student and is only used to transition newcomers in the first few months of school and provide them with meaningful, comprehensible literature during independent reading time. ELA, Math and all other content area is delivered in English. The ENL teacher uses ENL strategies to teach vocabulary, deconstruct and reconstruct text, and facilitate oral language development through response to literature, visuals, and through small group discuss. This year, PS 185 will use the National Geographic program "Reach" in order to provide comprehensive phonics, comprehension, and oral language instruction. This program focuses above all on vocabulary development, a need common to so many of the ELLs in our school. Math instruction is provided using the My Math program supplementary materials, with a focus on math vocabulary and problem solving.

For those beginning students who speak Spanish as their first language, the ENL teacher provides Spanish language support often repeating questions or vocabulary in their native language. For those beginning students who have literacy skills in a home language other than Spanish, the ENL teachers encourage them to write in their home language and then, with the assistance of a student who has literacy skills in both languages, translate their writing into English. In regards to Common Core, this year ELLs will be instructed by three cluster teachers who focus on developing skills and tasks taken from the Common Core Learning Standards. This will provide ELL students with additional academic intervention as it relates to the higher demands of the Common Core

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

To ensure that Spanish-speaking ELLs are appropriately evaluated in their native language upon enrollment, the ENL teacher administers the LAB-R in Spanish. PS 185K is currently in the process of creating screeners in languages other than English and Spanish. Finally, ELL students being evaluated for special education services are evaluated in their native language.

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

To ensure that ELLs are appropriately evaluated in all four modalities, the ENL teacher administers assessments that measure listening, writing, reading, and speaking skills. These assessments are both formal, using the Pearson Interim ELL assessment during the month of October, and informal teacher-created assessments using Mentoring Minds and the Open Court whole group assessments at the end of each month. These assessments are supplemented by teacher-created assessments using the LEAD 21 intensive readers and running records to measure reading fluency and comprehension, administered by the classroom teacher. Using components from the Rigby program, the ENL teacher uses pictures to assess their speaking skills at the end of every month.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
- a. When PS 185 identifies a student as SIFE, the classroom teacher in conjunction with cluster teachers and the ENL teacher identify areas of strength and weaknesses using informal and formal assessments. Through small group instruction and one-to-one instruction and conferencing, we aim to push this SIFE student to develop basic vocabulary, literacy skills, and basic math skills that will accelerate both language development and overall academic achievement. This student is offered additional instruction through the extended-day program and the Title III after school program entitled "Small Steps to Success."
 - b. For newcomer ELLs who have been in US schools for less than three years, the ENL teacher has specific instructional strategies for all newcomers. They need to be acclimated to the school setting. The ENL teachers endeavor to get them started with "survival English" which can help them to cope with day to day activities. The ENL teacher also works with the classroom teacher so that the new student is supported by a buddy / peer tutor in the classroom. The classroom teachers receive professional development on ENL methodologies through the network and in-house Professional Development facilitated by the ESL teacher. strategies for differentiated instruction that addresses the needs of ELLs. In the ENL program, the newcomers

are offered time in a listening center to support their instructional period of ENL through Balanced Literacy strategies. The ESL teacher tries to make the language taught relevant to everyday life. All instruction is guided by the NYS Learning Standards for ENL in conjunction with the new Common Core State Standards. Students are allowed extra response time in order to encourage participation. These students may also attend after school Title III programs.

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

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

e. P.S. 185 addresses the needs of students who are former ELLs by providing them with testing modifications (time and a half) on all interim assessments, predictives, and State Tests except for the NYSELAT. These students are also provided with 90 minutes of Integrated ENL instruction each week in the Content Area. In class, the academic needs of our former ELLs are addressed through small group instruction on their level and in one-to-one conferencing and targeted instruction.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

For students re-identified as ELLs and non-ELLs, the administration, instructional specialist, ENL teacher, and classroom teachers will sit down to examine and discuss student work and language development for those students in question. These meetings will occur 6-12 months after the initial re-identification, and the team of teachers and administrators will document their conclusions as to whether the student should be further re-identified, and services should be rendered or removed. To ensure that the student's academic progress has not been affected, the principal will review the initial decision to re-identify this student as an ELL or non-ELL. The principal will meet with qualified staff and the student's parent to discuss the student's progress. If the principal feels that the determination to re-identify the student has adversely affected their academic progress, the school must provide additional support services and the principal may reverse the decision. The principal who wishes to reverse the decision must then consult with the superintendent and notify the parent within 10 school calendar days.

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

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

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

The ENL teacher is provided with the same pacing calendar used by classroom teachers in order to ensure that ELL-SWDs receive instruction that corresponds with what they are learning in their regular classroom. Additionally, the ENL teacher is given access to SESIS and reviews the IEP goals for the ELLs in question. In consultation with the classroom teacher, the ENL teacher plans lessons to address the goals in the IEP.

Many ELL-SWDs receive integrated instruction in order to minimize time spent out of the classrooms for those students who are pulled out for other related services. Flexible programming is used in placing these students in classes where they are learning alongside general education students in an ICT classroom setting. Additionally, when ELL-SWDs are provided standalone instruction, they are learning alongside many ELLs who do not have Special Needs, providing a less restrictive environment.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

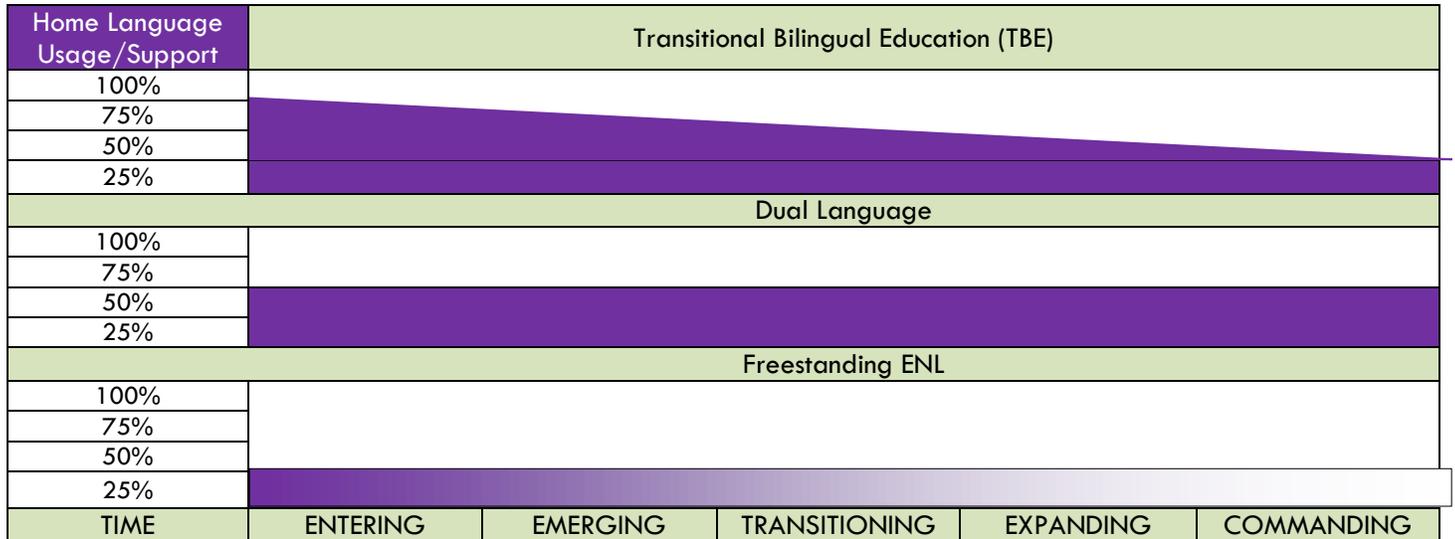


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Based on state ELA and Math exam scores, benchmark assessments from the Lead 21 program, and Running Record reading level assessments, ELLs with SWDs have been identified as a subgroup in need of targeted academic intervention. Targeted intervention programs for these ELLs include the ENL components of the Open Court Phonics program for students in need of phonics instruction and the Mentoring Minds program for students who need additional support in reading comprehension. The supplemental components for both programs parallel the skills being taught in the mainstream classroom across the grades. In all grades, the teacher teaches guided reading in centers to reinforce differentiated reading skills for each group. In the lower grades, the teacher supports ELA skills with the additional materials from the Foundations Open Court, and the LEAD 21 program to align with the classroom teacher. These programs are used to encourage development in all areas for the newer ELLs and newcomers. The targeted intervention program in math focused on the language and vocabulary found in math, with a special emphasis on word problems utilizing supplementary materials from the My Math program. Students work alongside the ENL teachers to deconstruct language found in math problems in order to identify the steps or operations they must use in order to solve each problem. For Science and Social Studies, the ENL teachers work in guided reading groups to help students better understand topics and vocabulary using trade books that support the curriculum. Trade books to support science come from the Science Fusion program. Currently our targeted intervention program does not provide formal native language support. During targeted intervention sessions, students are often paired other students who speak the same native language. Learning Leaders who speak, read, and write in the student's native language also offer native language support during these targeted intervention sessions. The ENL teachers network with the school staff during classroom teachers' common and individual preparation periods to provide and receive feedback in an on-going dialogue with the classroom and subject area teachers. Classroom teachers discuss student strengths and weaknesses with the ENL teacher in order for the ESL teacher to individualize instruction and provide for maximum growth. Classroom teachers are also supported with professional development activities which help them to improve the learning environment for ELLs. Focus is on the adaptation of Core Curriculum materials for the ELLs as well as on the various strategies which can be applied to the instruction of ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The LEAD 21 program was both rigorous and engaging for ELLs and non-ELLs alike. This was an effective program for ELLs as evidenced by an increase in reading levels (as measured by Fountais and Pinnell) from the beginning to the end of the year, incorporation of vocabulary from LEAD 21 into their narrative and expository writing pieces, and overall high scores on their ELL Periodic assessments. Additionally, ELLs demonstrated academic progress through their participation in the literacy fair. Nevertheless, the LEAD 21 is no longer being used at PS 185 because the company discontinued producing materials and providing support. This, coupled with the fact that LEAD 21 did not provide a phonics program, is the reason why 185 has switched to Open Court for the grades K-2 and Mentoring Minds for grades 3-5. Supplemental materials from LEAD 21 will still be used in most classes.
12. What new programs or improvements will be considered for the upcoming school year?

PS 185 will introduce an Open Court Phonics program for the grades K-2 and a Mentoring Minds program for grades 3-5, which also has a math component and ELA. The program entitled Science Fusion will be used to enrich science lessons in grades K-5 and Vocabulary Workshop will be used in grades 2-5 to support vocabulary development for all students.
13. What programs/services for ELLs will be discontinued and why?

PS 185 will no longer be using the LEAD 21 program for as the central program for Balanced Literacy. LEAD 21 is no longer being used at PS 185 because the company discontinued producing materials and providing support. This, coupled with the fact that LEAD 21 did not provide a phonics program, is the reason why 185 has switched to Open Court for the grades K-2 and Mentoring Minds for grades 3-5. Supplemental materials from LEAD 21 will still be used in most classes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Certainly all ELLs may participate in all programs at P.S. 185, but they are also specifically encouraged to participate in such programs like after-school enrichment to better support their development. Enrichment this year includes, but is not limited to: yoga, building and design, comedy improv, word puzzles. P.S. 185 promotes achievement for all students. This year, we will invite ELLs to participate in a Title III funded after school program with a focus on academic achievement in the area of literacy. PS 185 invites ELLs to Saturday Test Prep sessions for approximately a month prior to the NYS tests. Additionally, the ENL teacher runs after-school programs for ELLs. The after school program, entitled "Small Steps to Success" invites all to participate in a 90 minute small group intensive focusing on reading and writing strategies. These classes with content area focus allow ELL students to use the rich vocabulary of the various content areas in a supportive and exciting classroom environment. Teachers use materials related to the regular day classes. Part of the time also focuses on the language of tests and higher order thinking skills.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

In addition to the Core Curriculum Materials, our ENL teachers use a variety of materials with their students.

For building literacy skills, these materials include:

Open Court Phonics, K-2

Mentoring Minds ELA 3-5

Mentoring Minds Math Benchmark 3-5 (administered 3 times per year)

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

Kit Hampton-Brown Series -

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

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

LEAD 21 - Grades K-5

SRA kits for grades 2-5

For Technology: Orchard Gold Star, ESL software program Starfall, website Kidspiration, literacy software program Mingoville, English for children through social media program on the Web ICT Literacy Games, website to strengthen student literacy. To support students in Math, the IXL online program is utilized for students in the upper grades. FastTrack is used for many ELLs with SWDs.

For Science and Social Studies:

Houghton Mifflin Leveled Readers

MacMillan McGraw-Hill Leveled Social Studies Reader Library

Science Fusion Houghton Mifflin Grades K-5

This year, PS 185K is in the process of purchasing the Reach program to better support the language needs of our ELLs.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

The ENL teacher at P.S. 185 validates the native language spoken by all students whenever possible. The ENL teacher provides students with additional reading material in their native language in the form of online libraries, as needed. When there are incoming students, the ENL teachers pair them with a student who speaks their native language as well. For those beginning students who speak Spanish as their first language, the ENL teacher provides Spanish language support often repeating questions or vocabulary in their native language. For those beginning students who have literacy skills in a home language other than Spanish, the ENL teachers encourage them to write in their home language and then, with the assistance of a student who has literacy skills in both languages, translate their writing into English. In regards to Common Core, this year ELLs will be instructed by three cluster teachers who focus on developing skills and tasks taken from the Common Core Learning Standards. This will provide ELL students with additional academic intervention as it relates to the higher demands of the Common Core. Dual Language and TBE is not currently offered at PS 18K.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are grouped based on their grade, and/or grade-band, and proficiency. In order to meet the mandated minutes of instruction, ELLs are grouped together in grade bands when provided standalone ENL services. Students in grades 1-2 are grouped together, as well as students in grades 3-4. Students in grades K and 5 are grouped separately and exist in a group with mixed proficiency levels.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. The ENL teacher offers Professional Development (PD) to staff members on ENL techniques and strategies at grade meetings in early November, March, and May. Staff members receiving the professional development include the assistant principal, the two paraprofessionals, special education teachers, and the Occupational, Physical, and Speech therapists at our school. The ENL teacher participates in grade meetings, Student Progress Teams, and curriculum mapping workshops to ensure that particular attention is paid to meet the needs of the ELLs at each grade level. This year, the ENL teacher attended "Understanding ELLs - Part 2," focusing on RTI, the AMAO tool, and Universal Design for Learning (UDI) on October 26th. Also, the ENL teacher attended "Enhancing Instructional supports in ENL and the integrated ENL classroom" on November 3rd. Material from PDs is always turnkeyed to the school staff at grade conferences or during Monday PD sessions.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs are provided support for the Common Core Learning Standards in the form of PD from the two Common Core Cluster teachers at PS 185. Additional support is provided through PDs hosted by the Borough Field Support Center or the representatives from the office of DELLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

P.S. 185 provides the PD to prepare students for the academic rigor of middle school. Our parent coordinator provides direct in classroom sessions dedicated to middle school transition. Parents are supplied with dates of open houses for intermediate and middle schools in our district. In addition, our parent coordinator, Mary Maguire conducts a workshop annually to disseminate information about intermediate and junior high schools. Our parent coordinator serves as a liaison for parents of graduating students regarding JHS fairs and site visits. The administration supports the attendance of the ENL teacher at all PD available in the region. The ENL teacher at PS 185 provides the parents of ELLs with information about the ENL programs offered at other middle schools in the district in the event that these students do not pass the NYSELAT.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

As mandated by CR Part 80, 15% of the required total hours of training for all staff and administrators other than ENL teachers are provided through PD at grade level conferences, common planning sessions, and Monday PD sessions in November, December, and January. At these meetings, the ENL teacher will conduct workshops focused on integrating content and instruction for teachers of ELLs, co-teaching best practices, as well as turnkey information from workshops attended through the district. The ENL teacher receives the required 50% of total hours from ENL workshops attended in the district. Records of training are maintained by the administration through the use of attendance sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS 185 will host annual individual meetings with parents of ELLs in order to discuss goals of the program, language development, language proficiency assessment results, and language needs. In order to prepare for these meetings, the ENL teacher will administer the ELL Periodic Assessments, conduct an item analysis from the state ELA, Math exams, and other in-class assessments, and meet with all teachers of ELLs to discuss the language development of the ENLs in their class. The ENL teacher will send out letters in the preferred language of each parent inviting them to meet to discuss their child's progress. PS 185 will utilize translators from the NYCDOE and bilingual parents who can assist in providing translation during the meeting. The ENL teacher will also utilize the translation hotline for those low incidence languages. The meetings will be held throughout the months of January and February 2016 and will be scheduled according to the needs of the parents, translators, and teachers involved.

2. (see below) In order to identify the language needs of the parents and create an appropriate schedule for the translators, the instructional specialist, ENL teacher, and the parent coordinator will meet to review the preferred language forms (cross referenced with information gathered from the HLIS). Records of these individual annual meetings will be kept with the parent coordinator and the ENL teacher.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. (response to #2)

All records for annual individual meetings with ELL parents and outreach (phone calls, letters, in person meetings) will be kept with the ENL teacher. If they involve parent outreach, they will be kept in the office of the parent coordinator, or the classroom of the teacher contacting the parent.

(response to #3)

PS 185 is a parent friendly school; we are receptive to all parents. We have translators available for non-English speaking parents and try to make the newcomers' transition to the NYC Public School System a smooth one. We hold a meeting each fall to welcome the parents of our ELL students and to tell the parents about the programs in which their child/children can participate. Parents of all students can stay involved by becoming a learning leader and assisting in the classroom, helping to run our Go Green Committee and our after school enrichment programs, and becoming a member and participant at our monthly PTA meetings. Workshops are also conducted by Learning Leaders with on site interpretation made available upon parent request. Anticipated events for this year include a multicultural night, a multicultural pot-luck, and a literacy night.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Information is shared with ELL parents interested in Adult English classes offered by community programs and also the NYC Public Library system.

5. How do you evaluate the needs of the parents?

P.S. 185 evaluates the needs of the parents by listening to their concerns at the annual ENL Parent Meetings. At the meeting, the ENL teacher will give each parent a questionnaire in their preferred language where they can communicate their concerns. Additionally, parents are invited to communicate their needs through parent outreach time after school on Tuesdays, over the phone, via email, or at Parent-Teacher Conferences. Additionally, the needs of parents are communicated when they fill out the Learning Environment Survey each year. Finally, the PTA co-presidents incorporate discussions about the ELL program at PS 185 and urges parents to voice their opinions and suggestions at monthly PTA meetings.

6. How do your parental involvement activities address the needs of the parents?

Parent involvement activities include participation at PTA meetings, class mothers, and becoming trained learning leaders, who assist in the classroom as needed. Learning leaders conduct supplementary activities such as poetry readings, Go Green activities, and assist teachers during instructional periods. P.S. 185 also addresses the needs of the parents through consistent communication between the parents and the teachers, utilizing bi-lingual parents and translation services when necessary in order to meet the language needs for some of our parents. The parent coordinator plays a pivotal role at PS 185. She serves as the liaison between the parents and the administration and staff of PS 185. Her direct contact with the parents during line-up and dismissal make her very available to the parents. The parent coordinator also assists in registration. Furthermore, she is available at all parent teacher conferences, at all CEC meetings, and during open school days to answer any questions that parents of ELLs may have. The parent coordinator also ensures that parents are provided with translation services at the Parent Orientation Meeting for ELLs, Parent

Teacher Conferences, PTA meetings, and throughout the year as needed with the help of DOE certified translators and the translation hotline.

D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Rena Goudelias	Principal		11/10/15
Ms. Melissa DeChillo	Assistant Principal		11/10/15
Mary Maguire	Parent Coordinator		11/10/15
Luke Meginsky	ENL/Bilingual Teacher		11/10/15
Adele Doyle	Parent		11/10/15
Joy Wrigley/4 th grade	Teacher/Subject Area		11/10/15
Betty Appelbaum/3 rd grade	Teacher/Subject Area		11/10/15
Kathy Levine	Coach		11/10/15
	Coach		11/10/15
Jennifer Lamanna	School Counselor		11/10/15
Karina Costantino	Superintendent		11/10/15
	Borough Field Support Center Staff Member <u>Aaron Perez</u>		11/10/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **K** School Name: **PS 185**
Superintendent: **K Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At PS 185, parents' preferred languages are entered into ATS upon student registration using information from multiple sources. The Parent Coordinator conducts a school wide parent survey, in multiple languages, assessing parent needs. Parent language needs are also collected from the classroom teachers and the ENL staff and this information is validated using the RHLA report through ATS. This information is cross-checked with responses from Part III on the HLIS, and with information contained on the blue emergency cards. If there are major discrepancies among these sources, the parent coordinator reaches out to parents to ensure that their preferred language for both written and oral communication are documented accurately.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Survey results indicate that 250 parents out of our 705 students requested a language other than English for either written or oral communication from the school. The majority of parents requested Spanish and Arabic as their preferred language for both written and oral communication, followed by Russian and Chinese. Other preferred languages included: Alabian, Bengali, French, Greek, Senuso, German, Polish, Portuguese, and Slavak. These results were shared with the administration, staff, SLT, and the PTA in the event on-site interpreters were ever needed or correspondence needed to be translated.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All emergency signs and signs pertaining to ingress and dismall are translated into multiple languages. The parent handbook and discipline code are translated and given to parents in September. Flyers for workshops from FACE (Office of Family and Community Engagement) are distributed to parents in multiple languages throughout the year. All flyers are submitted to the translation Unit two weeks prior to their dissemination.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

PS 185K will host parent-teacher conferences on the following dates: 9/17/15, 11/5/15, 3/3/16, 5/12/16. Cluster teachers and support staff will be available during these conferences and during curriculum night, which will also be held in September. When a student is absent multiple times in one month, the school aide will call the student's home. The aide will utilize the translation services hotline for parents who prefer to communicate in a language other than English. If the absences continue to increase, the attendance teacher will intervene and reach out to the parent of the student in question.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Numerous documents are sent to the DOE T&I unit for translation. For all documents sent to the T & I unit, it is necessary to send them two weeks prior to the anticipated dissemination date for timely translation. Private, approved vendors are also utilized. Bi-lingual staff is also used for translation services. For documents with a short turn around time, staff or parent volunteers assist in translating the document in a timely manner. A parent handbook with relevant school information is made available in 8 languages to all new incoming student families. Many DOE documents are readily available to download,

as needed, from the DOE Translated Document Intranet Page. Parents are made aware that the DOE site is available in 10 languages during curriculum night and parent orientation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

On-site interpreters are made available to parents and staff members during Parent Teacher Conference and also for initial IEP meetings when needed. Information on how to access the over the phone translation service is made available to staff at Professional Development meetings. Oral translations are provided by school staff when the parents' preferred languages are Spanish, Russian, or Greek.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The T&I brochure, language palm cards, and over-the-phone interpretation services information are distributed at the staff conference in September. The ENL teacher assists the principal, instructional specialist, and parent coordinator in disseminating and explaining all matters related to translation services during the first PD in September. The T & I language ID cards are posted in the Library and Main Office.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Surveys are conducted periodically throughout the academic school year in order to gather feedback from parents on the quality and availability of services. Teachers and support staff will inquire about the effectiveness of these services during parent teacher conferences.