

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**20K186**

**School Name:**

**P.S. 186 DR. IRVING A GLADSTONE**

**Principal:**

**BAYAN (EBEID) CADOTTE**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Dr. Irving A. Gladstone School Number (DBN): 20K186  
Grades Served: Pre-K - 5  
School Address: 7601 19<sup>th</sup> Avenue  
Phone Number: 718-236-7071 Fax: 718-331-9181  
School Contact Person: Nicholas Frangella Email Address: nfrangella@schools.nyc.gov  
Principal: Bayan Cadotte  
UFT Chapter Leader: Joann Carillo  
Lisa Yeninas  
Parents' Association President: Gina LaManna  
SLT Chairperson: Danielle LaManna  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Lisa Yeninas  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
Superintendent's Office Address: 415 89<sup>th</sup> Street  
Superintendent's Email Address: Kcostantin@schools.nyc.gov  
Phone Number: 718 759-4908 Fax: 718-759-3920

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: Cheryl Watson-Harris  
Director's Office Address: 415-89<sup>th</sup> Street  
Director's Email Address: cwatsonharris@gmail.com  
Phone Number: 718-759-4862 Fax: 718-759-3930

## 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)
Bayan Cadotte	*Principal or Designee	
Joanne Carillo	*UFT Chapter Leader or Designee	
Danielle Lamana	*PA/PTA President or Designated Co-President	
Elaine Delaney	DC 37 Representative (staff), if applicable	
Lisa Yeninas	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vivian Barreto	CBO Representative, if applicable	
Theresa Cavallaro	Member/ Teacher	
Darcie LoGiudice	Member/ Teacher	
Marianna Sini	Member/ Teacher	
Allison Phillipin	Member / Parent	
Lisa Grefig	Member/ Parent	
Petrina Rizzo	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

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

Our instructional focus, derived from the Framework for Great Schools, targets students' executive functioning skills so that they can persist through complex text, understand unfamiliar vocabulary and persevere through difficult word problems, building on prior knowledge to successfully overcome new challenges. The work of our Professional Learning (PL) team and the PL sessions for teachers and families planned for the 2015 - 2016 academic school year directly address this focus. Consistent monitoring of teachers and students' progress within this focus is achieved through regular cycles of classroom observation and feedback. Student engagement is evidenced in all content areas and within all disciplines and is part of the instructional core program. In addition, we strongly believe and focus on establishing a strong culture for learning and a positive and mutually respectful classroom environment which is inherent in the belief that all students can be successful.

The school Professional Learning (PL) team members, including school administrators, meet consistently to analyze school needs and develop on-going professional development plans that are responsive to the needs of staff, coincide with student/unit goals, based on input from school-developed feedback surveys, and includes data from the Danielson Framework Observations ratings. Our staff sets professional goals and communicates them during Initial Planning Conferences. These goals are used to build specific professional learning opportunities for individuals that relate to improving practice. During teachers' Exit Conferences, these goals are revisited in order to determine whether the goals have been met or additional support is necessary. The School Leadership Team supports the entire process by making decisions about school wide goals and the use of resources to advance our action plans.

Through the use of this structure of interconnected teams, our Professional Learning plan builds on the capacity of learners by encouraging and welcoming a wide range of staff members to become facilitators in areas of best practice. Our ExpandedED Program, which is in its 5th year at PS 186, calls for an expansion of the school day that is seamless for participating students and builds upon academic goals and specific designs for enrichment programs that help children acquire persistence, engagement, work habits, collaboration skills, and self-regulation. The program operates collaboratively with a partnership with NIA Community Services Network (CBO partner). Currently, there are approximately 300 students are enrolled in grades 1-5. Pedagogues, along with community educators, teaching artists, and community volunteers work to provide standards-based instructional, intervention and enrichment programs with input from school data, parent surveys, and student interest. The program offers high performing students, ELLs and

SWDs avenues to pursue learning activities through S.T.E.M., the Arts, Physical Activity, and Nutrition. The position of Educational Liaison serves as a bridge to support lesson planning between our school day and ExpandEd activities. Our school Guidance Counselors and nurse are on staff during the program hours. In coordination with The After School Corporation (TASC), PS 186 and the Neighborhood Improvement Association (NIA), *staff* examine attendance data, student participation, and academic trends to track graduation rate data. The data also monitors and informs Academic and Personal Behaviors through the K.I.P.P. Character Growth Survey. The program Instructional Coordinator and Educational Liaison work collaboratively with NIA directors and Activity Specialists to provide ExpandED community staff joint professional development opportunities. As a result of this collaboration, the quality of lesson planning is improved during ExpandED program hours through the sharing and communication of monthly goals and the development of thematic units of study. During ExpandED program hours, teaching and activities support daily instructional core program and provide students with additional support with the content being taught. Thereby, students' needs are well supported. The Expanded program offers SWDs and ELLs small group instruction with a highly trained pedagogue from Sept. –June. Pedagogues also provide test preparation programs in ELA, Math, Science, and NYSESLAT exams as part of the Expanded program. The program has 50 minutes of homework support built in so that classroom instruction is supported and reinforced. Students participating in the program develop relationships with teachers and peers and have an opportunity to participate in academic and enrichment activities. Students identified as needing Academic Intervention Services based on state exam data from the 3rd and 4th grades participate in an online intervention program facilitated by 4 teachers using the I-Ready Adaptive Learning program. Our school performing arts teacher and grade one teacher work during ExpandED hours to provide additional opportunities for students to be involved in more performing arts activities such as dance and chorus. This year, through a Disney grant, our school is once again pleased to collaborate in a musical theatre production. Competent Kids Caring Classrooms (CKCC) is a social-emotional learning program that was introduced to PS 186 several years ago. The program has helped our school develop a common culture that supports our Non-Negotiable Rules, School Pledge and Mission Statement, all of which focus on mutual respect and positive behavior as expectations from all members of our school community. Our Expanded program ensures that these practices are followed through to support a seamless school culture. Joint professional development between school, faculty and community educators supports positive outcomes for students in the area of academic and social emotional growth with the goal College and Career Readiness.

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

## 20K186 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	997	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.6%	% Attendance Rate		95.1%
% Free Lunch	62.2%	% Reduced Lunch		1.9%
% Limited English Proficient	23.5%	% Students with Disabilities		15.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.1%	% Black or African American		0.2%
% Hispanic or Latino	25.1%	% Asian or Native Hawaiian/Pacific Islander		40.1%
% White	34.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10	# 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)		3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		8.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	44.4%	Mathematics Performance at levels 3 & 4		60.4%
Science Performance at levels 3 & 4 (4th Grade)	91.9%	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	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
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.

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

#### Assessment Analysis and Comparison of the 2014 and 2015 ELA State Exam Results

- The percentage of students with a proficient score (level 3 or 4) was higher than the district average for grade 5 (43.1% vs. 40.9% respectively) but lower for grade 4 (36.9% vs. 41.5%).
- The percentage of students scoring a level 4 increased for all tested grades between 2014 and 2015. The percentage of students scoring a level 4 increased by 7.1% in grade 3, 6.8% in grade 4 and 4.9% in grade 5 from the 2014 exam.
- There was a decrease of 4.5% in the percentage of students with a proficient score (combined levels 3 and 4) from 2014 exam across all grades.
- Across grades 3, 4 and 5, students struggled the most with the following topics: Sequencing and Main Idea, Using Text Structures, Vocabulary in Informational Text, Comparing Themes and Main Idea.

#### Assessment Analysis and Comparison of the 2014 and 2015 Mathematics State Exam Results

- The percentage of student with a proficient score (level 3 or 4) was higher than than the district average for grades 4 (62.6% vs. 59%) and grade 5 (61.9% vs. 61.6%), but considerably lower for grade 3 (45.7% vs. 55.3%).
- When comparing year-to year performance between 2014 and 2015, there was a 12.5 % decrease in the percentage of students scoring a level 3 or 4 on grade 3.
- All grades saw an overall decrease in students scoring at levels 3 and 4 and increase in students scoring at levels 1 and 2.
- Across all three testing grades, students struggled the most with questions involving fractions and fractional operations, specifically, Building Fractions from Unit Fractions and Solving Real World Problems Involving Operations with Fractions.
- NYSESLAT AMAO Tool indicated that we have met our target and surpassed it by approximately 17%. Based on the tool we are tracked to continue meeting AMAO in the area of NYSESLAT progress and proficiency for this exam.
- Recent End of Year Danielson Teacher Rating Data averages were calculated across all rated components. Teachers had the highest average component ratings for Domain 2 (Classroom Environment and Behavior Management). The lowest average component ratings were in Domain 3 (including Questioning and Discussion Techniques, Engaging Students in Learning and Using Assessment in Instruction).

- Our school instructional focus on building vocabulary and language through rich tasks that address the needs of all learners including ESL students will focus on evaluating classroom instruction in Danielson framework component areas 3B (Questioning and Discussion Techniques), 3C (Engaging Students in Learning) and 3D (Using Assessment in Instruction). Professional Development learning opportunities will focus on supporting teachers practice in these specific areas.
  - Examination of our core program (Harcourt Journeys & Go Math) integration of CCLS and Citywide Instructional Expectations it became necessary make revisions to our literacy program to meet the demands of the instructional shifts. The NYC DOE guidance document titled “NYC Instructional Materials Rubric” provided a review of our program alignment indicating that our existing core program (Journeys) demonstrated curriculum gaps. However, as a school community, our team decided that NYC Pearson Ready Gen was not comprehensive did not provide online resources which we were currently using to enhance visual and auditory learning. Our school community made a decision to continue using the Journeys program but committed to revising curriculum maps to reflect alignment in areas of writing, resources and performance assessments which are lacking in the Journeys program. Teacher teams have closely considered suggested texts and in some cases remove or add supplemental readings as part of our aligned curriculum in order to identify opportunities to increase rigor of questions, exposure to text complexity as well as student discussions during close readings. Writing calendars and unit plans have been restructured and more closely aligned to Teacher’s College Writing methodologies.
- In choosing to adopt Go Math! (NYCDOE core curriculum) our focus in year one had been for teachers and students to become comfortable with the lesson design and components of the program. The use of a lead teacher as well as our networks “ambassador” program had supported this effort. Examination of Math data indicates that although students showed good progress in math, problem solving continues to be an area of need.
- Our instructional core program in ELA and Math both include resources for engaging learners through the use of interactive online features. We have supplemented these already-existing resources with a blended-learning approach using other instructional software, including IXL, RazKids, Ready Test A-Z, and I-Ready. Teachers communicated their need through their Initial Planning Conferences (IPCs) that there was a need for additional supports for ELLs. As a result, we have begun utilizing other resources to address this need, including Enhanced ELL Reading Solution through Learning A-Z and Mindplay, which is an online adaptive learning program. Additionally this year, we have hired a technology intern through a partnership with the City University of New York (CUNY). The intern will be utilized to help facilitate the administration and coordination of all the web-based instructional programs that the school utilizes to maximize their impact and address any technological issues that may arise.
- Parents have attended and had an opportunity to familiarize themselves with program features including online resources such as HMH Think Central. Think Central offers parents and children an opportunity to use online features to re-teach and enrich student understanding of problem solving skills. Parents have also been welcomed at several “Chat with the Principal” workshops to better understand the Common Core Learning Standards and College and Career Readiness skills necessary for student achievement.

Priority Needs:

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

“Deepen the work in curriculum development to ensure that teachers plan rigorous activities for all students that are embedded coherently across grades and subjects, resulting in the promotion of college and career readiness. (1.1)

Although this work is demonstrative of the purposeful decisions P.S 186 has made to ensure a CCLS-aligned curricula is provided to their student body, lesson plans across all grades and subjects do not contain the same level of rigor nor full alignment, impacting the school’s work toward achieving full curricula coherence.”

The work this year will focus on building and developing students' ability to self-regulate, self-assess and persevere through difficult and sometimes novel learning tasks. These goals are encompassed under the school's instructional focus of developing students' executive functioning skills. Additionally, based on the results of the 2015 state ELA and Math exams in grades 3 through 5, we will continue the work from prior years to specifically address academic vocabulary acquisition through close reading strategies in ELA and problem solving involving fractions in Math. This will be achieved through targeted professional learning opportunities developed in conjunction with the Professional Learning Team through the study of works from Robert Marzano, Lily Wong Fillmore, Isabel Beck and Jeff Zwiers to support lesson planning, unit planning and curriculum alignment that ensure rigorous instruction which results in student achievement and progress. This will be evidenced by growth in MOSL results, improvements on State and Local Assessments and NYSESLAT scale score gains. In writing, an analysis of student work samples has shown a need for revisions to our writing curriculum. Unit revisions for writing to align with Teacher’s College Reading and Writing Program are necessary to help students meet the CCLS standards. In math, our priority is to examine problem solving mathematical strategies and increase opportunities for students to solve multi-step word problems.

**Part 2 – Annual Goal**

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

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Continue to utilize a research-based framework for teacher effectiveness to establish benchmarks in order to guide self-</p>	<p>Teachers</p>	<p>Sept- June</p>	<p>Adminstrators</p>

<p>assessments which will guide the development of individual professional learning plans that improve the development of reflective teaching practices and create a higher level of student engagement and achievement. Cycles of observation will focus on providing feedback that ensures continuity and consistency among practices that evoke effective engagement through differentiation, questioning, discussion, and assessment . Based on cycles of observation and feedback, teachers will engage in inter-visitations and engage in co-planning to ensure that effective lesson planning transfers to more cognitively engaging instruction. The Professional Learning Team will focus on providing high quality professional development that examines and provides development of aspects of the Danielson Framework and the domains that promote effective teaching practice. A full-time Academic Intervention Services (AIS) teacher will support targeted students' learning goals through push-in classroom instruction with students whose scale score from the 2015 state ELA and Math exam fell below a certain level. Select teachers will also work with targeted students after-school through a blended learning model that makes use of the I-Ready online adaptive learning program.</p>			<p>Professional Learning Team</p> <p>Mentors/Grade Leaders</p> <p>AIS Teachers</p>
<p>Research and participation in pedagogical study groups will enhance understanding of effective practices and strategies to further develop understanding of curricula and best practices to help address learning needs. Study group topics will include: Vocabulary Acquisition and Academic Language, formative assessment tools, understanding mathematical problem solving approaches that incorporate academic language support. Title I funding will be used to contract external vendors to support professional learning.</p>	All Staff	Sept-June	Professional Learning Team
<p>An opportunity to increase collaborative planning time will improve quality of lesson plan writing, curriculum unit plan revisions and development of rigorous tasks that provide all learners, including SWD and ELLs, entry points into the instructional program. Evidence of rigorous instruction which focuses on the needs of students at all levels, including higher and lower ability levels, must be addressed through quality lesson planning and instruction as evaluated using the Danielson Framework. As a result of this work, student results on TCRWP running record assessment (which will be used for teachers' MOSL score) will indicate gains in reading levels across all grade levels. Lack of progress will be used as an indicator for teachers and administrators to develop student groupings and RTI initiatives such as I-Ready, ReadyTest A-Z, Guided Reading, Foundations, and MindPlay.</p> <p>Increasing vocabulary teaching throughout academic areas will improve reading skills and increase comprehension of complex text during close reading activities and TCRWP benchmark levels. An increase in planning for mathematics problem solving strategies and unit performance assessments will address this area of need school wide.</p>	Teacher Teams Prek-5 and Clusters	Sept- June	Administrators

<p>An increase in frequency of parental workshops given by teachers to support understanding of the curriculum and promote parental engagement opportunities. A minimum of 6 teachers will meet with parents to provide curriculum supportive information.</p> <p>An increase in parental communication will take place in the form of parental- out reach weekly by teachers including cluster teachers.</p>	Parents	Monthly	Teacher, Administrators and Parent Coordinator
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**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Danielson Framework and per diem coverage’s needed to meet with teachers for feedback, per diem for inter-visitations and grade level study groups.</p> <p>Journeys, Go Math! Science and Social Studies Curriculum Guides and standards will be used and Houghton Mifflin will be contracted using SWP funding to improve instructional practice through professional learning PD.</p> <p>Utilizing Monday Professional Learning Time to focus on understanding the pillars and the Citywide Instructional Expectations and Instruction/Curriculum. An SBO will be utilized to acquire to calendar days to be focused on developing teacher practice in Danielson Domain 1 and 3 planning and instruction.</p> <p>In addition, a per session posting offers 10 instructional team members including 2 supervisors a minimum of 4 hours per month planning time which take place on a bi-weekly basis before and after school hours.</p> <p>In addition, per diem common core instructional funds are used to cover grade leaders 1 period per month for K-5 Grade leader vertical team planning and ambassador planning sessions.</p> <p>Grant monies from Assemblyman Abbate Grant will be used to purchase Smart Boards, document readers, and trivia clickers to enhance instruction. Teq provides 22 hours of PD for staff. We will use grade meetings, lunch and learn and per session opportunities with instructional funding to provide targeted PD that enhances knowledge and practice in the area of technology.</p> <p>Title I funds will be allocated to contract external vendors for high quality professional learning opportunities including: TEQ Consultant, CITE Consultant PD Group, Marianna Cucciare DOE external consultant who specializes in academic language and vocabulary, and Houghton Mifflin. PD sessions will be reflected in school PD plan which includes Monday Professional Days and any calendar scheduled professional development days.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p>
<p>In January school administrators will engage in a mid- year progress monitoring of Danielson Framework data specifically an analysis of Domains 1 and 3. Evidence of effective and highly effective % in these domains will</p>

demonstrate the amount of teachers who are performing well in these areas. By June evidence of an increase in this % will demonstrate whether teacher practice has improved throughout the school year.

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

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

**Part 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 2013-14 Quality Review:

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

The educational community of PS186 is committed to ensuring that all students strive for and achieve excellence in academics, arts and citizenship. We promote strong communication between the home and school by planning an instructional program that challenges and engages students’ thinking and creativity. Language, ethnic and cultural diversity are respected as enhancements to student learning. 24% of our student population is made up of English Language Learners and over 20 languages represent our community. There are approximately 120 Students with Disabilities who take part in our educational program. Staff members and support personnel are committed to planning for the academic and social-emotional growth of the whole child. The goal for improving a child’s academic and social emotional well-being. An established instructional focus derived from the Framework for Great Schools, including productive struggle and development of strong academic language through student-to-student discussion is evidenced in all content areas and within all disciplines as part of our instructional core program. In addition, we strongly believe in and focus on establishing a strong culture for learning and a positive and mutually respectful classroom environment so that all learners believe they can be successful. The school Professional Learning team members, including school administrators, meet consistently to analyze school needs and develop on-going professional development plans that are of highly quality and responsive to the needs of staff determined by student/unit goals, Citywide Instructional expectations, school developed feedback surveys, Danielson Framework Observations ratings, and staff professional goals developed during self-reflection prior and during Initial Planning Conferences to meet these goals. School leadership team supports the entire process by making decisions about school-wide goals and the use of resources to advance through action plans. Through the use of this structure of interconnected teams we have a solid professional development plan that builds the capacity of learners by encouraging and welcoming a wide range of staff members to become facilitators of areas of best practice. PS186 school culture has historically welcomed families to be active participants in their child’s education. Throughout the school year, parents are invited to participate in many school-wide celebrations that support our school initiative. Each grade plans for a minimum of 3 classroom celebrations per year. There are many new families who speak no English in our community. To encourage participation from these families we plan to include workshops in native languages that are facilitated by classroom teachers and accompanied by a translator. Translation will be provided for any workshops or families meetings that take place during the Tuesday, parental engagement time and monthly during the evening meetings. Our ExpandedED Program is in its 5th year at PS 186 and calls for an expansion of the school day that is seamless for participating students and builds upon academic goals and specific designs for enrichment programs that help children acquire persistence, engagement, work habits, collaboration skills, and self-regulation. The program operates collaboratively with a partnership with NIA Community Services Network (CBO partner). Currently, 350 students are enrolled in grades 1-5. Pedagogues, along with community educators, teaching

artists, and community volunteers work to provide academic standards based instruction and enrichment programs based upon school data, parental surveys, and student interest. The program offers high performing student, ELLs and SWDs avenues to pursue learning activities through S.T.E.M., the Arts, Physical Activity, and Nutrition. During ExpandedED program hours, teaching and activities support daily instructional core program and provide students with additional support with the content being taught. Thereby, student's needs are well supported. Our school performing arts teacher and grade one teacher works during ExpandedED hours to provide additional opportunities for students to be involved in more performing arts activities such as dance and chorus. This year, through a Disney grant, our school is once again pleased to collaborate in a musical theatre production. In addition, this year we have built upon the school's PBIS system in which students earn "Giraffe Bucks" as per a school-wide behavior matrix or by serving as "student employees" available in several areas, including The Tech Team, Peer Tutor Squad, Language Ambassadors, Safety Squad and Green Team. This elaborated PBIS system has helped our school develop a common culture that supports our Non-Negotiable Rules, School Pledge and Mission Statement which focus on mutual respect and positive behavior from all members of our school community. Our ExpandedED program to ensure a seamless culture has adopted that is consistent with the PBIS system. Joint professional development between school, faculty and community educators supports positive outcomes for students in the area of academic and social emotional growth with the goal College and Career Readiness.

Priority Areas of Need:

1. Based on our School Snapshot for Quality indicates that 63% of teachers feel that discipline and order are maintained at this school. The Learning Environment Survey indicates that teachers feel that order, discipline and safety can be improved upon. Based on Danielson Framework, our Classroom Environment Domain 2 ratings were highly effective across all classrooms during the school day. Our teachers are concerned that during the ExpandedED hours approximately 350 students work with CBO counselors and some school personnel which affects the climate of order and discipline. Student engagement in the after school hours is lower therefore resulting in more discipline areas of concern.
2. Due to the influx of non-English speaking families moving into our zone school a need for increasing translation services and providing more support is necessary. Continuing to provide a seamless day opportunity for students to attend ExpandedED program and participate in academic and enrichment activities. The parent coordinator is needed to provide support during the school day and after school program time.

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

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Increase the frequency of high quality student activities that promote an understanding of tolerance, acceptance, empathy, and kindness. The school-wide PBIS system and other programs such as Competent Kids Caring Classrooms (CKCC) will continue to be implemented to strengthen the social-emotional well-being of students. Introduction and implementation of a school wide positive behavior management system, both during the school day and as part of the ExpandEd program will promote positive student behavior. Student Council members will promote “Giraffe Bucks” and work together to set up and maintain a reward store. Additionally, there will continue to be a minimum of 2 College and Career Day activities that focus on promoting higher expectations for students.</p> <p>Increase student and family support services including crisis intervention and family engagement opportunities by using TL Fair Student Funding toward the hire of an F Status Guidance Counselor (November – June).</p> <p>A student Survey will be developed and administered to grades 2-5 students to gain feedback about their overall experience at PS 186 and if they feel safe and well supported.</p>	<p>Students</p>	<p>Sept-June</p>	<p>All Staff/School Administrators</p>
<p>Increase opportunities for staff to communicate one to one, by grade, or as a whole with administrators to strengthen teacher practice, school structures, set high expectations through goal setting and encourage a supportive work environment that is responsive to teacher and paraprofessionals needs. This will be achieved through bi-weekly grade leader and professional learning team meetings, monthly staff meetings, and a minimum of 4 grade planning sessions that will be attended by supervisors. Danielson Framework Domain 2 Classroom Environment ratings will be used to frame discussion and professional learning opportunities designed to promote a positive school climate and norm the high expectations for all.</p>	<p>Teachers</p>	<p>Monthly</p>	<p>Administrators</p>

<p>Parental Engagement: Increasing parental workshops and meetings that include translation services at least once per month for each grade. Provide an increase in communication tools such as school messenger service and E Chalk website service to increase parental engagement. We anticipate that building capacity through an increase of family workshops encouraging teachers to take a more active role in PD during the Tuesday parental engagement time, collaborative goal setting and action planning during SLT meetings will help us to continue to improve our school environment and ultimately lead us towards successful outcomes. We will continue to arrange for a variety of opportunities for families to take part in workshops (Parent ESL, Tech Class, Understanding State Test Designs, TCRWP Benchmarks and Go Math! Curriculum Workshops) along with school-wide events (Literacy Night, Math Game Night and P.S. 186's Annual Picnic). Parents will participate in the Parent Learning Environment Survey in the Spring 2016.</p> <p>Funding Considerations:</p> <p>TL funding for per session enrichment student opportunities through ExpandedED program.</p> <p>TL Funding for Guidance Counselor</p> <p>Title 1 Funding allocated for School Messenger and E chalk</p> <p>TL funding for Giraffe Bucks paper and incentive store prizes</p> <p>Wellness Grant to Promote Fitness and Parental Involvement</p>	<p>Parents/ Families</p>	<p>Sept-June</p>	<p>Administrators, Guidance Counselors, SBST team, Classroom Teachers</p>
<p>Increase opportunities for the Educational Liaison to work with NIA directors to review and provide feedback to ExpandedED lesson plans to ensure alignment and rigor that supports the academics during the school day and includes elements of PBIS and CKCC Program for social-emotional growth and improve discipline and behavior through the use of the Giraffe Buck System during after school hours.</p> <p>TL Fair Student Funding</p>	<p>Students and After School Expanded Staff</p>	<p>Sept – June</p>	<p>Educational Liaison for NIA ExpandEd program</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (\$10,000).</li> </ul>

- TL Funding, Wellness Grant and Local Councilman Gentile Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase in parental involvement activities which will promote engagement of families (\$10,000).
- TL funding for per session enrichment student opportunities through ExpandedED program. (\$30,000)
- TL Funding for Guidance Counselor (\$17,000)
- Title 1 Funding allocated for School Messenger and E chalk (\$4000)
- • TL funding for Giraffe Bucks paper and incentive store prizes (\$3,000 supplies)
- Opportunities to meet with staff, individually, by grade and whole group by structuring opportunities for grade meetings during common preps, utilizing Monday Professional Learning Time, and allocating calendar change days in addition to November and June PD days to provide opportunities to meet and strengthen school culture.
- School Admin., Parent Coordinator, Guidance Counselors, ExpandedED Directors, and Student Council will allocate time during the school day to meet and implement PBIS system.
- Monthly planning meetings with CBO Staff including Expanded Directors and primary school staff including the educational liaison.
- Changing of the Parent Coordinators official hours so she can support parental involvement and provide engagement during ExpandED hours (9:45- 5:20 p m).
- Working with the Title 1 Committee to contract with school messenger service and EChalk
- Working with SLT to support a hiring of an F Status Guidance Counselor using Fair Student Funding to improve the school environment, maintain discipline, and provide families and students social emotional support.

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

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

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

**Part 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.

Based on information on the 2014 Quality Review report and the above data analysis , PS 186 school leaders provide feedback to teachers aligned to professional goals that support teacher growth and development resulting in a strategic professional development system leading to improved quality of student work. Teachers receive clear expectations and support through the lens of the Danielson Framework for Teaching as a means of furthering and strengthening their instructional practice. Furthermore, evaluative feedback provided to teachers is clear, actionable, and specific, and aligns to teacher professional goals. In addition to formalized evaluative feedback, teachers are also videotaped, by choice, to receive feedback on their pedagogy and inter-visits take place among colleagues which are voluntary and scheduled by administrators depending on need to view practices and give colleague feedback to improve instruction. This system ensures that teachers can view their work so that support, collected via multiple venues, can offer suitable assistance for growth and development. Teachers receive a continuous cycle of professional development, led by peers, outside consultants, and school leaders. The Professional Learning Team meets bi weekly to plan for professional learning opportunities. Feedback forms are analyzed to gauge teacher perceptions of professional development effectiveness and quality of the workshops conducted. Furthermore, there are a variety of succession programs in place at P.S 186, evidencing value of teacher leadership. For example, the school participated in an ambassador program commonly referenced by teachers in conversations about developing school leaders. Specifically, teacher leaders are selected and trained for potential leadership positions, and mentors are used to grow new teachers and build capacity. The strategic professional development offered, coupled with the support provided to teachers and school staff, has resulted in improved quality of student work as evidenced in English language arts writing samples.

Priority Needs:

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

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

### Part 2 – Annual Goal

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, there will be a 7% increase in professional learning offerings that are aligned to the instructional focus, based on areas of need as evidenced through an analysis of MOTP ratings, and allow for deeper levels of collaboration among teachers, ultimately resulting in more rigorous instruction for ELLs and SWDs.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>An opportunity to increase collaborative planning time with teacher groups including the administrators will improve quality of lesson plan writing, Curriculum unit plan revisions and development of rigorous tasks that provide all learners including SWD and ELLs entry points into the instructional program that use effective teaching techniques as measured by Danielson Framework. PD will focus on increasing the understanding of the Danielson Framework components and building strategies to implement in classrooms.</p>	<p>Teachers</p>	<p>Sept - June</p>	<p>Administration  Professional Learning Team</p>
<p>Increase in needs based Professional Learning based on school, grade, and class ELA data analysis. As a result of this work, TCRWP (MOSL) will indicate gains in reading levels across all grade levels. Lack of progress will be used as an indicator for teachers and administrators to develop student groupings and RTI initiatives. Based on data analysis, increasing vocabulary teaching throughout academic areas will improve reading skills and increase comprehension of complex text during close reading activities (study groups and workshops both external and internal will support this learning) and TCRWP benchmark levels. Increase in planning for mathematics problem solving strategies and math unit performance assessments will address this area of improving academic performance for students. Collaborative planning opportunities will be provided during PD calendar days, common planning grade meetings, Monday PD schedules, and part of per session opportunities for instructional planning and will include Study Group opportunities</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration  Professional Learning Team</p>
<p>Professional Learning Opportunities will focus on developing a better understanding of 1e and 3c Danielson Framework rubric to best support SWD and ELLs</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration  Professional Learning Team</p>
<p>Increase opportunities for trust building activities among colleagues and administrators to support intervisitations and professional learning experiences.</p>	<p>Teachers</p>	<p>Sept-June</p>	<p>Administration</p>

**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.

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

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

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

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

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

Calendar Day changes will be proposed to increase collaborative planning times

Per diem days will be allocated for planning and inter-visits with colleagues

Professional development will be provided internally by highly qualified professionals during Monday PD time, PD calendar days, City PD days and as part of lunch and learns/grade meetings.

Professional Study Groups and Independent Learning Activities will take place to support collaborative work on common specific need areas.

**Part 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

As mid-point benchmark teachers will receive MOTP rating information in Domain’s 1 and 3. This information will contribute to a self- assessment of areas of strength and weakness. Data results will be examined based on cycles of feedback and teacher evaluation results to assess growth in Domain and Components 1 and 3. Our professional

learning team which includes administrators and teachers will help to plan for workshops, study groups and independent learning opportunities that are varied and respond to the needs of teachers.

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

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

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

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

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

#### Priority Need

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

#### **Part 2 – Annual Goal**

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

#### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Creating a reflection tool to analyze the overall effectiveness of ExpandedED program related to student achievement. Parents, PS 186 teachers and Students will contribute information to the survey that will provide us with information about the overall effectiveness of the program.</p>	<p>Parents, Students, Teachers, ExpandEd Staff</p>	<p>November - December</p>	<p>Administration, Educational Liaison, NIA Expanded Program Director</p>
<p>Utilize a social emotional survey to determine the level of grit our students demonstrate and the growth they make throughout the year. The KIPP Survey results will be analyzed and disseminated amongst our staff so that the results will contribute to future school wide planning.</p> <p>Implement a new positive behavior system PBIS – Giraffe Bucks which will result in positive social relationships and self-confidence amongst all students.</p>	<p>Students, Teachers, NIA ExpandEDStaff</p>	<p>November - December</p>	<p>Administration, Educational Liaison, NIA Expanded Program Director</p>
<p>Develop lesson unit plans that are standards aligned and rigorous and shared with Expanded Activity Specialists that will result in an increase of students (SWD/ELLs) who participate in academic and enrichment programs that result in positive student achievement and contribute to an increase in social emotional growth .</p>	<p>NIA Expanded Staff</p>	<p>Sept - June</p>	<p>Educational Liaison, NIA Expanded Program Director</p>
<p>Overall parental involvement and engagement opportunities will continue and be increased through Fun Friday Family project based activities. Teachers will plan for a Fun Friday project based activity each week that is interdisciplinary and engaging. Once per month parents will be invited to participate in the activity.</p>	<p>Teachers, Parents</p>	<p>Sept-June</p>	<p>Administration, Teachers</p>

**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.

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

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

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

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

Working with SLT to support a hiring of a F Status Guidance Counselor using Fair Student Funding to improve the school environment, maintain discipline, and provide families and students social emotional support. Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (\$10,000).

TL Funding, Wellness Grant and Local Councilman Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase parental involvement and promote engagement of families (\$10,000).

TL funding for per session enrichment student opportunities through ExpandedED program. (\$30,000)

TL Funding for Guidance Counselor (\$17,000)

Title 1 Funding allocated for School Messenger and E chalk (\$4000)

TL funding for Giraffe Bucks paper and incentive store prizes (\$3,000 supplies)

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

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

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

**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.

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

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

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

Common Core Comparison of 2013 and 2014 Mathematics Exam Results

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

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

day, preschool harvest day, VIP Readers, College Day, and Science Fairs. All of these practices help to foster an environment where the school strategically partners with families to reach the expectations of the Common Core and those set by the school community. Tuesday parental engagement time is used for teachers to conduct parental outreach face to face or by telephone to communicate student progress and performance. This is additional to the 4 required parent teacher meetings that are held contractually. This year, every teacher is responsible for planning a workshop for parents this may be class specific, grade specific or school wide. Some topics include : Understanding TCRWP, How to Help Students Perform Well on the NYS Exams, Understanding the NYS Science Exam, What is Close Reading?, Unit by Unit GO Math! Help and Online Program Support for RAZ Kids, Mind Play and Think Central.

Priority Needs:

Develop understanding of key curriculum programs

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

Communicate student progress and performance on-going throughout the year

### **Part 2 – Annual Goal**

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.

By June 2016 we will improve parent involvement and increase engagement by 10% in our school community, which will be evidenced by an increase in parental activities evidenced by attendance records, parent survey responses and feedback sheets and include positive results from the 2015 Learning Environment Survey and result in an increase in student achievement for ELLs.

### **Part 3 – Action Plan**

<b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Parents will be invited to Curriculum Conferences and grade specific workshops to obtain information about the curriculum including ELA, Math, and Content Areas and how to understand the CCLS and shifts made in instruction. (ongoing minimum of 6 times per year)	Parents	Sept-June	Teachers, Administration

Parents will be invited to attend in-class Family Fun curriculum celebrations a minimum of three times during the school year. Parents will be invited to participate in Tech Time and Adult ESL classes	Parents	Sept-June	Teachers, Administration
In addition to the NYC Survey, a parent interest survey will be issued to determine which parent workshops will be offered throughout the year and a Family Survey to determine the effectiveness of the ExpandED program and our parental engagement efforts. (2 times per year)	Parents	Sept-June	Administration, NIA ExpandEd Directors
In addition to the NYC Survey, a parent interest survey will be issued to determine which parent workshops will be offered throughout the year and a Family Survey to determine the effectiveness of the ExpandED program and our parental engagement efforts. (2 times per year)	Parents	Sept-June	Administration, NIA ExpandEd Directors

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction (\$10,000).</p> <p>TL Funding, Wellness Grant and Local Councilman Grant funding will be allocated and targeted in Galaxy for per session and supplies to support an increase parental involvement and promote engagement of families (\$10,000).</p> <p>TL funding for per session enrichment student opportunities through ExpandED program. (\$30,000)</p> <p>TL Funding for Guidance Counselor (\$17,000)</p> <p>Title 1 Funding allocated for School Messenger and E chalk (\$4000)</p> <p>TL funding for paper and incentive store prizes (\$3,000 supplies)</p> <p>Administrative team, Parent Coordinator, classroom teachers via per session family involvement opportunity School leadership team will develop a family survey collaboratively with our school parent coordinator. Translated versions will be made available.</p> <p>Tuesday Parental Engagement time will be utilized for parental outreach, IEP mtgs., and academic at – risk meetings. Para professionals will also be utilized to provide translation for parent meetings.</p> <p>Weekly computer lab session to access online resources with the assistance of the Parent Coordinator</p> <p>Parent Celebration Family Fun Friday activities by grade (3 times per year)</p> <p>Monthly Breakfast with the principal to address Common Core Standards beginning in Jan 2015</p> <p>Increase in Parental Involvement activities such as Family Fun Fridays, Wellness Night, Morning Power Hour, Dance Classes, Adult English Classes, Cooking Class with our Parent Coordinator.</p> <p>Adult ESL Classes facilitated by the Parent Coordinator</p>

<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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.</p> <p><u>1.</u> A parental engagement survey will demonstrate the impact of Tuesday Parental engagement activities on building relationships with families that supports student achievement .</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Not meeting TCRWP Benchmark</p> <p>Low Performing Writing Tasks</p> <p>Below Level ELA grade on School Report Card</p>	<p>Guided Reading, Foundations for phonemic awareness of WILSON intervention</p> <p>Mind Play for grades 3-5 remedial online program.</p> <p>I-Ready Online Program for ELA and Math</p> <p>Recipe For Reading Intervention Program</p> <p>RAZ Kids and Moby Mack Online Reading Intervention</p>	<p>Small group pull out and push in model 3-5 times weekly</p>	<p>Remedial Reading After School and Saturday Program for at risk students will be offered November through May 2015 using mind play, Wilson and I-Ready Online Program for ELA and Math and Reading Instruction</p>
<b>Mathematics</b>	<p>Below Grade level performance on Math Unit Exams and State Math Exam (3-5)</p>	<p>Intervention Material for Go Math!</p> <p>Mob Mack Online Program</p> <p>IXL School Online Math Intervention</p> <p>I-Ready Online Program for ELA and Math</p>	<p>Small group push in model</p> <p>Pull out model for at risk students falling below grade level a minimum of 3 xs weekly</p>	<p>During the School day.</p> <p>Remedial math will be provided after school and during a Saturday Program for at risk students beginning in January 2015</p>
<b>Science</b>	<p>Students performing below grade level</p>	<p>Nonfiction leveled readers to provide repeated readings</p>	<p>Pull out program with Science</p>	<p>During the School day. 8th period</p>

		and academic language support	Teachers a minimum of 2 x daily	beginning in January 2015
<b>Social Studies</b>	Students performing below grade level	Using nonfiction standards aligned material to provide repeated reading and written response	Pull out program with Social Studies teachers	During the School day 8th period beginning in January 2015.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Crisis intervention for students exhibiting social emotional behaviors that negatively impact school performance Use of PBIS system Giraffe Bucks to promote positive behavior.	One to one or group counseling	Pull out program or push in group or individual	Schedule set up by guidance counselor and social worker.

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

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

#### 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).
<ul style="list-style-type: none"> <li>• High quality professional developments for teachers, principals, and paraprofessionals, ad staff through the use of in house providers who demonstrate highly effective practices. In addition external vendors and Network and Department of Education PD offerings. Vendors will be contracted to offer PD to staff during Staff development days. High quality professional development is provided to our staff in an ongoing manner by our A.P.s, Lead Teachers, consultancy teams and contracted organizations. PD is differentiated by interest and by level of teacher effectiveness based on formal and informal observations. Surveys are distributed at least 2 times per year and include a section that invites teachers to indicate their willingness to become part of a consultancy team or grade leader.</li> <li>• After School Saturday program – per session will support at risk students as well as students in need of enrichment during this time parents will be invited to attend workshops facilitated by APs and/or lead teachers to address how they can support their child academically and foster a positive social emotional growth</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
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**3b. TA Coordination with the Regular Program**

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

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**Part 4: SWP Schools Only**

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

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teachers use student data from classroom and curriculum aligned common assessments to inform instructional planning and decisions so that instruction is targeted and all students are aware of their next learning steps.

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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	615,265.00	x	
Title II, Part A	Federal	113,963.00	x	
Title III, Part A	Federal	30,340.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,038,081.00	x	

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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. **[School name]**, 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

## School-Parent Compact (SPC) Template

**[School name]** , 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 1<sup>st</sup> 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>Dr. Irving A. Gladstone</u>	DBN: <u>20K186</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>241</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>5</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: \_

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

2. We will also offer a Title III Saturday ELL Enrichment Program geared to our newcomer English Language Learners students who have received ELL services for less than three years with priority given to newcomer ELLs in second grade and then, if space permits, to newcomer ELLs in grades 3-5. The Title III Saturday ELL Enrichment Program will take place on 6 Saturday sessions from 9:00 am to 12:00 pm beginning January 2015. Students will arrive at 8:45 am to our auditorium under the supervision of a supervisor in charge which is a cost to the Title III program to minimize lateness and loss of instructional time since there is no other program running concurrently. At minimum, 1 certified ESL teacher will provide small group instruction push-in for a minimum of 45 minutes in each class along with 3 CB teachers using a thematic approach in all four communication strands (listening, speaking, reading and writing) so that students have the opportunity to practice their skills in all four language modalities as well as acquire new content area vocabulary and concepts. The goal of the Title III Saturday ELL Enrichment Program is to provide extensive language development opportunities, scaffolded academic support in an optimal environment, and exposure to computer-based programs so that our Newcomer ELLs will be able to demonstrate growth in their English language proficiency as measured by the NYSESLAT as well as develop their confidence in navigating a new language and a new academic setting. Allocated funding will be used to purchase appropriate grade level instructional materials, literacy learning materials English student user licenses and listening center materials as well as provide professional development for the teaching staff that focuses on differentiation of instruction for ELLs and using effective ESL strategies with ELLs in all school settings building. 10% of the allocation will be utilized to contract quality professional development and professional texts to support a study group through Houghton Mifflin Harcourt and CITE so that teacher strategies will provide students with high quality ESL instruction for both Title III teachers and the entire staff so that methodologies will be transferred school wide to support ELL instruction. A school aide will assist at no cost to the Title III Supplemental Programs. All materials will be used solely for the Title III program.

3. The Saturday ELL Academy will also run for 6 Saturday sessions, beginning at 9 am to 12 pm January to May 2015. A minimum of one certified ESL teachers will provide push-in small-group instruction in both ELA and Math to 60 ELLs and FELLs in grades 1-5 and work collaboratively with 3 CB teachers during the Saturday ELL Academy for 3 hours per week from 9:00 am to 12:00 pm for 6 weeks. This

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ Title III teachers and our classroom teachers, ESL teachers, AIS/ related service providers, and paraprofessionals attend in-house staff development conferences and grade conferences, other professional development opportunities in and outside of our school building offered by contracted vendors , as well as professional development opportunities offered by our CFN network and the NYC DOE Office of ELLs to ensure that they will be able to assist our ELLs as they transition from one proficiency level to another. Our ESL teachers are tentatively planning to attend some of the professional development opportunities offered by the NYC DOE Office of ELLs such as "Co-Teaching: How to Have a Successful Push-in ESL Model," "Brain Research: Keeping ELLs in Mind," "Enacting Common Core Learning Standards Practices to Support Achievement for ELLs in Mathematics" throughout the year and turn key professional development during Monday Professional Learning Opportunities . A portion of Title III Supplemental funds \$2,600 will be used to contract an external vendor from Houghton Mifflin Harcourt to provide ESL Methodology Support Training to all staff so that effective strategies will be provided to student through direct instruction both during the school day and after school/Saturday program by staff members. Professional Texts will be purchased to support the professional development provided by an external vendor as part of a study group. Some texts are already available in our building which would be at no cost to the program. However, a small portion may need to be purchased as part of the 10% OTPS allocation.

#### Part D: Parental Engagement Activities

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

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

Begin description here: Our parent coordinator is a wonderful resource for all of our parents and caregivers; in particular, she researches and distributes information about adult ESL classes and other parent resources in the community and serve as the language designee for our school. Our parent coordinator is tentatively conducting a Title III Conversational ESL Class for parents along with Technonology Program (that are at no cost to the Title III program) training to help parents navigate programs we use as part of our PS 186 Curriculum supports such as : EChalk, Think Central, RAZ Kids, Ticket To Read, and Mind Play on Wednesdays from November through June. In collaboration with the parent coordinator, the ESL department also provides ESL materials appropriate for adults to inquiring parents through monthly parent workshops held during the Tuesday afternoon Parental Engagment sessions approximately once per month . Our parent coordinator works with members of the school community including paraprofessionals and staff members to coordinate interpreters and translators when needed for parent teacher conferences, PTA meetings, parent workshops and other school events. We also contract with external agency The Big Word to provide translation in approximately 10 languages to parents during parent conference opportunities. Our P.S. 186 website [www.ps186.com](http://www.ps186.com) is updated on a daily basis and is instantly translatable in several languages. Our parent coordinator also organizes with staff teams a variety of family activities such as movie nights, Literacy Pajama Night wellness and sports nights, LEAP Adult Cooking Classes, and Scholastic Book Fairs, to encourage parents to participate in school-wide events. Our parent coordinator also plans events such as monthly field trips for parents of ESL children to local NYC cultural institutions and arranges for guided tours to help parents understand the community we live in and in turn bring their children to visit these popular destinations within our city that can provide language and experience. A Title III Multicultural Festival organized by our parent coordinator, is conducted in the fall with Pre K families and in the spring with grade 5 families in order to build connections and celebrate our differences within our school community. It is an opportunity for families to come together and engage in fun activities as a community. During the Multicultural Festival, our families participate in arts and crafts activities, dance to cultural music and share a meal together. The majority of parent communication letters will be translated by the DOE Translation Unit. We will comply with Chancellor's Regulation A-663, applicable documents and plans are all posted and distributed as required to identified parents. On-going workshops on select topics such as testing, online resources overview, ESL strategies and ideas for helping language acquisition will be provided by adminstrators, parent coordinator, teachers, and Afterschool CBO directors. Day and evening sessions will be offered and schedules will be included during our PTA meetings. Parents will be notified via translated letters about Family involvement activities such as : Our Parent Coordinator will work collaboratively with adminstrators to plan workshops on a monthly basis that invite ESL parents to learn about: conversational english and writing, fall projects, winter projects, helping children prepare for tests, including NYSESLAT, Health, Hygiene and Nutrition, and adult classes through a contracted vendor at no cost to the Title III program. We will make every effort to contract translators or utilize school staff to assist with meetings so that families can receive information in multiple languages.

**Part E: Budget**

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

Allocation Amount: \$0

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

**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 <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>186</b>
School Name <b>Dr. Irving A. Gladstone</b>		

### 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 <b>Bayan Cadotte</b>	Assistant Principal <b>Nicholas Frangella</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Mary Cagliostro</b>	School Counselor <b>Keith McFall</b>
Teacher/Subject Area <b>Joanne Carillo/UFT</b>	Parent <b>Lisa Yeninas</b>
Teacher/Subject Area	Parent Coordinator <b>Elaine Delaney</b>
Related-Service Provider <b>Alexia Termini</b>	Borough Field Support Center Staff Member <b>Joanne Benoit</b>
Superintendent <b>Karina Costantino</b>	Other (Name and Title) <b>Mary Grace Altilio, AP I.A.</b>

### 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	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>3</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>997</b>	Total number of ELLs	<b>306</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

### 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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	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					
<b>All ELLs</b>	306	<b>Newcomers</b> (ELLs receiving service 0-3 years)	297	<b>ELL Students with Disabilities</b>	44
<b>SIFE</b>	1	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	297	0	39	9	1	5	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

## 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
<b>TOTAL</b>	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
<b>TOTAL</b>	0	0	0	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
<b>TOTAL</b>	0	0	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: _____
------------------------------------------------------------------	-------------------------------------------------------------

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	22	28	11	9	6	7								0
Chinese	34	29	16	9	17	12								0
Russian	5	9	3	2	6	1								0
Bengali	0	0	0	0	0	0								0
Urdu	5	4	2	1	3	2								0
Arabic	5	2	1	1	3	2								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	1	1	0	0	0								0
Albanian	2	0	1	2	1	1								0
Other	13	9	9	5	5	3								0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)	38	14	14	6	9	9								0
<b>Emerging</b> (Low Intermediate)	12	12	4	1	5	3								0
<b>Transitioning</b> (High Intermediate)	12	13	7	0	7	3								0
<b>Expanding</b> (Advanced)	24	43	19	22	20	13								0
<b>Commanding</b> (Proficient)	0	7	17	19	25	17								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				0	0	0								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	0	7	17	19	25	17								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	14	1	0	0
4	13	9	0	0	0
5	11	3	3	0	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	10	3	13	2	5	1	0	0	0
4	9	1	5	2	2	4	3	0	0
5	4	5	5	3	4	0	2	0	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	1	0	4	1	12	4	8	0	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, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 Our school uses TCRWP and leveled libraries as per Fountas and Pinnell to assess children 4 times per year. Classroom teachers use writing on demand pieces to assess understanding of both genre specific writing and mechanics/grammar. The data is used concurrently with genre specific checklists and the Journeys Literacy program unit exams and assist us with providing students targeted instruction in reading and writing. The data provided by TCRWP is able to track students reading level progress. We are able to track and share reports during Inquiry meetings about ELLs at all levels and monitor their progress through reading levels from grades K-5. TCRWP also provides comparative data between ELLs and non -ELL students in all grades. TCRWP helps teachers acquire information about student's phonemic awareness and phonics skills including letter and sound recognition. This data is valuable because utilized effectively it allows teachers the opportunity to observe strengths and areas of difficulty while setting grade level benchmarks for four assessment windows. Our September 2014 - TCRWP benchmark indicated that 51% of our ELL students in grades 1 and 2 are level 1s. This implies that their reading level is below the benchmark. Based on this information we administered the Emerging Literacy Survey from Houghton Mifflin Harcourt Journeys which gives us insights to specific phonemic awareness and sight word areas of need. Teachers and parent reports are printed that provide tips & information on how to improve reading and early literacy skills. As part of our school's instructional program teachers collaboratively look at student work and data such as TCRWP, running records and anecdotal notes to select resources, material, revise curriculum and plan for small group and/or individualized instruction. The state of NY has not provided data RNMR report at this time.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 After analyzing the NYSESLAT scores from 2015 we noted for a vast majority of ELL's we noticed growth & steady movement. Our Kindergarten students had the most growth this year. On the NYSITELL from Fall 2014 which applies to our Kindergarteners and newcomers we noticed these students scored mostly Beginner/Intermediate level. Most of our Beginner level students are newly arrived immigrants. We saw significant growth with most of our newcomers moving from a beginner level to Transitioning and Expanding level this year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At P.S. 186, ENL teachers use the AMAO tool to project needs for the upcoming school year. We use the AMAO tool to compare and analyze students academic achievement in content areas as well as student benchmarks within the school (ELL's and non-ELL's, ELL's to ELL's), to the district, the city and the state. ENL teachers also use this tool to focus on the academic achievement of specific subgroups, to plan effective instruction and interventions. The factors of these subgroups allow the ENL teacher to analyze the amount of years of ELL service, NYSESLAT proficiency, progress, age, grade level and ELA and Math performances and progress throughout the years. Teachers also use this tool to plan their future professional development in the areas that the students need most improvement. New teachers that need to prepare a tenure binder use the AMAO tool to show specific growth within their classrooms. Teachers can compare the progress of growth within subgroups of students as well as the years. This can help teachers not only plan future instruction but determine what instruction is more helpful for each subgroup of students. ENL teachers use AMAO to print out individual reports that classroom teachers use to plan further instruction and view the patterns of how students fare in instruction.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Grades 3-5 there were a total of approximately 68/87 ESL students who took the NYS ELA/NYS Math test and 30 who took the NYS Science test. Out of the 87 ELL students who took the NYS Math Test only 21 students took the NYS Math test in their native language and 5 students took the NYS Science Test in their native language. Due to the limited number of students taking the exam in their native language we are unable to give a fair and accurate data analysis of how they are fairing compared to those students taking the NYS tests in English.

b. We do not administer the ELL Periodic Assessment.

c. N/A

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

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

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

Beyond screening and identification for ENL services to support language development, the ELL student also takes part in RTI screening using the Emerging Literacy Survey through Houghton Mifflin which is reviewed and analyzed by both the classroom and ESL teacher. It is used to assess whether his/her literacy skills and competencies are meeting grade level benchmarks. If an ELL student is flagged as at-risk or below-benchmark on any particular skill or competency, the student should receive targeted instructional support to increase development in this area. When reading instruction occurs in a language other than English, we attempt to administer translated versions of the reading exams using parent volunteers, paraprofessionals or contracted vendors - translators.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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).

Language development at all levels should be fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing must be both taught as specific curricula, and integrated into each content area. A strong CORE program is instrumental for ELL students. In addition, differentiated instruction must be evidenced in planning and lesson delivery. Analyzing both formative and summative data is an important component of determining the effectiveness of the ELL program. Goal setting and benchmarking data such as our AMAO goals and determining whether we have made AYP is important to the value of the program. The data yielded can easily be used to focus on the progress toward achievement of

proficiency for specific subgroups of ELLs, and the design of effective instructional programs and/or interventions for those students. The factors that can be analyzed include home language, grade level, years of ELL service, ELA/Math performance and progress, NYSESLAT proficiency and progress, attendance, age, credit accumulation, holdover status, SIFE status, and disability classification.

## Part IV: ELL Identification Process

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

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.

In order to assure that all students receive the proper instruction, the Home Language Surveys of all newly admitted students are administered by a licensed pedagogue and primarily reviewed by our ENL Coordinator or ENL teachers. After reviewing the Home Language Survey and conducting an interview with a parent and student it is determined at that time if a child is eligible for the NYSITELL. According to mandated guidelines, the test is administered within 10 days of admission. The status of transfer students is checked by the ENL coordinator using test history report provided by ATS services. By carefully and consistently tracking our ENL students, we are confident that all of our English Language Learners are receiving the appropriate educational services. Our ENL Coordinator provides the translation/interpretation during the informal meeting with families. If the ENL teacher does not speak the parent’s and child’s native language we utilize paraprofessionals or phone translation services to conduct the meeting. Students who are flagged as eligible for NYSITELL, are included in our ENL freestanding program and administered the NYSITELL within 10 days. Once NYSITELL is administered ENL teacher hand scores to determine if student is eligible for ENL instructional support. Students who scored at or below cut score continue in the ENL program, those who are Spanish speakers then are administered Spanish LAB. Those who score above the cut score in the NYSITELL are not provided ENL instructional support. Parents are informed by the standard Parent Notification letters in the parents preferred language of their child’s ELL status. Once this process is completed, the ENL Coordinator enters the information in the ELPC screen within 20 days of the student’s admit date.

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).

At PS 186, ENL teachers are trained to read through HLIS and focus on the second portion of the survey to ascertain whether students were educated in their native country. ENL teachers also formally ask parents during the interview process about prior schooling. Our school administers the Literacy Evaluation for newcomer SIFE (LENS) for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. Newly identified ELLs in grades 3-9 who have scored beginner/entering or low intermediate/emerging level of proficiency on the NYSITELL will complete the oral interview questionnaire conducted by the ENL teacher within 30 days of enrollment to the NYC public school and upon review of the student’s prior work in reading, writing, and math. The SIFE questionnaire consists of four Benchmarks- Family and Home Background, Education History, Language and Literacy Practices, and Other questions.

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).

Students with IEP’s are identified during the initial meeting by checking on ATS. ENL teachers ask parents about any prior evaluations done for their child. Once students are identified as SWD’s, ENL teachers become acquainted with the student’s IEP to make sure goals and objectives are aligned with instruction. To determine ELL eligibility for special education students who are served by an Individualized Education Program (IEP) our school follows the same procedure as for general education students. ELL status cannot be the determinant factor for special education eligibility. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs as appropriate. The Language Proficiency Team reviews the data and the team includes a school administrator-Mary Grace Altילו, A.P. I.A., Bilingual School Psychologist Dr. Zoabi, a licensed TESOL pedagogue-Mary Cagliostro, SETSS/IEP Coordinator- Alexia Termini, the student’s parent/ guardian, and Translator. The LPT determines whether the student should take the NYSITELL. The LPT reviews the HLIS, student’s history of language use in the school or home/community, the results of the individual evaluation administered in the student’s home language, and/or information provided by the CSE. If the LPT determines that the student may have English Language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have to take the NYSITELL, the recommendation is sent to the Principal for review. If the principal rejects the recommendation of the LPT- the student must take the NYSITELL. If the Principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the Superintendent for a final decision. The parent or guardian must be notified within 3 school days of the decision in the parent’s/guardian’s preferred language. The Superintendent has 10 school days to accept or reject the LPT’s recommendation. If the Superintendent determines that the student must take the NYSITELL, the school has 5 additional

calendar days to administer the NYSITELL and to notify the parent/guardian. The LPT NYSITELL Determination Form must be completed and placed in the student'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.

Within 5 days after students are administered the NYSITELL the school informs parents of the results of the NYSITELL and ELL status using standard parent notification letters (in parents' preferred language) such as Entitlement Letter & Non-Entitlement letter. ENL teacher's send home the letters in the students take-home folder. There is a tear-off attached inviting the parent/guardian to the Parent Orientation meeting. The returned tear-off's with parent signatures are collected and held in the ENL binder in the Assistant Principal's office.

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).

After entitlement and non-entitlement letters have been sent to the parents within the first 5 days of school and then within 45 days of enrollment if parents feel that their child have been misidentified as an ELL or non-ELL, they are able to write a written request stating they they would like their child to be re-identified. At this time the school will implement a review done by the ENL teachers, or Language Proficiency Team to determine if the child has been misidentified. The ENL teachers will review the students previous classwork, parent/child interview forms and HLIS to determine the language ability of the the child, as well as the student's history of language use in the school. The student will also be administered assessments in their home language to determine identification. Scores from the NYSITELL would show the students proficiency level. The principal and superintendent will have the final say on the identification of the student.

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.

Letters are sent home to parents in their native language asking them to attend a meeting for the selection process of ENL placement as part of our parent outreach plan. This meeting is scheduled to take place within the first week of school. During this meeting, a workshop is conducted for parents using an online video (from the DOE), letters, bilingual interpreters, and handouts explaining the various program options available to them and to their children – Transitional Bilingual, Dual Language, and Freestanding ENL. The ENL teachers will then check off all the parents that were able to attend the workshop so we can keep track of which parents still need to view the parent link/video regarding their child's placement. The school makes every effort to have as many translations as possible available at the workshop. The parent's are shown the video in their native language if it is available on the NYC DOE website. Parents are then given the forms for parent selection. Once parents choose the selection of placement for their student, this choice is kept on file in numerous ways. First, the choice is input into the ELPC screen, second, a copy is kept in the students cumulative folder, and third, the choice is written on the student roster that is generated and updated monthly(for newly admitted students) and given to all personnel involved with the ELL student. This gives all teachers access to the parent selection so that if at any time there is an opening for a dual, transitional or bilingual program the parent choice is easily accessible. At this time, parents are asked to select the option most appropriate for their lifestyles. If parents are unable to attend, the school sends the information home in English as well as their native language for them to peruse and select. This information contains a link to the Department of Education video for them to preuse and make an appropriate determination for their child's placement. Follow-up letters are sent home to parents who do not return surveys. The ENL teachers hand-deliver all letters to the students' classroom teachers for distribution. The ENL teachers document each returned form of all eligible students; the original forms are attached to the students' home language surveys and placed in the students' cumulative files, while copies of the forms are kept on file in the main office. The parent coordinator also makes follow-up telephone calls to parents to ensure 100% responses. If a parent does not attend the Parent Orientation and/or can not be reached by telephone the default placement goes in the ELPC as Bilingual.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

All documentation are stored in a secure location, ENL coordinators office and copies are kept on file in the main office. Continuous out reach in both English and native language takes place to ensure that parents understand the program selection. Logs of outreach are maintained at the school level for all written and phone outreach attempts. Logs indicating the number of attempts, and completed and non completed program selection forms are maintained by the ENL coordinator. Parent Choice records are kept in the ENL binder and held in the Assistant Principal's office. The records are monitored to ensure all numbers are accurate and reviewed to determine whether bilingual or dual language classes need to be opened based on parent choice.

9. Describe how your school ensures that placement parent notification letters are distributed.  
Every September we communicate to all ELL families their child's level and status as an ELL. Placement Parent Notification Letters are sent home via school take-home folders. Tear-off's are collected and recorded by the child's ENL teacher. Original tear-off letters are kept on file in the ENL Coordinator's room.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All documentation are stored in a secure location, ENL coordinator office and copies are kept on file in the main office.  
Continuous out reach in both English and native language takes place to ensure that parents understand the program selection. Logs of outreach are maintained at the school level for all written and phone outreach attempts. Copies are also made and maintained in the CUM record folders for all ELL students. Original HLIS, Parent Survey and Program Selection Forms are placed in a student's cumulative record folder. The school keeps a copy of all HLIS, Parent Survey and Program Selection Forms in the schools files in our main office. Non-entitlement and entitlement letters are sent to parents and their copies are placed in the students school 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.  
The RLER is generated with the most up to date status of ENL students. A schedule for administration of the untimed test is made according to NYSESLAT bands based on the number of students that are eligible for the NYSESLAT in each grade. Proctors are assigned to each band group. Parents are informed in both English and Native Lanugage explaining the exam format and reminders letters are sent home prior reminding children to get rest and eat breakfast. Special Education students are grouped according to IEP testing mods. Group sizes for all students are kept between 18-22 children. Supervisors actively monitor for test security and we utilize testing signs and all test protocols. Traffic and movement is limited on testing floors. Make-ups are conducted within the provided windows. Speaking is administered within the window provided by a licensed pedagogue, with another pedagogue writing student's answers on answer sheet. Listening, Reading and Writing are administered for each grade, each test modality administered on the same days. Parents are notified by letter prior to the administration of the exam and translated versions accompany the English version of the notification letters. Our testing coordiantor and Parent Coordinator conduct sessions for "How To Prepare Your Child for The NYSESLAT Exams " both in the fall and in the spring. Translators are available during both workshops.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After the NYSESLAT test scores are received in September they are distributed by grade to the ENL teachers per the grade they are servicing. The entitlement and non-entitlement letters are distributed to parents in their lanuage of choice by the ENL teachers who are responsible for the grade of each of the students.
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).  
The program models offered at P.S. 186 is most definetly aligned with the parent request. Our parents have continuously requested English as a Second Language Program for the children at P.S. 186. To ensure compliance with the city, state, and federal regulations, P.S. 186 offers all parents an opportunity to learn about our ENL program at orientation meetings. Once parent selection is made, the ENL students are placed in the instructional program chosen by parents. In P.S. 186 parents have consistently chosen ENL. Many parents have had older children in the program and are pleased with their children's academic progress and insist on their children learning English in an ENL program. In 2015/2016 - 85 parents chose ENL, 1 chose Dual, and 3 chose Bi-lingual Transitional. The majority of parents' requests were granted by providing ENL services. The trend in parent's choice in our school for the past few years has been for the free-standing ENL program. At this time, there are not enough students to warrant the opening of a Bilingual class. If the need for a Bi-lingual class arises due to the parent choice numbers we are monitoring, we will then offer parents the Bi-Lingual programs.

## 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.

According to the amended CR Part 154 the organizational models used are integrated and stand-alone. In the integrated model there are heterogeneous (mixed proficiency levels). The stand alone model is homogeneous (organized by grade and proficiency level). Students identified as Entering (Beginner) will receive a total 360 minutes per week the breakdown of which is 180 minutes stand alone ENL and 180 minutes of integrated ENL/ELA. Students identified as Emerging (Low Intermediate) will receive a total 360 minutes per week the breakdown of which is 90 minutes standalone ENL, 180 minutes of integrated ENL/ELA, and 90 minutes minimum of stand alone or integrated ENL (with ELA or other content area). Students identified as Transitioning (Intermediate) will receive a total of 180 minutes per week the breakdown of which is 90 minutes integrated ENL/ELA and 90 minutes standalone or integrated ENL (with ELA or any other content area). Students identified as Expanding (Advanced) will receive a total of 180 minutes of ENL all of which will be integrated ENL/ELA or other content area. Students identified as Commanding (Proficient) are entitled to a total of 90 minutes integrated ENL/ELA or other content area.

PS 186 implements a push-in/pull-out ENL program. Students are grouped together by grade in heterogeneous groups. Students on entering (360 minutes), emerging (360 minutes), transitioning (180 minutes), expanding (180 minutes) as well as commanding (90 minutes) levels receive instruction. The program delivers instruction in grades Kindergarten through Grade 5. Based upon assessments, test scores and teacher articulation, the ENL program is structured to meet each students needs. In addition, during regular pull-out ENL services, we have further broken down the whole group instruction into smaller differentiated groups in order to provide more individualized support, particularly in the areas' of reading and literacy: this change was due to the ENL students' performance on the ELA state test and the NYSESLAT in the 2014-2015 school year, which indicated that reading is a particular area of weakness for our ELLs. Our goal for all ELLs is increased proficiency in all the academic areas of the curriculum, as well as in spoken language. The ENL teachers are supportive to all the ELL students and help nurture them into their 'new' homeland. When appropriate a bilingual paraprofessional is assigned to assist student(s) and help ensure (students native language) comprehension.

- 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)?

To ensure the mandated number of instructional minutes is provided according to students levels: Entering and Emerging students receive ENL instruction for 360 minutes per week of which 180 minutes is push-in and 180 minutes is pull-out. Transitioning and Expanding level students receive ENL instruction of 180 minutes per week through the push-in method. Commanding students receive 90 minutes of instructional support as push-in. The instruction of ENL is through pull-out and push-in model programs. The school programming aligns with the inclusion of all support and ENL services throughout the day while keeping the student(s) within their main classroom for all major subject instruction.

P.S. 186 has a free-standing ENL program. Instruction is in English only. We do not have any Bilingual/Dual Language or Transitional Bilingual programs at this time. Content area instruction is taught by the ELL students' classroom teacher(s) in English. ELL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ENL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

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.

P.S. 186 has a free-standing ENL program. Instruction is in English only. We do not have any Bilingual/Dual language or Transitional Bilingual programs at this time. Content area instruction is taught by the ELL students' classroom teacher(s) in English. ENL students are supported with instruction through the use of computers, bilingual books, dictionaries, the aid of a promethean boards and testing materials, hands-on learning, modeling as well as peer buddies. These methods help to aid with learning while keeping the students on par with their peers. Teachers are also given ENL strategies which they are able to utilize in their classroom. When deemed appropriate a bilingual paraprofessional may be assigned to aid a student(s).

All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops. In adapting their

lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language. In addition, teachers adapt literature activities through the use of small group and individualized instruction, previewing text, mapping concepts using webs, and interactions with the promethean board which is in every classroom in the school, as well as modifying daily and weekly writing pieces.

Our school has implemented the Journeys Program with ELL supplemental materials by Houghton Mifflin for our ENL program in order to make content comprehensible, enrich language development, and prepare students to meet standards. The components of the above program include thematic units that focus on literacy through content areas (ELA, math, science, and social studies). Each unit is focused on a central theme, which ties together instruction and activities for each content area, with an emphasis on vocabulary. The series has built in reading strategies, sight and story words, word analysis, phonics, spelling, graphic organizers, grammar, writing modes and assignments, writing models, linguistics, differentiated instruction, as well as first/native language culture clues and background assistance for many languages. This series is designed for the English Language Learner to help develop English language skills and succeed in all academic studies and content areas. This series aligns with the common core learning standard.

ENL teachers communicate with the ENL students' classroom teachers through articulation and informal meetings to target individual students' needs and help drive effective instruction.

In addition, the two ENL teachers utilize some sheltered instruction methods to support content area instruction, including the use of multiple intelligences (e.g., songs and movement, hands-on projects), linguistically heterogeneous groups, alternate assessments, and activation of prior knowledge and experience.

Furthermore, ENL instruction is implemented through another ELL series titled, Rigby's "On Our Way To English" in which there are leveled readers. This series is used to supplement our "Journeys" series. It does not contain phonics and word studies components, and writing instruction therefore Foundations is used. The series focuses upon foreign students acclimating into their new environment. The students learn in a non-judgmental arena with aspects of the real world experience that new immigrants frequently encounter. The lessons are age and grade appropriate and encompass all levels of proficiency. The ENL teachers also have use of and access to the school literacy room, which enhances reading experiences for the ELL student. Students are always encouraged to fully participate and be engaged in all academic instruction. All ENL classrooms have computers connected to a promethean with access to the Internet to reinforce lessons, connect students with visual cues, vocabulary, and technology.

ENL teachers foster native language support for the content area in the ENL program by utilizing technology, including computers, SMART Boards, projectors, listening centers, bilingual books and dictionaries. Lessons are aligned to meet New York State common core learning standards for grade level and content areas.

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

For ELLs who are stronger in their native language, state tests and assessments are ordered and given when available to them in their native language along with an English language test. These students are given the native language test by the recommendation of the classroom teacher, ENL teacher and when able, student choice and with parental input/guidance. These tests are evaluated and graded by district level bilingual interpreters. Throughout the school year these students are given the option of choosing reading books in their native language (when available) as well as bilingual dictionaries and glossaries to assist in comprehension. Students also have the use of technology to assist in language acquisition.

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

To ensure ELL students are appropriately evaluated in all four modalities of English acquisition throughout the year, the ENL teachers use the components of the Journeys Program and the recommended assessments and projects. As part of the "Journeys" series, after each unit taught, there is a formal unit wrap up that includes an assessment in written, oral, visual, word analysis, and a listening component. Each unit is usually paced to be 2-3 weeks in length. These assessments vary by level, grade, modality and teacher choice of strategy. Some of these assessments are done through informal means which include teacher observation, oral presentations, observing partner activities, and writing throughout the school year. Teachers use a differentiated instruction model of teaching to move students and help them strive for the same end goal of learning English and moving on to the next level. The series is specifically designed for ELL students and encompasses the four modalities of listening, speaking, reading and writing in English. ENL teachers as well as classroom teachers of ELL students use NYC approved websites and articulation to broaden the evaluation process and expose students to a more varied and rigorous pace. ELL students are continuously presented with practice test prep, they are presented with samples of previous years NYSESLAT test questions and formats to make them feel confident and prepared for upcoming state wide assessments and examinations.

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

SIFES: Presently, have 1 ELL Student with Interrupted Formal Education (SIFE). In the event of the admittance of a SIFE who is an ENL, the student would be placed in an ENL program according to placement procedures; in addition, extra support would be

given using ENL newcomer strategies to address deterioration of English language skills. Our goal is for these students to obtain basic communication and social skills in addition to academic content. Because SIFEs often lack grade level proficiency in content areas, we would work closely with the child's classroom teacher to give strong language support specifically in content areas in order to close the gaps in their academic achievement. The Home Language Information Survey should also indicate his/her SIFE status.

6b. NEWCOMERS: Newcomers to our program are given extra help in vocabulary and speaking. The two series we use for ENL instruction are "Cornerstone" and Rigby "On Our Way To English". These curriculums include beginner level books for Newcomers, which aid them in word recognition. The Newcomer materials also include other components centered on themes of immigration experiences and native cultures. In addition, Read Alouds are provided to familiarize students with the sounds and rhythm of the English language as well as to expose all students to higher-level reading that they may not be able to access independently. We have contracted licences with several online software companies. Students at all levels including newcomers began using Mindplay, IXL and Raz Kids Voyager to help acquire language and math skills.

For additional support, if the student feels he or she is more competent in the home language, we provide assessments in that language as available for all content areas except ELA. In addition, we strive to familiarize the newcomers with ELA type learning strategies until the child reaches proficiency for his/her grade level. Students are also given numerous practice tests and assessments to familiarize them with the timing and procedures of state tests. Students are prepared well in advance for expectations and procedures of state wide testing so that there are no 'surprises' for them on testing day. This ensures students will not feel as nervous since they are already familiar with the testing procedures and content style of state testing.

The newcomers in our program have the opportunity to use technology in order to aid their language acquisition through promethean board activities and instruction, listening/audio centers, as well as websites for word games, independent reading activities, native language literacy, and home activities. The differentiated instruction given throughout the day for all students within our school helps to determine the next steps needed for students to achieve success. Students in ENL classes are leveled according to Beginning, Intermediate and Advanced levels. These levels are not just determined through testing measures. These are ongoing teacher assessments through observation, scaffolding, and challenging curriculum. Students move within levels in the classroom as needed and deemed appropriate.

6c. ELLS AT THE DEVELOPING LEVEL: This instruction is provided through the reading and writing components of the "Cornerstone" Longman series as well as the Rigby "On Our Way To English" curriculums. The use of the P.S. 186 literacy room, and the help of the Academic Intervention reading teachers help to challenge these students and guide them towards the next level of success. Students are moved within groups on an ongoing basis. These students are helped through visual literacy guidance to help with understanding and clarity. Students prior knowledge and personal experiences are welcomed to help assist students with understanding and comprehension. Students are encouraged to present material orally to encourage communication in a social and academic setting. We are hopeful that using these communicative participation models, students will be able to become more confident and fluent in English, both in a written and spoken modalities. We are confident that these strategies will extend their competence levels as well as assist them to their next steps academically.

The ELLs receive additional reading support through the use of technology (i.e. Promethean boards and computers), including listening activities, read-alongs, use of search engines to discover stories of different genres, and Internet research.

6d. LONG-TERM ELLS: For Long-Term ELLs who have been in NYC schools for six years or more, we use formal and informal assessments ranging from NYSESLAT and state assessment performance to communication with the students' classroom teachers in order to identify the students' areas of weakness. Accordingly, we strive to enhance their reading abilities by focusing on key topics for comprehension, organization of writing, looking for written context clues, and more expressive speaking. We encourage and support students to speak out loud and participate freely. We use many manipulatives to help address hands-on learning.

In addition, long-term ELL students use the computer in the classroom in order to create published works – a method that in the past students are eager to participate in and one that makes writing and editing faster, easier, and more professional.

ANY ELL's with SPECIAL NEEDS: The ENL teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize herself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ENL teachers maintain consistent communication with the teachers of ELLs with special needs in order to ensure that each student's needs are being addressed through instruction. One ENL teacher is also a licensed Special Education teacher. This additional training helps to supplement the needs of Special Education ELL students.

ENL teachers use Journeys leveled vocabulary readers and Foundations as well as the Rigby, "On Our Way To English" which are grade level curriculums. These series' have grade level appropriate stories, activities, leveled reading books, as well as CD's to help facilitate English language development. The books and stories in the series' contain a wide range and variety of content level information. Some of the areas the books touch upon are Social Studies and Science. The series also contains numerous thematic units which contain whole group reading and instruction, word study, small group instruction, writing components, newcomer level stories, audio CD's, themed projects, pair and group work, writing assignments for independent and group activities, as well as the use of computer work and assignments. The school participates in having a new reading skill each week. These skills are taught and reviewed throughout the school year both in the classroom by the classroom teachers, the ENL teachers and the AIS teachers. ELL students are also given a Science cluster period to work on many hands-on activities in that content area. This Science cluster teacher has a room that encompasses a fully working science lab. The lab affords students the opportunity to work in a hands-on environment.

6e. Students who have just scored proficient on the NYSESLAT within the last two years are given numerous levels of support. Students are given ENL (time and a half) extra for state and classroom testing. These modifications are entitled to former ELL students and are continually implemented for the two years after students have been determined proficient on NYSESLAT. Former ELL students are entitled to two periods per week of ENL instruction with an ENL licensed teacher in an ENL classroom. All ELL students also receive daily ELA instruction in their classrooms through reading and writing workshops which include ELL components. In adapting their lessons for the ELL students in their classes, teachers activate prior knowledge, modify presentation of materials, and extend language; in addition, teachers adapt literature activities through the use of small group instruction, previewing text, mapping concepts using webs, and modifying daily and weekly writing pieces. Teachers use ENL activities in their daily lesson plans to ensure ELL students are included and ENL strategies are incorporated into their lessons.

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.

If a parent or school staff member writes a written request within the students first 45 days of enrollment stating that they feel their student has been mis-identified as an ELL or non-ELL, a review of the identification process will begin immediately. If it has been determined that the student has been mis-identified as an ELL or non-ELL, the ENL teachers will begin the process of reaching out to the parents to discuss the options available. When the re-identification process is complete, parents will select the program they think is best for their child. If they decide to place their child into freestanding ENL, then the students will stay at this school. During this time ENL teachers will pull out or push-in to the students classroom depending on what is more beneficial to the student for ENL instruction. ENL teachers will be in contact with the students parents and teachers to make sure the students' academic progress is transitioning smoothly. ENL teachers and classroom teachers will meet during their preparation periods or during the 75 minutes after school on Mondays to discuss strategies that can help the student in their transition, mostly focusing instruction around vocabulary development, scaffolding and development of language acquisition. Throughout the school year parents will be contacted by phone or seen at conferences during the 70 minute block after school on Tuesdays to discuss any concerns that they have. Parents will be advised of strategies that can be done at home to benefit the student. All paperwork will be kept in the main office and weekly assessments will take place to see what other guidance the student can benefit from. Parents, classroom teachers and ENL teachers will continuously assess and informally look at student work to analyze student progress.

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?

Books and lessons are leveled for grade and age appropriateness and aligned with common core standards. The Journeys leveled readers and complete series contains front loading instruction, vocabulary, thematic organization, systematic skills development, phonics, word analysis, picture walks, writing pieces, built-in differentiated instruction, picture dictionaries, reading strategies, sight word vocabulary, spelling tips, graphic organizers, grammar, writing models and assignments, and using culturally and linguistically responsive teaching to enhance learning for all students including ELL's with disabilities. There is even a linguistic contrastive analysis. For newcomers the program provides emphasis on vocabulary and speaking. These students also have access to technology through computers and listening centers. For ELL's that are in ESL 4-6 years the emphasis is on intensive reading and writing. These students will also have the use of technology to aid in language and reading fluency. Students may use search engines to do research or investigate genres of reading. Manipulatives to aid in hands-on learning, as well as the use of visual and listening aides are used to help re-enforce skills. Content area instruction is done in class by the classroom teacher. The instruction is supported with the use of Promethean boards, bilingual dictionaries and glossaries, as well as native language reading books. Teachers are asked to refer to ENL strategies given to them at the beginning of the year to help assist their ELL students. Materials for reading and math may also be found in the students

native language to aid in understanding and comprehension. When possible ESL teachers push-in to classrooms to co-teach with classroom teachers while implementing ENL methodologies and instruction. Some additional instructional components are: during ENL instruction, there is a heavy concentration on literacy skills using the above programs, as well as providing the students with a print rich environment. These programs place an emphasis on all four modalities. The Rigby program also includes content area based libraries of leveled books. ENL teachers implement the use of computers and internet in their classrooms.

ELLs/ SWD are supported in the ENL program through a range of learning materials designed to address multiple learning modalities. In the ENL classroom, ELLs with disabilities are supported through the use of visual aids, songs, overhead transparencies, word vocabulary cards, charts, picture cards, big book stories, stories on audio CDs, hands-on class work, manipulative charts, Total Physical Response (TPR) cards, mini-books, computer research and assignments, as well as the use of interactive promethean boards in all classrooms and appropriate library reading leveled books geared towards the ELL student. Our ENL teachers also integrate technology for each subgroup of ELLs as outlined above.

ENL teachers utilize students' IEPs to develop lessons and address their long term and short term goals. For students with disabilities whose IEP's mandate bilingual instruction, these students are assigned a bilingual paraprofessional who can translate all instruction to their native language. These students also receive the mandated amount of ENL instructional periods. For ELL students with disabilities whose IEP mandates ENL instruction, students are serviced with other students in the same grade for the mandated number of minutes. Alternate placement paraprofessionals are utilized to translate instruction when students are stronger in their native language. Paraprofessionals working one to one with students, provides them with individualized instruction they need to meet long term and short term goals. P.S. 186 employees a full time IEP teacher, Shelli Feldman who works with the School Assessment Team to ensure all IEP goals and mandated are being met for SWD. All service providers including 5 ENL teachers, speech, OT, PT, guidance counselors, and adaptive physical education providers meet in the office of school assessment to coordinate schedules to ensure all students receive mandated services without overlapping as required by law. All teachers are given a copy of their students IEP to make sure goals and instructional planning is being properly met.

The use of the PS 186 3<sup>rd</sup> Floor literacy room will ensure a wider variety of literature for the ELL student in which to be exposed. P.S. 186 believes achievement of the ELL child is our main objective. Any way we can support and assist our ELL population students we will strive to do it.

ELLs are given support services throughout the school day. Lower grades are given a literacy based Voyager program; a phonics based reading program. This reading program has specific ENL components to facilitate language and reading acquisition. The basis of the lower grade reading program is to enhance phonemic awareness, spelling, comprehension, and listening skills. Upper grade ELL students are provided with a push-in/pull-out small group reading program.

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 teachers, along with every service provider in the school, have received a copy of the IEP for every student they service who has been identified as having special needs. Each service provider is required to familiarize herself with each student's specific needs and modifications so instruction can be modified accordingly. In addition, the ENL teachers maintain consistent communication with the teachers of ENLs with special needs in order to ensure that each student's needs are being addressed through instruction. ELL-SWDs are pulled for ENL services and integrated with other ELL grade level students from general education classes. Students IEP's are kept on file so that teachers have access to building upon the goals of the students individualized education plan. ENL teachers want to attain English proficiency within the least restrictive environment for all our ELL student population, especially the ELL-SWDs. Throughout the school day scheduling is done to incorporate self contained classes with regular mainstreamed classes. Preparation periods are mainstreamed for all students. Mainstream teachers, special education teachers and all students are involved in all aspects of educational and instructional planning. All regular and special education teachers meet to plan vertically and horizontally. All regular and special education teachers meet each week for grade level inquiry periods to review student work and plan for future instructional goals.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

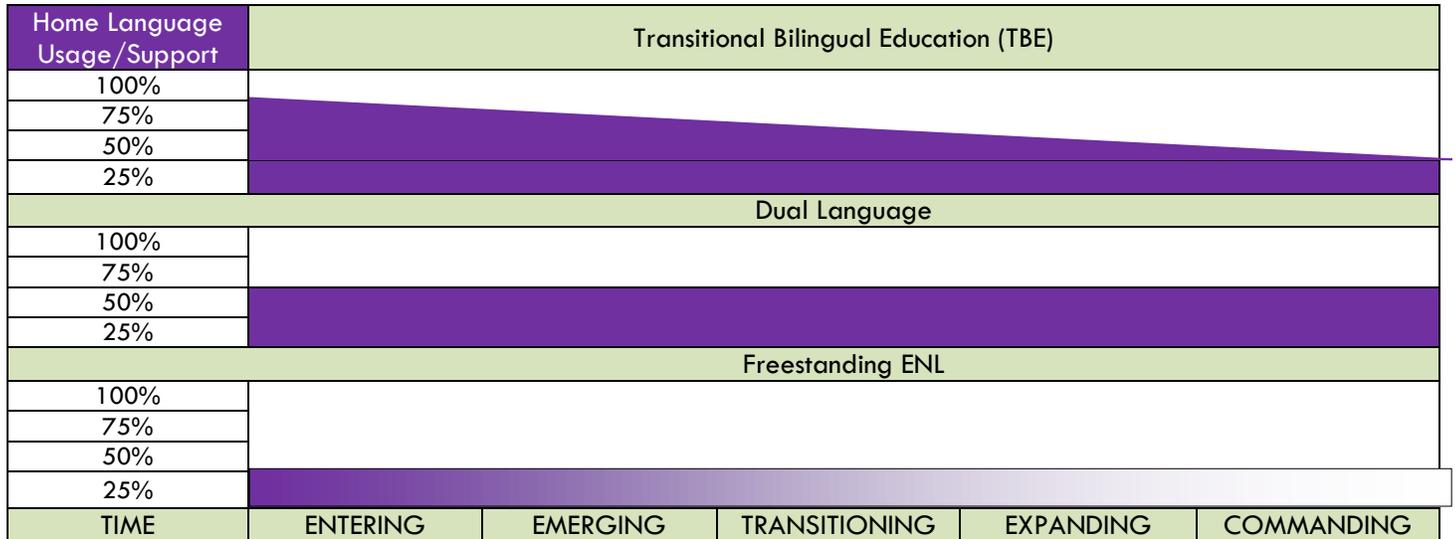


\*Note “other approved services” does not apply to New York City at this time.

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.

Our school uses TCRWP and leveled libraries as per Fountas and Pinnell to assess children 4 times per year. Classroom teachers use writing on demand pieces to assess understanding of both genre specific writing and mechanics/grammar. The data used concurrently with genre specific checklist and the Journeys Literacy program unit exams assists with providing students targeted instruction in reading and writing. The data provided by TCRWP is able to track students reading level progress. We are also able to track ELL students at all levels as they progress through reading levels from grades K-5. Recently, our school has chosen to utilize TCRWP tracking tool through all grades including K to 5 Assessment Pro. TCRWP provides comparative data between ELLs and non-ELL students in all grades. TCRWP helps teachers acquire information about children's phonemic awareness and phonics skills including letter and sound recognition. This data is valuable because utilized effectively it allows teachers the opportunity to observe strengths and areas of difficulty while setting grade level benchmarks for four assessment windows. Our September 2014 - TCRWP benchmark indicated that 53% of our ELL students in grades 1 and 2 are level 1s. This implies that their reading level is below the benchmark. Based on this information we administered the Emerging Literacy Survey from Houghton Mifflin Harcourt Journeys which gives us insights to specific phonemic awareness and sight word areas of need. Teachers and parent reports are printed that provide tips & information on how to improve reading and early literacy skills. As part of our school's instructional program teachers collaboratively look at student work and data such as TCRWP, running records and anecdotal notes to select resources, material, revise curriculum and plan for small group and/or individualized instruction. The state of NY has not provided data RNMR report at this time. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies. Students targeted for Tier 2 and Tier 3 intervention are tracked for specific homogenous groups during Extended Day and after school programs. ENL teachers with specific training in programs such as Foundations, Wilson, and interventions from Teacher Made Materials will provide small group intervention during Extended Day and After School activities. Houghton Mifflin Harcourt Journeys provides intervention through the use of leveled ELL readers and Vocabulary readers that align with the CORE program's themes and genres and help to support and scaffold instruction. Parent letters that are sent home are uploaded to the school's website and parents have the ability to view the website in their native language.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All teachers are given a list of ELL students in their class and their Proficiency levels. The curriculum is differentiated accordingly based on the students language needs and with the input of the ENL teacher servicing the students in their class. Journeys is a well rounded literacy program that focused on the development of reading, writing, listening , speaking skills and provide rich text in an anthology format. The teachers plan for differentiated tasks daily that support all literacy skills depending on areas of need. Journeys incorporates themes that are literature and content based especially in the areas of Science and Social Studies. We continuously monitor unit and benchmark scores to determine how students are doing year to year. Based on our 2013 scores we dropped in the area of ELA. Currently, we are examining our Literacy curriculum and looking for areas of gap within the new Common Core Standards both in reading and content areas. We evaluated the 2014 Journeys in grades 1-5 to look at questioning and content and aligned it to the CCLS to determine whether a change in curriculum is necessary. The demands of the CCLS require us to be reflective and adjust practice to meet the ever changing demands. The work that began in 2014 will continue in the 2015-16 school year and will focus on developing standards aligned units of studies that ensure and develop students knowledge of skills and responses in both responding to literature and text dependant questions. Teachers have created supplemental resources to strengthen our Literacy program. ENL teachers have developed companion and supplemental questions and packets for each unit of study that supports the schools being taught in the classroom while scaffolding the topics.
12. What new programs or improvements will be considered for the upcoming school year?

We have purchased Houghton Mifflin Fusion Program K-2, a new science curriculum along with consideration being given to the purchase of the 2015 Journeys anthology addition. We will continue using Go Math! 2015 along with supplemental materials. We will also continue to use online programs such as MindPlay, IXL, and RAZ kids.
13. What programs/services for ELLs will be discontinued and why?

None at this time. At this time we do not have any plans to discontinue any of our ENL programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal opportunities. They are invited to participate in all programs including extracurricular activities such as dance, cheerleading, pep squad , chorus, student council and after school programs including Theatrical Productions. Teachers of SWD - ELLs provide instruction using Core and Supplemental curriculum programs. Teacher of ELL -SWD use both Journeys and GO Math along with the differentiated options offered in Think Central. The material offered as resources provided by Think Central

online can supplement, modify and differentiate learning. Additional scaffolding is required for students who are ELL w/SWD is necessary and must be reflected in both lesson planning and delivery. Small group differentiated instruction is provided using modified materials and scaffolded for ELLS-SWD. We use materials such as On Our Way to English and Empire NY NYSESLAT prep material to insure that all students are receiving adequate instruction. For students lacking phonemic skills Foundations is provided during 50 minute blocks daily. This past year ELL students in PS 186 were given access to the MINDPLAY online tutorial program that focuses on developing literacy skills in several areas: fluency, vocabulary, stamina, and comprehension. ESL students also received access to IXL Math tutorial and Ten Marks which are both online intervention program. ELLs with Special Needs were offered the opportunity to attend supplemental programs offered after school and during Saturday school hours. In addition, to using On Our Way to English supplemental material, online materials, and Continental Press NYSESLAT prep to support students in developing listening, speaking, reading and writing fluency.

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.

Teachers of SWD - ELLS provide instruction using Core and Supplemental curriculum programs. Teacher of ELL -SWD use both Journeys and GO Math along with the differentiated options offered in Think Central. The material offered as resources provided by Think Central online can supplement, modify and differentiate learning. Additional scaffolding is required for students who are ELL w/SWD is necessary and must be reflected in both lesson planning and delivery. Small group differentiated instruction is provided using modified materials and scaffolded for ELLS-SWD. We use materials such as On Our Way to English and Empire NY NYSESLAT prep material to insure that all students are receiving adequate instruction. This past year ELL students in PS 186 were given access to the MINDPLAY online tutorial program that focuses on developing literacy skills in several areas: fluency, vocabulary, stamina, and comprehension. ENL students also received access to IXL Math tutorial and Ten Marks which are both online intervention program. ELLs with Special Needs were offered the opportunity to attend supplemental programs offered after school and during Saturday school hours. In addition, to using On Our Way to English supplemental material, online materials, and Continental Press NYSESLAT prep to support students in developing listening, speaking, reading and writing fluency.

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

We do not have a TBE or Dual Language program. We plan to provide Native Language support for the students with the use of native language books and a buddy system. Use of Native Language in our building will be provided with native language books placed in both the classrooms and a special section of the school library that will house these books. We will also try to use the buddy system with our children whenever possible during reading. We do not offer Native Language Arts since we do not have Bi-Lingual classes at this time. We can offer native language support for students and parents by providing workshops and access to families and students to all school textbooks and workbooks for Science, Literacy and Math through Think Central Spanish translation.

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

ELL's are grouped heterogenously by age and grade level. Instruction for ENL students is aligned with New York State Common Core State Standards. Whether in the main classroom or an ENL students self contained special education classroom, during ENL instruction or during any supportive service program, the teachers at P.S. 186 align instruction with proper age and grade level standards.

Support services are given throughout the day to all eligible students. At the beginning of the school year all Speech teachers, OT and PT teachers, SETTS teachers, ENL teachers as well as upper grade math and reading teachers meet and have a large sized schedule of each student in the school which is entitled to services. The schedules are filled in by time slot to ensure all pull-outs and push in services are met without the existance of an overlap. If for any reason a teacher needs to change their schedule or program, the teacher would have to check the child's schedule before a change is made. This will ensure every child entitled to a required service will get the support and resources they need in the least restrictive environment.

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).

At this time PS 186, students are offered an opportunity to enroll in an afterschool enrichment and academic program called ExpandedED which serviced approximately 550 children. Vivian Barreto is our NIA ExpandedED Director for afterschool and Elaine Delaney is our Parent Coordinator who is also involved in the afterschool program. We also offer a morning and Saturday program for newly enrolled ELL students during the school year. P.S. 186 offers an afterschool intervention program for students using the IReady program, under the direction of Mr. Frangella, A.P. of P.S. 186. At the completion of a grade each student, which includes the ELL student population, is given a summer homework packet to ensure students are educationally challenged. We also provided vacation packets that are differentiated by ENL levels up to 4 times per year. Students must complete this packet for the following school year. This ensures a continuation of literacy and math skills throughout the holiday and summer months. All newly enrolled students are offered the same programs as all the students at P.S. 186.

19. What language electives are offered to ELLs?

We do not offer any language electives.

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)?

**Not applicable.**

## 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.)  
Our school professional team meets monthly to ensure that our school professional learning plan is rich and varied and address professional development needs of our staff for all students including ELLs. The professional development is offered to all common branch teachers, ENL teachers, administrators, paraprofessionals, secretaries, and the Parent Coordinator throughout different times of the school year. The staff of P.S. 186 receives on-going staff development from our ENL teachers and also at workshops presented in the building by our previous network and contracted vendors such as Houghton Mifflin Harcourt and CITE consultants. These professional development sessions provide strategies and methods so that the ESL child can be included and participate in classroom lessons. This school year our district is providing a series of ongoing professional development workshops that address strategies for English Language Learners as well as information and application of the Common Core Standards in all content areas. These workshops invite both ENL teachers and classroom teachers to attend. The PD offerings from the Office of ELLs which are communicated to all staff including new staff who is strongly encouraged to register and attend. We make every accommodation necessary to promote professional learning for all teachers especially new teachers who are acquiring mandated training hours. ENL Teachers engage in all professional development sessions and meet with their grade level teachers on an ongoing basis. Topics this year may include but are not limited to: Sept- Understanding the new ENL program and identifying students and analyzing NYSESLAT scores, Oct.-Dec ENL strategies for classrooms (push-in/pull-out), Jan-Feb-Utilizing UDL and RTI in the ENL classroom, March-May-NYSESLAT test strategies, June-Supporting ELLs for during summer and with moving to a new grade.
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?  
The staff of P.S. 186 receives on-going staff development from our ENL teachers and also at workshops presented in the building by our previous network and contracted vendors such as Houghton Mifflin Harcourt and CITE consultants. These professional development sessions provide strategies and methods so that the ELL child can be included and participate in classroom lessons. These workshops invite both ENL and classroom teachers to attend. PD offerings from the Office of ELLs are communicated to all staff including new staff who is strongly encouraged to register and attend. We make every accommodation necessary to promote professional learning for all teachers especially new teachers who are acquiring mandated training hours. When our ENL teachers attend a workshop they are expected to turn-key what they have learned to the staff during the 80 minute professional development time on Monday afternoons. This has been proven to be effective for our classroom teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Professional staff developers from CITE (the Center for Integrated Teacher Education) have been invited to provide training sessions for staff to assist ELLs as they transition from elementary to middle school. Professional development, provided through CITE and educational consultants, is also provided to teachers to help transition students from elementary school to middle school. These professionals provide workshops for the parents of these students so that helping the children transition to middle school is a team effort on the part of school and family. These team workshops are also offered in the evening in order to facilitate parent attendance. Weekly department meetings are also held with the ESL teachers & Assistant Principal.
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 per the state mandates all teachers must receive 15% of their PD hours in ELL professional development training. Professional development is done by P.S. 186's five ENL teachers. Documentation of this training is kept in-house in the main office. Professional development consists of instruction in the latest methodology of ENL student support. Topics will include the use of ENL strategies within the mainstream classroom to best aid in the achievement and success of the ELL student. Our ENL teachers will be receiving 50% of their total hours of Professional Development through PD offerings at the District office of ELLS and through turn-key training in our school.

### 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?

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ELL parents with many hands-on activities keeping the home-school connection strong. Monthly parent goals are sent home for all subject areas. In addition, our school website which offers translation provides translated information of program goals. Teachers utilize Tuesday Parental Engagement Time to provide parents with progress data up to 3 times per year.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ELL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available. Translators are utilized to contract over 20 interpreters for Parent Teacher Conferences Fall and Spring.

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.  
2. Annual Parent meetings including all workshops, meetings, telephone calls, letters, and conferences are recorded in our ENL Binder. Classroom and ENL Teachers keep a running record of all parent meetings they have throughout the school year. Parent tear-off slips are held by the teachers in a folder in their files.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
We have a strong partnerships with NIA a CBO organization. The partnership has provided collaborative pd for teachers and CBO staff. In addition, NIA provides parent services in a wide range of topics these workshops are offered in their offices and at the school. Parents are invited to school events and given opportunities throughout the school year to attend workshops.
5. How do you evaluate the needs of the parents?

ENL teacher/parent workshops are created to address the needs and requests of the ELL parents. During each workshop a forum is opened at the end for discussion with a question and answer session. During these times parents are asked to address their needs and concerns. Subsequent workshops are then formulated to align with parent needs. Whenever possible interpreters are brought in to assist with opening lines of communication between the parent and the school. During some ELL parent meetings guest speakers are brought in to help parents connect to the community as well as the school. ELL parents will have the opportunity to learn about other school/city-wide services available to them and their children. Parents will have an open forum with OT/PT, speech, special education evaluators, and other school service providers to discuss available help offered and if they feel their children might need these services. Responses from The Learning Environment survey are shared with all staff members to keep them updated on parents responses and needs. The staff makes every effort to address the needs of students and parents alike. In addition to the Learning Environment Survey Parents are surveyed at the beginning of the year to learn more about their interests for workshops and family events. NIA Expanded also surveys parents and students two times per year. Translations are available through translators that are hired from the DOE contracted agency, phone translation services available through the DOE and in house paraprofessionals and staff who speak a language other than English.

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

After the needs surveys have been analyzed the Parent Coordinator, Administration, and NIA director meet as a team to review next steps. At this time parents have been addressing the need for ELL classes for adults and we are in the process of arranging this for our parents. There is an open door policy at PS 186 which welcomes parents at all times. Our parent coordinator's hours have been adjusted so that she can provide parental support during the ExpandED program 2:20 pm - 5:20 pm hours. In addition, we welcome parents to stop in and speak with staff members and the administrative team.

#### **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)
Bayan Cadotte	Principal		9/15/15
Nicholas Frangella	Assistant Principal		9/15/15
Elaine Delaney	Parent Coordinator		9/15/15
Mary Cagliostro	ENL/Bilingual Teacher		9/15/15
Lisa Yeninas	Parent		9/15/15
Joanne Carillo/UFT	Teacher/Subject Area		9/15/15
	Teacher/Subject Area		
	Coach		
	Coach		
Keith McFall	School Counselor		
Karina Costantino	Superintendent		9/15/15
Joanne Benoit	Borough Field Support Center Staff Member _____		9/15/15
Mary Grace Altilio	Other <u>AP, I.A.</u>		9/15/15
Alexia Termini	Other <u>SETSS</u>		9/15/15
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **20K186** School Name: **Dr. Irving A. Gladstone**  
Superintendent: **K**

### 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.learn DOE.org/tiu/lac](http://www.learn DOE.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

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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 registration, all parents and guardians must fill out the Home Language Identification Survey (HLIS) with an ENL teacher. During the registration process parents will meet with one of the pedagogues which may include, Mary Grace Altilio, AP I.A., Mary Cagliostro, an ENL teacher and/or Betty Soto, an ENL teacher. They conduct an interview with the parent(s) and child. When necessary, native language support is utilized to aid the interview process--either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Notes from the interview are recorded on a form and attached to the student's HLIS and placed in the students' cumulative file; a copy is also kept in the main office. ENL teachers are mindful of checking the portion (Part III) of the HLIS to help give a clearer indication of language ability/instruction. At this time eligibility results are entered on the students HLIS along with the OTELE codes and the HLIS is signed off by the pedagogue. Based on this initial screening process and the parent choice of English or native language communication this information will be input into ATS. Depending upon parent choice of language, all communication from the school will be in the language choice of the parent. Teachers at the beginning of the school year are given a survey for parents to fill out (in numerous available languages) asking parents to fill out the choice of language they wish to receive communication from the school in. These letters are kept on file in the main office and are input into ATS so that all communication to the parents will be in the parents language choice. The secretary keeps a record of the oral and written communication survey. All newly registered students are given the survey at registration to ensure they are included in the language communication choice and are input into ATS at registration. The blue emergency cards in the office also state the language and communication preference of the parent. All teachers and staff members have access to these cards and can then provide parents with the language assistance they need either through in house staff interpreters or the DOE interpretation services. The home language identification survey also contains the language communication choice of parents. All letters will be given in the parents language of choice on the same day as English language communication letters. There is no delay of communication for any parent whether it is in English or another language. For open school day and evenings there are interpreters retained and available for

communication with teachers. This will help oral interpretation needs will be met for our ENL parents. P.S. 186 also utilizes the department of education interpretation services unit for oral communication with parents. This will ensure all parents are provided with native language assistance to communicate with teachers. Any phone calls teachers need to make to a child's parent are done by use of the blue main office emergency card which contains the parent's language/communication choice. Once the card is pulled the teacher will check the communication choice and either use the assistance of a staff member or the Interpretation Services Unit supplied by the DOE.

The school shares the Foreign Language Survey with all staff members during staff meetings as well as during parent teacher conferences. This data helps to provide language needs for meetings, PTA communication, parent-teacher conferences and workshops. This information is also kept in the photo copy room so that the aide's can make appropriate copies for the parents in the languages requested. All the languages are listed by class and grade and are updated bi-monthly.

The native language of choice for parents is also kept within the student's cumulative folder for reference by the teacher, other staff members as well as if the child were to transfer to another school, the information would be readily available. The child's HLIS is also kept on file in the student's cumulative record card. Attached to the HLIS form is the parent correspondence form, the parent selection form and the interview notes from registration.

When possible and necessary, oral native language support is utilized either through an in-house interpreter or through the over-the-phone interpretation services provided by the NYC Department of Education. Written translation needs are addressed as part of our school's family outreach in which letters are sent home to parents in English as well as parent's native language (at the same time) to keep them abreast of school-wide activities, meetings, workshops as well as open school day, evening and week. Interpreters (requested by the school from the translation and interpretation unit) are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. Report cards are sent home to parents in their native language to ensure a strong school-parent connection. The information is presented to parents in their native language to ensure they understand and are able to play an active role in their child's education.

The parent coordinator also presents workshops for ENL parents with many hands-on activities keeping the home-school connection strong. She makes every effort to have all information available to parents in their native language. The parent coordinator also helps to provide native language literature available to ENL parents during AIS/ESL parent workshops.

PTA meetings are held throughout the year with the assistance of parent-interpreters. ENL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

We can further determine the needs from parents and families that attend mandatory orientations and open houses.

To further support our ENL parents, a teacher on staff is meeting with parents on Thursdays from 8:15-9:15 am for English language instruction for our ENL adult parents. At P.S 186 we are trying to make every effort to involve our ENL parents and assist them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ENL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff members speak are; Russian, Urdu, Arabic, Spanish, and Italian

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.

The languages preferred for our present students for written and oral communication are: Chinese, Spanish, Urdu, Arabic, Polish, Vietnamese, and Albanian and Uzbekistan.

## 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.)

At registration forms are given to parents in native/home languages when requested and available. The chosen form of communication by the parents will then be entered into ATS so that all future DOE letters will be disseminated to parents in that requested language. In house, the parent coordinator has available all parent literature in various languages. ENL teachers use the DOE website to print any forms/communication in languages applicable for the parents. P.S. 186 also includes documents such as, HLIS, parent selection, NYS examination information, after school letters, handbooks, school wide functions, lunch forms, emergency blue cards, calendars, parent-teacher conferences, monthly newsletters, curriculum information, any upcoming PTA information/meetings and telephone relay communication. Staff members reach out to parents via the attendance teacher, guidance counselor, nurse, parent coordinator as well as PTA members. The school website offers translation in over 100 languages of all posted material and includes a monthly family letter and calendar. P.S. 186 contacts a language interpretation vendor for Parent-Teacher Conferences in November and in March.

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.

On Mondays and Tuesdays throughout the school year, during the DOE after school time 75 minute allotment times, teachers reach out to parents either through phone conversation or in house meetings. Teachers also meet with parents/guardians during the four DOE scheduled parent teacher day and evening conferences which includes a day and evening curriculum orientation/meet the teacher day and night session. P.S.186 also has open school week at which time parents may come into the school and observe their child in their classroom and follow their daily schedule. The schedule may include cluster teachers, speech, OT, PT as well as ENL instruction. P.S. 186 also has a math and reading evening in which students with parents and teachers create a fun learning night environment. The attendance teacher reaches out to parents any time a child is absent after two consecutive days. The guidance counselor reaches out to parent on an ongoing, as needed basis. P.S. 186 has a drama and dance program which has performances throughout the school year. Parents are invited to join in with the

students and staff during these performances. These performances are held at least six times a year during day and evening hours. ENL parents are invited (usually monthly) to workshops created to keep them in touch with school activities, support services available, state testing requirements and information as well as introduced to various staff members. These meetings are coordinated by the ENL teachers and help to draw in ENL parents and connect them to our school community.

## **Part C: Providing Language Assistance Services**

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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.

Whenever possible and available, oral interpretation services are provided in-house by school staff and/or parent volunteers. If unavailable, staff member(s) will use the over-the-phone translation services provided by the Translation and Interpretation unit of the NYC Department of Education. P.S.186 strives to make sure the lines of communication to all parents are open and parents are kept abreast of any concerns. This is done in a timely manner and documents are distributed in English and native languages at the same time.

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.

Should parents need additional native language assistance, staff will use in-house interpreters including our schools bilingual paraprofessionals when available. If an interpreter is not available in-house the use of NYC Department of Education over the phone translation services are used. Interpreters are pre-requested to be on site for parent teacher conferences. The parent communication and language survey helps to determine what needs our parents will have for school events and activities. By knowing the languages most dominant in our school, we try to anticipate parents' needs and request assistance from the native language translation and interpretation unit provided by the Department of Education.

In order to provide support to our parents, workshops are held throughout the year to keep parents abreast of school-wide activities and ongoing tests and assessments. Parents are also given all letters home from school in their native language. Interpreters are available to assist during all open school afternoons and evenings to help facilitate communication between the teacher, school and home. The parent coordinator also presents workshops for ENL parents with many hands-on activities keeping the home-school connection strong.

PTA meetings are done throughout the year and with the assistance of parent-interpreters, ENL parents can partake in all school-wide functions. Translation signs are displayed throughout the lobby and in the main office to inform parents of the translation services available.

To further support our ENL parents, a teacher on staff is meeting with parents on Thursday mornings from 8:15-9:15 am for English language instruction for our ENL adult parents. At P.S.186 we are trying to make every effort to involve our ENL parents and help them to help their children and be a part of our school family.

Staff members are also available to translate (when applicable) to keep ENL parents abreast of services available to them and their children. Our staff has many bilingual teachers that can help with translation services. Some of the languages staff member speak are; Russian, Urdu, Arabic, Spanish, Hebrew, Uzbekistan, Polish.

## **Part D: Training Staff on Policies and Procedures**

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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.)

In the main office there are brochures available for all staff members on how to use the DOE translation services. The phone number is visible to all staff members and can easily be utilized. During professional development days, teachers are advised of the translation unit available to them for use. Posters sent from the DOE translation unit are placed in the main office and by the security desk when parents enter the building. A copy of the family handbook of PS 186 is sent home and provided to families on the school website which offers translation. Professional Development is scheduled in September to address the staff on the language needs of the parents in the school. All staff members are aware of how to use the translation services and the over-the-phone interpretation service.

## **Part E: Providing Notice of Language Assistance Services**

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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

The school will provide the parent with a native language survey within the first few days of enrollment into our school. Parents' native language needs will be input into the computer on ATS to facilitate future translated letters and documents to parents. This native language information will be shared and available to all staff members so that parent communication (either oral or written) will be kept consistent. The blue emergency cards in the main office will have the communication preference listed on them. The students record cards will have an HLIS form along with an interview form, and a parent selection survey stapled together for easy access. Photocopy staff members will have a chart in their room that will list the class, grade level and amount of native languages letters needed (along with the native language needed). Interpreters on staff (in-house) and parent volunteers will be used as the primary oral communicators when applicable and available. The secondary use of oral communicators will be through the use of the Department of Education over-the-phone or in-person interpreters when necessary and applicable. These native language translators will be provided with all oral communication from the school to the parent whenever available. At no time will a child (minor) be used to translate to a parent or adult. The staff is well aware that this is not proper protocol. P.S. 186 will request from the NYC Department of Education translation and interpretation unit necessary translators for parent teacher conferences, as well as other school activities.

All meetings and workshops done by staff members and the PTA will have interpreters available (in-house or parent volunteers) to assist ENL parents with translations. All letters for workshops and meetings are being sent out in available native languages.

## **Part F: Monitoring and Quality Control**

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

PS 186 sends home parent learning surveys each year. Parents answer questions based on their feelings and experiences. At the bottom of the survey parents list questions and concerns. These surveys are sent home to the parents to fill out and return sealed. Parents can also leave feedback, comments and concerns on the P.S 186 website, which gets reviewed and updated weekly by staff members, administration and the technology teacher. The parent coordinator meets with parents on a monthly basis to discuss updated procedures that are going on in the school as well as new information regarding upcoming events. She also holds a focus group yearly to address the parental needs of the many cultures and languages in our school. The PTA frequently holds meetings throughout the school year to discuss any concerns or questions parents have. A phone relay system school messenger is utilized for reminders and notifications. Parents also can schedule conferences with their child's classroom teacher, service provider(s) and administration to voice any opinions they have regarding their child and school work. P.S 186 staff members have websites that are created for each class individually, here parents are not only welcome to see what information is posted but also leave any questions/concerns/comments. Parents are always welcome to send letters to the teachers about any concerns or questions they may have. Feedback from the parent surveys are analyzed to see where we need improvement and expand upon areas we are strong in. This feedback is shared with all staff members during professional development days. In addition to analyzing the results, staff members are encouraged to follow up with any classroom/teacher issues on an individual basis. Parent Expanded after school surveys are utilized to provide parents with programs and services that meet their needs.