



**P.S. 184Q FLUSHING MANOR**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. 184Q FLUSHING MANOR**  
**ADDRESS: 163-15 21 ROAD**  
**TELEPHONE: 718-352-7800**  
**FAX: 718-352-0311**

## **TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**SECTION III: SCHOOL PROFILE**

**Part A. Narrative Description**

**Part B. School Demographics and Accountability Snapshot**

**SECTION IV: NEEDS ASSESSMENT**

**SECTION V: ANNUAL SCHOOL GOALS**

**SECTION VI: ACTION PLAN**

**REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

**APPENDIX 9: TITLE I, PART A - SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 25Q184 **SCHOOL NAME:** P.S. 184Q Flushing Manor

**SCHOOL ADDRESS:** 163-15 21 ROAD, QUEENS, NY, 11357

**SCHOOL TELEPHONE:** 718-352-7800 **FAX:** 718-352-0311

**SCHOOL CONTACT PERSON:** Dora Pantelis **EMAIL ADDRESS:** dpantel@schools.nyc.gov

<b><u>POSITION / TITLE</u></b>	<b>PRINT/TYPE NAME</b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Denise Dwyer/ Christine Kavadias</u>
<input type="text"/>	<input type="text"/>

**PRINCIPAL:**

<input type="text"/>	<input type="text"/>	<u>Dora Pantelis</u>
----------------------	----------------------	----------------------

**UFT CHAPTER LEADER:** Karen Cohen

<input type="text"/>	<input type="text"/>
----------------------	----------------------

**PARENTS' ASSOCIATION PRESIDENT:** Lynne Ryan/Joann Moller

<input type="text"/>	<input type="text"/>
----------------------	----------------------

**STUDENT REPRESENTATIVE:**

*(Required for high schools)*

<input type="text"/>	<input type="text"/>
----------------------	----------------------

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 25 **SSO NAME:** Integrated Curriculum and Instruction Learning Support Organization (ICI)

**SSO NETWORK LEADER:**

<input type="text"/>	<input type="text"/>	<u>Foley,</u>	<input type="text"/>
----------------------	----------------------	---------------	----------------------

Diane

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Dora Pantelis	*Principal	
Linda Pittelli/Karen Cohen	*UFT Chapter Chairperson or Designee	
JoAnne Moller	*PA/PTA President or Designated Co-President	
Lynne M. Ryan	PA/PTA President or Designated Co-President	
Shari Pappalardo	Title I Parent Representative	
Farrah McKenna	Assistant Principal	
Patrizia Conelli	Member/Parent	
Therese O'Connor	Member/Parent	
Akeila Davis	Member/Parent	
Chris Kavadias	Memeber/Teacher	
Denise Dwyer	Member/Teacher	
Amalia DeePaolino	Member/Teacher	

\* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 184Q, Flushing Manor, is located in the Whitestone section of Queens, New York. This Pre-K-5 elementary school serves a population of approximately 460 students from culturally diverse backgrounds. The school is an integral part of the community for the students and their families. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building and through a variety of school-wide celebrations. The student body consists of 54.05% white students, 30.2% Asian students 1.31% Black, and 14.44% Hispanic students. Approximately 14.22% of the students are Special Education with Individualized Education Plans (IEPs). All students with IEPs receive the full continuum of services. Services include ICT classes, mandated and non-mandated sessions with the Special Education Teacher Support (SETSS), related services such as Speech and Language, occupational and/or physical therapy and counseling. Special Education students within the four ICT classes on Grades K, 1, 2 and 5 receive appropriate mandated services. English Language Learners, 7.46% of the total student population, receive mandated services according to the requisites of Language Allocation Policy.

In school year 2006–2007, Flushing Manor was recognized by the U.S. Department of Education's as a 2007 *No Child Left Behind – Blue Ribbon School*. In the same school year, the school became a National Winner of *the broad prize for urban education*. These awards signified the efforts of administration and staff in implementing successful teaching methods, reinforcement techniques and professional development. In addition, Flushing Manor received a score of **A** on the NYC Department of Education's School Progress Report in 2006-2007 and 2008-2009, as well as a *Well Developed* on its Quality Review.

At Flushing Manor, a predominantly experienced senior staff employs a wide range of current research based instructional methodologies. English Language Arts instruction encompasses all facets of Balanced Literacy. A hands-on, manipulative based mathematics program is aligned to State standards with the use of the Everyday Mathematics program. This year, all teachers will continue to implement strategies specifically designed to encourage rigor and academic success for all students. Traditionally, students at Flushing Manor have demonstrated strong performance on the NYS English Language Arts and Mathematics exams. In school year 2008-2009, 94.1% of students in grades 3-5 achieved levels 3 and 4 on the NYS English Language Arts. In mathematics, 99.0% of the students achieved levels 3 and 4.

In striving to ensure achievement of at least one year's progress for all students, small group instruction in both literacy and mathematics is implemented on all grades, in all classrooms. This year, target students have been identified in the areas of literacy and mathematics by each classroom staff member. Target students in grades K-5 are those students functioning at the bottom third of the class but do not qualify to receive any AIS services during the Extended Day program. Additionally, in an

effort to continue to maintain our level 4's, teachers have selected their top students who have experienced a decrease in score to focus on as an enrichment target group. Teachers work with target students in small groups regularly in order to better meet their needs. Teachers use data gathered by classroom observations and conferencing, running records and ongoing assessments in order to monitor the progress of all students, specifically target students.

Students participate in Computer Technology education, Enrichment through media in the newly refurbished Media Library Center and standards-based Physical Education program. Creative arts programs are provided by a full-time certified visual arts teacher. Additional arts programs this year include one day per week residencies in dance provided by City Center and vocal music and recorder instruction provided by the Brooklyn Conservatory of Music.

The use of technology is available in all classrooms and in the Computer Lab. Nine smartboards have been purchased and are in use in mostly upper grade classrooms. All classrooms are connected to the Internet and are capable of wireless technology. Students have multiple opportunities to use technology to support and demonstrate their learning. Technology instruction is scaffolded throughout the grades and includes instruction in keyboarding,

The 2009-2010 support services consist of ESL services for all eligible students in a push in-pull out model. SETSS services are provided in a push in – pull out model. Academic Intervention Services (AIS) are provided to support students who did not meet the NYS and NYC standards in ELA, Math, Science and Social Studies.

P.S.184Q recognizes the value of working collaboratively with families, and the greater community, to achieve students' academic and social success. The Parent Coordinator serves as the liaison between administration, parents and staff to more effectively communicate with parents and increase parental participation for support of school initiatives.

Flushing Manor has developed an alliance with the PENCIL Corporation resulting in the establishment of a school website, [www.ps184.net](http://www.ps184.net). This endeavor has been a collaborative effort of Ember Media (Clayton Banks, CEO), many school staff members and PTA members. It serves as an additional vital and current channel of communication for the school.

In 2009-2010, P.S. 184Q has been identified as a Title I school for the first time. Title I status has resulted in additional funding which supports the school's limited budget. This funding has been primarily used to maintain current programs and staffing in classrooms. It also provides funding for the Staff Developer to ensure high quality professional development. Finally, some monies have supported some additional arts programs.

Flushing Manor is proud of its continued success in helping all students achieve high level academic and social goals in a warm and nurturing environment.

**SECTION III - Cont'd**

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. 184 Flushing Manor								
<b>District:</b>		25	<b>DBN:</b>	25Q184	<b>School BEDS Code:</b>		342500010184			
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded			
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09			
Pre-K	20	37	36		95.7	96.3	95.7			
Kindergarten	64	68	76							
Grade 1	71	67	70	Student Stability - % of Enrollment:						
Grade 2	51	71	68	(As of June 30)	2006-07	2007-08	2008-09			
Grade 3	62	80	60		97.4	96.9	96.2			
Grade 4	80	80	60	Poverty Rate - % of Enrollment:						
Grade 5	88	74	77	(As of October 31)	2006-07	2007-08	2008-09			
Grade 6	78	0	0		20.7	23.7	27.6			
Grade 7	0	0	0	Students in Temporary Housing - Total Number:						
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09			
Grade 9	0	0	0		0	2	3			
Grade 10	0	0	0	Recent Immigrants - Total Number:						
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
Grade 12	0	0	0		4	3	3			
Ungraded	0	2	0	Special Education Enrollment:						
Total	514	453	453	(As of October 31)	2006-07	2007-08	2008-09			
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09			
# in Self-Contained Classes	0	0	0	Principal Suspensions	3	2	0			
# in Collaborative Team Teaching (CTT) Classes	28	16	17	Superintendent Suspensions	0	0	0			
Number all others	32	38	40	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2006-07	2007-08	2008-09		
					CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment: (BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2006-07	2007-08	2008-09	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2006-07	2007-08	2008-09			
# in Dual Lang. Programs	0	0	0							
# receiving ESL services only	45	39	33	Number of Teachers	33	30	31			

**CEP Section III: School Profile**

**Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	1	2	Number of Administrators and Other Professionals	4	8	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	84.8	90.0	87.1
				% more than 5 years teaching anywhere	72.7	80.0	77.4
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	97.0	97.0	94.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	1.2	0.7	1.3				
Hispanic or Latino	14.8	15.4	15.0				
Asian or Native Hawaiian/Other Pacific Isl.	32.3	32.0	29.1				
White	51.8	51.9	54.5				
<b>Male</b>	47.7	47.2	46.6				
<b>Female</b>	52.3	52.8	53.4				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:</b>							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>Individual Subject/Area Ratings:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:	IGS			Graduation Rate:			

<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
<b>Student Groups</b>		ELA	Math	Science	ELA	Math	Grad Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		5	5	4	0	0	0

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	90.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	20.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	60						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	NR						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

In terms of student performance, Flushing Manor's greatest accomplishment over the past two years has been the increased academic achievement of our students on NYS assessments: Grade 3-5 ELA, Grade 3-5 Math, Grade 4 Science and Grade 5 Social Studies. P.S.184 received an overall score of "A" on the NYC Department of Education 2008 – 2009 Progress Report.

The Progress Report indicates great gains in progress and performance in the area of English Language Arts (ELA). On the NYS ELA, 94.1% of the students achieved levels 3 and 4 resulting in a score of "A". A significant barrier to maintaining such a high level of achievement is to find the time for professional development in data analysis and identifying best practices in ELA instruction. For example, teachers need to use rubrics to evaluate student writing pieces. To ensure student understanding of the expectations of different writing genre, it has also been found that it is required that students assist and provide input in the development of rubrics.

In the *Mathematics Student Performance* and *Progress* sections of this report, the school received a grade of "A"; 99.0% of the students achieved levels 3 and 4. This is indicative of effective instructional practices implemented at the school. However, in analyzing these results, efforts must be made to sustain these high levels and to provide enrichment to our top mathematics students.

A barrier to continued high achievement is teacher use of technology to access data. Over the past few years student data has become more accessible and readily available to school staff. A priority is the training of staff members in the use of websites, such as ARIS, which provide and organize student exam scores. The school community must ensure that this data is being used to drive instruction. We must also use this data effectively to differentiate instruction in the classrooms, providing our students with an optimal learning environment.

A challenge to the school staff is ensuring continued success for all students – low, average, and high achievers. The need to differentiate learning goals for students in all major content areas is evident. Providing instruction accordingly requires ongoing professional development in curriculum mapping, planning and providing small group instruction, assessments as well as other best practices and instructional strategies. Scheduling for professional development to address these areas of concern is difficult.

A final challenge is to communicate the school's commitment to high student achievement to our parent/guardian community. Monthly learning goals in all major curriculum areas have been identified and are shared on the school's website, [www.ps184.net](http://www.ps184.net). The school is in the process of establishing personal student learning goals and effectively sharing these with parents. The expected outcome is ongoing support, both at school and in the home, for student success.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

<b>Annual Goal</b>	<b>Short Description</b>
By June 2010, 90% of classroom teachers in grades K – 5 (20) will participate in research action inquiry in consultation with the school Instructional/Core Inquiry Team.	To deepen and expand the work of teacher teams using an inquiry approach that focuses on improved student learning.
By June 2010, 85 % of students in grades 3-5 will score at least a level 3 on the standard based rubric in each of the four main writing genres.	To develop rigorous expectations for high level standards in student writing in grades 3-5. Rubrics will be developed to align with the following types of writing: Report of Information, Narrative Procedure, Response to Literature and Narrative Account
By June 2010, 90% of the school staff, including the Principal, will participate in professional learning opportunities at least three (3) times per year.	To provide learning opportunities so that members of the school community can engage in professional collaborations focused on improved student outcomes
By June 2010, 90% of classroom teachers in grades K – 5 (20) will actively plan for and provide small group math instruction.	To deepen differentiation of instruction in math through small group instruction based on data analysis
By June 2010, 90% of classroom teachers (20) will provide feedback to students and parents about students' progress and offer opportunities for support and enrichment at least three times a year.	To develop a school wide system of communication so that parents can deepen their understanding of student performance through ongoing communication.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject Area**

**(where relevant) :** \_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 90% of classroom teachers in grades K – 5 (20) will participate in research action inquiry in consultation with the school Instructional/Core Inquiry Team</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Develop an after-school per session program for Inquiry Teams (ITs)</b></p> <p><b>Select staff members to participate on ITs to meet after school four (4) times per year</b></p> <p><b>Develop schedules for grade level ITs during common planning periods to include all teachers during the school day</b></p> <p><b>Identify liaison for each IT</b></p> <p><b>IT liaison will meet with Core team (Principal, Assistant Principal and Staff Developer) periodically to discuss IT progress</b></p> <p><b>ITs will be supported by ICI Network Support Specialists, NSS, in their work</b></p> <p><b>Data Specialist will support IT teachers by assisting in providing and analyzing student data – formal and informal assessments</b></p>

**Staff Developer will support the work of the ITs**

**Analysis of data and trends by teams of teachers to determine areas for inquiry study**

**Teachers will identify IT Target students for small group instruction as per data analysis**

**IT members will establish long term goals and short term goals for IT students**

**Short term goals will be assessed three times per year**

**IT members will develop in-house assessments and/or periodic assessments to document and support inquiry work**

**IT members will modify instructional practices based on the results of the interim assessments**

**IT liaison will be responsible for inputting information into the Inquiry Spaces on ARIS**

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**

*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

***Tax Levy (TL) Children First LSO, TL Fair Student Funding, TL Children First Inquiry Teams, TL Data Specialist, Title I ARRA SWP, C4E***

**TL Children First LSO funding will be used for support from Network Support Specialists**

**TL Children First Inquiry Teams funding will be used for teacher and supervisor per session IT work; each IT will meet three times from December 2009 to June 2010**

**TL Data Specialist funding will be used to for Data Specialist support to ITs**

**Title I ARRA SWP and C4E funding will be used for support from the Staff Developer during the school day**

**TL Fair Student Funding will be used to provide time for ITs to meet during the school day**

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**60% of IT Target students will show improvement on each of the three interim assessments (teacher created or formal) selected by the ITs during the 2009-2010 school year.**

**Subject Area**

**English Language Arts**

**(where relevant) :**

---

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 85 % of students in grades 3-5 will score at least a level 3 on the standard based rubric in each of the four main writing genres.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Ensure that teachers plan additional instructional time for the development of student writing</b></p> <p><b>Staff Developer will provide professional development in creating grade and genre appropriate rubrics for student writing</b></p> <p><b>Teachers will use and share grade level rubrics to drive instruction in writing</b></p> <p><b>Rubric development will be included on Grade Conference agendas</b></p> <p><b>Student ELA goals will include writing goals</b></p> <p><b>Teachers will include rubrics for student writing in their Assessment Instructional Binder (AIB) for ELA</b></p> <p><b>Teacher resources, including the NYC and NYS ELA Performance Standards, will inform rubric development</b></p> <p><b>Grade Conference agenda will include development of genre writing rubrics</b></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Title I ARRA SWP, C4E</b></p> <p><b>Title I ARRA SWP and C4E funding will be used for support from the Staff Developer</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**85% of students in grades 3-5 will achieve a level 3 on at least four interim assessments through the practice of 'on demand' writing in each genre.**

**Subject Area**

(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 90% of the school staff, including the Principal, will participate in professional learning opportunities at least three (3) times per year.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Provide a Needs Assessment survey to determine teacher interests for professional development</b></p> <p><b>The school Instructional Team will organize professional learning so that faculty will have multiple opportunities to share professional practices, examine content materials</b></p> <p><b>Supervisors will facilitate interclass visitation opportunities to improve professional practice</b></p> <p><b>Coordinate teacher resources and expertise to provide in-house professional development to colleagues, for example, IIM Social Studies enrichment</b></p> <p><b>Schedule the school Staff Developer to provide individual and small groups of teachers with professional development</b></p> <p><b>Provide opportunities for staff to attend out of school professional development sessions</b></p> <p><b>ICI Network Support Specialists, NSS, provide focused professional development opportunities, for example, technology and data, ESL instruction, ICT instructional models</b></p> <p><b>Use standardized feedback forms for professional development sessions</b></p>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><i>Tax Levy (TL) Children First LSO, Title I ARRA SWP, C4E</i></b></p> <p><b>Title I ARRA SWP and C4E funding will be used for support from the Staff Developer</b></p> <p><b>TL Children First LSO funding will be used for support from Network Support Specialists</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Administrative logs will be reviewed three times per year (every three months) to ensure that at least 30% of staff receives appropriate professional development in each time frame.</b></p>

**Subject Area**

**Mathematics**

(where relevant) :



<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 90% of classroom teachers in grades K – 5 (20) will actively plan for and provide small group math instruction.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Classroom teachers will use a variety of assessments to identify and group students for math instruction – formal, periodic, and informal</b></p> <p><b>Teachers will select students from the bottom and top thirds of the class as targeted students for small group instruction</b></p> <p><b>Teachers will plan for two math guided groups during the Math Workshop</b></p> <p><b>Tracking forms will be used to monitor student progress towards meeting long and short term goals</b></p> <p><b>The Assessment Instructional Binder (AIB) for Math will contain formats and evaluative tools for small group instruction</b></p> <p><b>The ICI Network Support Specialist (NSS) for data will provide professional development in analyzing data in ARIS and Acuity</b></p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><i>Tax Levy (TL) Children First LSO, C4E, TL Fair Student Funding</i></b></p> <p><b>C4E funding will be used for support from the Staff Developer</b></p> <p><b>TL Fair Student Funding will be used for support from Assistant Principal</b></p> <p><b>TL Children First LSO funding will be used for support from Network Support Specialists</b></p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**85% of students in grades K-5 will achieve a level 3 on each of four interim assessments measuring individual student short term goals.**

**Subject Area**

(where relevant) :

---

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>By June 2010, 90% of classroom teachers (20) will provide feedback to students and parents about students’ progress and offer opportunities for support and enrichment at least three times a year.</b></p>
<p><b>Action Plan</b></p> <p><i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><b>Administration and Staff Developer will meet with teachers to plan for articulating goals to students and their parents</b></p> <p><b>Teacher and Parent workshops will be conducted in the use of ARIS</b></p> <p><b>The Staff Developer will meet with specific grade teachers to establish content and personal student goals in the major curriculum areas: literacy, mathematics, science and social studies</b></p> <p><b>Administration will meet with cluster teachers and other than classroom staff to establish specific content goals to meet individual student needs</b></p> <p><b>Administration will schedule common planning time in which teachers can develop goals – faculty and grade conferences, and during the school day</b></p> <p><b>ICI Network Support Specialist (NSS) for ELL will provide professional development for ELL teacher and classroom colleagues in aligning student goals with content learning</b></p> <p><b>Administration will issue monthly major content area goals for all grades, both hard copy and online school website</b></p> <p><b>Classroom teachers will conduct a minimum of three (3) classroom celebrations at end of units and align student presentation with student goals</b></p> <p><b>Provide translated copies of letters and documents to parents</b></p> <p><b>Use School Messenger for parent outreach</b></p>

	Use newly developed school website, <a href="http://www.ps184.net">www.ps184.net</a> , for parent outreach
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b><i>Tax Levy (TL) Children First LSO, TL Data Specialist, C4E, TL Fair Student Funding</i></b></p> <p><b>TL Children First LSO funding will be used for support from Network Support Specialist</b></p> <p><b>TL Fair Student Funding will be used for support from Data Specialist (Assistant Principal)</b></p> <p><b>C4E funding will be used for support from the Staff Developer</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b></p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>85% of students in grades K-5 will review personal learning goals three times per year; teacher documentation will indicate parental outreach.</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**



**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><b>In the Extended Day program, conducted after school, all 60 mandated students (M), and an additional 37 voluntary (V) students receive academic intervention services provided by pedagogues in small groups and one to one tutoring. Materials include comprehension kits and skills-based consumables. On grade 4 the Wilson program is conducted by the SETSS teacher.</b></p>
<p><b>Mathematics:</b></p>	<p><b>In the Extended Day program all 60 mandated students (M), and an additional 37 voluntary (V) students receive academic intervention services provided by pedagogues in small groups and one to one tutoring. Materials include manipulatives and skills-based consumables.</b></p>
<p><b>Science:</b></p>	<p><b>Students receive Science academic intervention services in the classrooms provided by the classroom teacher during the school day. Students are organized in small groups based on data and teacher observation. NYC CORE curriculum materials on grades K – 5 including FOSS materials. Non-fiction Science trade books are also utilized.</b></p>
<p><b>Social Studies:</b></p>	<p><b>Students receive Social Studies academic intervention services in the classrooms and in the Media Center. Services are provided by classroom teachers and Media Enrichment teacher during the school day. Students are organized in small groups based on data and teacher observation. NYC CORE curriculum materials on grade 4 and 5 and non-fiction trade books and primary source documents are utilized on all grades.</b></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><b>The Guidance Counselor meets one on one and in small groups based on each child’s specific need. Students are recommended by staff as well as family members.</b></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><b>At this time, the school Psychologist does not have identified students in need of service.</b></p>
<p><b>At-risk Services Provided by the Social Worker:</b></p>	<p><b>The school Social Worker meets one on one and in small groups based on each child’s specific need. Students are recommended by staff as well as family members.</b></p>

**At-risk Health-related Services:**

**The school nurse closely monitors the students that have been identified at at-risk for health conditions, i.e. diabetes, asthma, etc. She conducts training for staff members in the use of the epi-pen. Finally, she provides 'Open Airway' sessions to students with asthma.**

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

### **P. S. 184 Language Allocation Policy (LAP) Narrative**

#### **Part I: School ELL Profile**

##### **A. Language Allocation Policy Team Composition**

P.S. 184Q, Flushing Manor, is a member of the Integrated Curriculum & Instruction (ICI), one of the DoE Learning Support Organization. The P. S. 184 Language Allocation Policy Team consists of the following members:

Principal	Dora Pantelis
Assistant Principal	Farah McKenna
ELL specialist	Amalia Dee Paolino
Parent Coordinator	Meg Baker
Staff Developer	Anna Dimilta
Guidance Counselor	Brooke McHugh
SETSS	Linda Pittelli
Secretary	Sandra Brandes
SATIF	Diane Kay
PTA Co- President	JoAnne Moller
PTA Co- President	Lynne Ryan

The LAP team is a subcommittee of the School Leadership Team; core members attend the SLT meetings on a regular basis, once per month.

## **B. Teacher Qualifications**

P.S. 184Q has one ELL staff member, Amalia DeePaolino; she is a licensed certified ELL teacher with certification in TESOL from Hunter College, New York City. She is also New York State certified. Mrs. DeePaolino has taught ELL for twenty-six (26) years in the New York City Department of Education. Her area of ELL expertise is on grades Kindergarten through 5. She has been the ELL specialist at P.S. 184Q for eight (8) years. Mrs. DeePaolino has served at the Regional level for ELL curriculum development during school year 2004 – 2005. She is also experienced in teaching the ELL program for summer school.

P.S. 184Q does not have a bilingual program and does not require the services of a bilingual teacher.

## **C. ELL Demographics**

P.S. 184Q has a register of 469 students, 35 are English Language Learners comprising of 7.46% of the student population. It is a multicultural community with students and families from diverse backgrounds as well as American-born children. Many languages are spoken at home by our students, both ELLs and non-ELLs. They include: Korean, Chinese, Greek, Spanish, Italian, Farsi, Albanian, Bengali and Urdu. The student body consists of 54.1% white students, 27.5% Asian students, 1.3% Black students, 15.6% Hispanic students and 1.5% are multi-racial students. Approximately 15% of the students are Special Education with Individualized Education Plans (IEPs). All students with IEPs receive the full continuum of services, with ICT classes, in mandated and non-mandated sessions with the Special Education Teacher Support (SETSS), and related services such as speech and language, occupational and/or physical therapy and counseling. Special Education students within the four ICT classes on Grades K, 1, 2 and 5 receive appropriate mandated services.

## **Part II: ELL Identification Process**

1. P.S. 184Q has implemented appropriate structures to identify ELL students. At time of student registration, conducted in the main office, the school secretary provides a Home Language Identification Survey, HLIS, in the appropriate translated language to each parent. A pedagogue provides assistance in the completion of this document. At this initial registration meeting, the home language is determined and entered in ATS. Parent orientation is offered to all possible ELL parents. Orientation includes viewing of the video and completion of the Home Language Identification Survey. If at this time translation is required, the school makes immediate outreach to staff, parents in the school community, and staff in neighboring schools, as well as using the Translation and Interpretation Unit of the NYC DoE.

Based on the information provided on the HLIS, the ELL teacher determines which new registrants to the NYC school system need assessment for an ELL program. The children are assessed with the LAB R within ten (10) days of admission into the school. Annually all ELL students are assessed using the NYSESLAT during the appropriate testing period. In addition to this procedure, parents of all continuing ELL students are advised of their child's status and eligibility in an ELL program. Eligibility for continuing ELL services is determined by the results of the most recent NYSESLAT score.

2. During the registration process, possible ELL students are identified using the HLIS form. At this time parents are given the opportunity to view a video, speak with the ELL Specialist and fill out the parent survey. If parents are unable to attend the orientation at registration, an appointment is made to meet with the parent within the next ten days. Parents are advised of ELL programs that are offered in the school. They are also informed of programs that their child might be entitled to, Transitional Bilingual, Dual Language and Freestanding ESL, that may or may not be offered at in the school at this time.

3. Parent Orientation sessions for parents of identified ELL students are organized by the licensed certified ELL teacher. Translated versions of all required letters are hand delivered to parents. If the form is not returned, addition outreach is made to the family. Student ELL numbers are reviewed to determine the need for a bilingual class. If numbers are insufficient for a class, the ELL student is placed in the Freestanding ESL program. Outreach continues until parent communicates with the school. The ELL specialist, Mrs. DeePaolino, issues school parent letters advising parents whether the assessment indicated eligibility for an ELL program or not.

4. An initial Parent Orientation meeting is provided in the Spring at registration. At this meeting, parents are informed of the various programs available to ELLs, view the DVD provided by the DOE, and complete the language appropriate survey for selection of program. Translators are made available during this process: services of a contracted translator, in-house staff, telephone translator, or parent volunteer. This structure is repeated throughout the year as new registrants come into the building. Based on parental choice, classes are created to service the ELL students. Additionally, the ELL teacher and Parent Coordinator collaborate in sharing this information with parents of new ELL admits (registrants) throughout the school year.

5. After reviewing the Parent Survey and Program Selection forms of the past few years, we have noted a trend. In each of the last three (3) school years, one or two parents select bilingual or dual language programs. The ELL teacher informs parents of locations that offer their selected choice, bilingual or dual language programs. In every case, the parent then elects to remain in P.S. 184Q with their child attending a freestanding ELL program. The school does not have sufficient numbers of students to establish bilingual or dual language programs.

- 2007 – 2008 Of the ten (10) parent surveys, seven (7) selected freestanding ELL program, two (2) selected bilingual, one (1) selected dual language. When offered placement in bilingual or dual language programs at another site, these parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.
- 2008 – 2009 Of the five (5) parent surveys, two (2) selected freestanding ELL program, and three (3) selected bilingual. When offered placement in a bilingual program at another site, the parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.
- 2009– 2010 Of the 12 (12) parent surveys, seven (7) selected freestanding ELL program, five (5) dual language, including one special education child with a bilingual paraprofessional.

6. Program models offered at our school are aligned with parental requests. P. S.184 does not have sufficient numbers of students to establish bilingual or dual language programs. When parents are informed of their rights in selecting a program for language acquisition not

offered at P.S. 184Q, they unanimously elect to remain in the building having their children attend the freestanding ELL program offered in the building.

## **Part III: ELL Demographics**

### **A. ELL Programs**

The school's ELL program is a Freestanding ESL program; all ELL students are in 100% English classrooms. A pull-out and push-in model for ESL instruction is implemented by the school's one (1) ELL teacher. Beginners and Intermediates are serviced eight times a week and Advanced are serviced four times. In order to provide the full compliance mandated instructional periods, students are grouped by the ELL teacher into forty-eight (48) sessions. ELL students are placed in small groups of 8 -12 children. There are 6 different classes: 2 Kindergarten, grade 1, grade 2, grade 3-4 and newcomers. There is a strong system of articulation between the classroom teachers and the ELL specialist. Students are consistently assessed in order to identify specific needs. Additionally, articulation ensures alignment with the curriculum.

### **B. ELL Years of Service and Programs**

P.S. 184Q does not have Students with Interrupted Formal Education (SIFE) Alternate placement students or long term ELLs in school year 2009-2010. Thirty-one (31) of our students are in the New York City public school system for three (3) years or less and four (4) have attended from four (4) to six (6) year. Additionally, two (2) students are in Collaborative Team Teaching classes.

P.S. 184Q does not have long-term ELLs (in program more than 6 years). In the event that the school has long-term ELL students, the children are assessed by the ELL specialist and classroom teacher. If necessary, a teacher query is forwarded to the School Based Support Team (SBST) and the Pupil Personnel Team (PPT). Informal and formal bilingual evaluations are conducted by SBST and PPT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents.

In school year 2009-2010, P.S. 184Q does not have any SIFE students. In the event that the school had students in this ELL category, the following structures would be implemented:

- student buddies are assigned for school introduction tours
- small group instruction is offered in the classroom
- the Extended Day program for ELL children is offered
- ELL teacher conducts parent workshops to facilitate the family and child's entry into a new school system; translation services are available
- small group sessions are provided by appropriate staff for emotional support
- Parent Coordinator makes outreach to families in school community to support new family

At this time we have one (1) bilingual alternative placement student in kindergarten. This child receives appropriate ESL services including the assistance of a bilingual (Chinese) paraprofessional.

## C. Home Language Breakdown and ELL Programs

The following is a listing of the number of ELLS by grade in each language group, freestanding English as a Second Language classes:

- Kindergarten (14 students in two ELL classes) – 7 Chinese, 4 Korean, 2 Spanish, 1 Greek; of these, 6 beginners 1 intermediate and 7 advanced
- Grade 1 – (6 students) – 5 Chinese, 1 Korean; of these 5 beginners and 1 intermediate
- Grade 2 – (7 students) – 1 Spanish, 6 Chinese; of these, 2 intermediate and 5 advanced
- Grades 3/4 – (8 students)
  - Grade 3 – 3 Spanish; of these, 2 intermediates and 1 advanced
  - Grade 4 – 4 Chinese and 1 Korean; of these, 3 beginner and 2 advanced

The program in P.S. 184Q is monitored by the administrative staff and the ELL teacher to ensure that all beginners and intermediate students receive 360 minutes of instruction and advanced students receive 180 minutes of instruction. The schedule for the ESL program is reviewed at designated intervals throughout the year: beginning, mid and end. Necessary changes to the program are made in collaboration with the Principal. If necessary, the NSS of the ICI provides guidance.

## Programming and Scheduling Information

P.S. 184Q adheres to all CR Part 154 mandates requiring beginners and intermediates to receive 360 minutes of ESL instruction per week. Advanced students receive the appropriate 180 minutes of ESL instruction per week. Additionally, advanced ELL students receive 180 minutes of ELA instruction in their classrooms as per CR Part 154 requirements.

### 1. Delivery of Instruction

- a. The organizational model implemented at P.S. 184Q is a combination of push-in (Co-Teaching) and pull-out.
- b. The program is a heterogeneous (mixed proficiency levels) model. The ELL teacher differentiates within the group to address the children's level.

### 2. Mandated Program Alignment

- a. Explicit ESL instruction is delivered by the ELL teacher in a push-in / pull-out model. A comprehensive schedule developed by the ELL teacher identifies the various groups and the number of minutes of required instruction for each group. The schedule allows for combining of proficiency level groups to ensure that required instructional time mandates are met.

Explicit ELA instruction is provided by the classroom teacher as well as the ELL teacher. Ongoing articulation between pedagogues ensures that advanced ELL students, as indicated by NYSESLAT results, are identified by reading level (determined by running records) and grouped for instruction in the classroom.

P.S. 184Q does not have a bilingual program at this time. A bilingual program providing native language arts instruction as required by NYS and NYC guidelines would be implemented if registers warranted.

### 3. Content Area Instruction

Content area instruction is provided by classroom teacher, ELL teacher and teacher specialists. Ongoing articulation among the pedagogues ensures that instruction in the subject scope and sequence is modified to meet the ELL proficiency levels of the children in the class.

### 4. Differentiate Instruction for ELL Subgroups

a. In school year 2008-2009, P.S. 184Q does not have any SIFE students. In the event that the school had students in this ELL category the following structures would be implemented:

- student buddies are assigned for school introduction tours
- small group instruction is offered in the classroom
- the Extended Day program for ELL children is offered
- ELL teacher conducts parent workshops to facilitate the family and child's entry into a new school system; translation services are available
- small group sessions are provided by appropriate staff for emotional support
- Parent Coordinator makes outreach to families in school community to support new family

b. The P.S. 184Q plan to address the needs of students with less than three years in an English language school system, Newcomers, is as follows: students are grouped for ELL instruction based on results of LAB R or NYSESLAT within the ESL program. They receive the mandated minutes of instruction according to CR Part 154. Differentiated instruction within the balanced literacy program addresses their individual language acquisition and student reading levels. They receive targeted assistance in the Extended Day program. Title III funding provides additional support in explicit ELA instruction for students taking standardized NYS ELA and Math assessments. In the classroom setting, teachers group ELL children based on running records and student reading level for ELA. Classroom teachers have been trained in delivery of instruction for ELL students: in-house professional development by ESL teacher, ICI Network Support Specialist for ESL instruction and workshops offered by the DoE and outside vendors. Additionally, use of multi-media materials, peer-buddy support and adaptation of content area designed to enhance language acquisition are used.

c. To support our ELL students receiving service 4 to 6 years, P.S. 184Q offers the following programs:

- Extended Day program
- Title III Literacy program (services of an additional pedagogue to work with ELL children)
- Small group instruction in ELA and Mathematics provided by the classroom teacher

d. P.S. 184Q does not have long-term ELLs (in program more than 6 years). In the event that the school has long-term ELL students, the children are assessed by the ELL specialist and classroom teacher. If necessary, a teacher query is forwarded to the School

Based Support Team (SBST) and the Pupil Personnel Team (PPT). Informal and formal bilingual evaluations are conducted by SBST and PPT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents.

e. ELLs identified as having special needs, according to their IEP, receive mandated service. Emphasis is placed on strong articulation between the ELL teacher and the support service provider, OT, PT, Speech. At this time we have one (1) bilingual alternative placement student. Students in this category receive appropriate ESL services as mandated by their IEP including the assistance of a bilingual paraprofessional.

5. The targeted intervention students in grade 1 and 4, requiring instruction in reading and writing, are included in the Extended Day program. The ELL teacher provides language acquisition strategies in the content areas. Specifically, ESL software is used for vocabulary development, nonfiction trade books related to Social Studies and Science. Cooperative learning is used as a strategy to include all ELLs in using oral language to describe and explain their understanding of content material.

Other intervention services are small group instruction for ELLs in literacy and math in the classroom provided by the classroom teacher. Title III provides additional intervention and support service to ELLs in grades 1 – 4 for 45 minutes. A two-day pedagogue offers small group instruction; the materials utilized are content based. Emphasis is placed on development of academic language, specifically, Tier 2 and Tier 3 vocabulary.

6. ELLs reaching proficiency on the NYSESLAT are offered transitional support services for two years. They are targeted students for small guided group reading and target math small groups in the classroom. These children also are invited to participate in the Extended Day program as a *Voluntary* student. Special services, SETSS, are offered if necessary. The ESL teacher monitors the progress of these children actively.

7. In order to improve existing instruction, P.S. 184Q is offering an adaptation of the first grade science program for ELL students. In addition, P.S. 184Q has added to their arts program vocal and instrumental music.

8. Due to the high rate of student proficiency on the NYSESLAT exam, P.S. 184Q will not discontinue any programs or services at this time.

9. All ELL students participate in all school programs. Translated versions of parent/guardian letters are sent home. In addition, all ELL students are offered the opportunity to attend extended day. All students with IEP's receive the appropriate service.

10. Materials for the ELL program include the following:

- *English at your Command* (an ESL writing process series)
- *True Stories* (a non-fiction series)
- *Reading Rods* kits (a tactile reading kit)
- *Language for Learning* – content-based vocabulary learning
- fiction and nonfiction trade books
- Software – Pix Writer, A to Z, Reader Rabbit (K-2), etc.

- ESL lending library with many books on CD
- Various content based games

11. P.S. 184Q offers native language support through multicultural libraries; these materials are located in classrooms, the ESL room and the school Media Center. Celebrations recognizing the diverse student cultures are conducted by classroom teachers. The school arts programs also provide experiences in the native language expressive arts. Additionally, the Staff Developer and ELL Specialist have begun creating bilingual libraries in every classroom. This includes written, audio and visual materials.

12. All required services support, and all resources correspond, to all ages and grade levels throughout the school. Materials and curriculum are aligned to New York State Standards.

13. At parent orientation, parents are provided with a list of necessary supplies recommended for their child's grade. In addition, parents are invited to attend parent workshops that will help them to academically support their child. The Parent Coordinator is available to advise parents prior to the school year.

## **Professional Development and Support for School Staff**

1. The ELL teacher attends grade level and faculty conferences. Emphasis is placed on developing small group instructional strategies for literacy and math. She also participates in curriculum mapping for all grades aligning literacy and content area standards. The ICI NSS also provides ongoing professional development sessions which are attended by the ELL teacher: *Deconstruct and Construct for Comprehension, Vocabulary Field Trips*, etc.

2. As the school's ELL students enter the middle schools, our ELL teacher and Guidance Counselor articulate with corresponding colleagues at the middle school setting. Specific student goals, objectives and needs are discussed before students enter grade 6.

3. Professional development, meeting the 7.5 hours of ELL training for all staff as per Jose P. is provided at grade and faculty conferences. Workshops are conducted in-house as well as off-site (DoE, private vendors). Professional development sessions are provided by the ELL specialist, the ICI Network Support Specialist (NSS), and the Staff Developer. The following workshops have been planned for the 2008-2009 school year:

- *The ELL Newcomer* – Ongoing throughout the month of September – all grades
- *Vocabulary in the Content Area (Science)* – October – May – grades 3 – 5
- *ELL Instruction: Vocabulary Visits for Content Vocabulary Development/Virtual Vocabulary* – September – May – grades K – 2
- *Preparing ELL Students for the ELA* – March – grades 3 – 5
- *Preparing ELL Students for the Math Assessment* – April – grades 3 - 5
- *Interpreting the NYSESLAT Data* – fall and spring
- *Additional Workshops in ELL Instruction and Literacy* – DOE and Private Vendors - September – May – all grades
- *Annual TESOL Conference* – November 12<sup>th</sup> and 13<sup>th</sup>, 2009

## Parental Involvement

1. The parents of P.S. 184Q play an active role in our school community. The PTA holds numerous activities throughout the year for students and their parents. Some of these activities include, evening Halloween Parties, Movie Nights, Barnes and Nobles Night, and various other fund raisers.

The school's Parent Coordinator provides workshops for parents. Topics for these workshops include, accessing ARIS and understanding the Cooperative Team Teaching model. She is available to assist parents throughout the school year. Autodial is used to inform parents of events that take place in the school and translated letters are available as needed. School information and copies of parent letters can also be found the on the school website.

P.S. 184Q encourages parents to act as "class parents", chaperone class trips, and attend classroom celebrations on a variety of subjects. Parents are encouraged to act as Learning Leaders, volunteering to assist in classrooms.

2. To provide programs and workshops to ELL parents, P.S. 184Q partners with the following organizations or agencies:
  - Cool Culture
  - Learning Leaders
  - Dial-a-Teacher Workshops
  - Piano School of New York
3. At registration parents indicate what language they wish to receive correspondence in. PTA meetings offer the parents an opportunity to express their needs and this information is conveyed to the school administrator and staff through the School Leadership Team meetings.
4. P. S 184 offers ELL parents a variety of workshops during the year on topics they have expressed an interest in:
  - ICT classes
  - Preparing for Parent Teacher Conferences
  - Understanding the language of an IEP
  - How the ELL program works with their child
  - Strategies for "painless" homework

In addition, through the school website and email distribution lists, parents are alerted to various venues that offer Adult English classes.

## Part IV: Assessment Analysis

1. P.S. 184Q uses the LAB-R, ECLAS-2 and Teacher's College Leveling System to assess early literacy. The data can provide the teacher the students' ability to recognize letters, phonemic awareness, decoding skills, fluency and reading comprehension. The results determine student's reading level and class grouping for instruction. The teacher is able to also determine the type of method of reading instruction that will best meet the needs of the students. Based on these assessments the majority of ELL students began school with strong letter recognition.
2. In review of the data, one pattern that emerges is that the majority of ELL students enter P.S. 184Q in the early childhood grades, predominantly in grade Kindergarten, as beginners. The children quickly acquire the English language becoming intermediate and advanced learners of English by grade 3. A pattern on the upper grades, grades 3–4, is that classes have low registers of ELL students.
3. The NYSESLAT results were used to examine patterns of ELL students across the modalities of listening, speaking, reading and writing. In the listening and speaking modalities our ELL children are high performing with the majority being advanced and proficient. This pattern is apparent in grades 1 – 4.

After reviewing the NYSESLAT 2009 and the LABR 2008 it has been determined that our students require support in the modalities of reading and writing. These two modalities are weak, even when listening and speaking are advanced. This confirms the theory that language is acquired more readily in the modalities of speaking and listening. Data for one particular group, second grade, indicates the need for more oral (listening) reinforcement.

In the reading and writing modalities, grade 1 children predominantly fall into the beginning level while children in all other grades achieving intermediate or advanced levels of proficiency.

P.S. 184Q adheres to NYS mandates in amount of required hours for the three ELL levels. The need to focus on the modalities of reading and writing is apparent, even when listening and speaking are advanced. The listening and speaking modalities are more easily acquired by our ELL children as indicated by research in the field of ESL.

4. a. In review of the data, one pattern that emerges is that the majority of ELL students enter P.S. 184Q in the early childhood grades, predominantly in grade Kindergarten, as beginners. The children quickly acquire the English language becoming intermediate and advanced learners of English by grade 3. A pattern on the upper grades, grades 3–4, is that classes have low registers of ELL students.

A third pattern is that the largest number of ELL students are either beginners or advanced suggesting that many come to school literate in their native language. This fact is supported by the results of the grade 4 NYC PEP Science assessment and NYS Math assessment taken in translation.

The data for content areas of Mathematics, ELA, Science and Social Studies were reviewed for the LAP report. The NYS Math and ELA Exam for grades 3 – 5, the NYS Science PEP exam for grade 4 and the NYS Social Studies exam for grade 5 were reviewed.

On the NYS Math Exam ten (10) current ELL students were assessed on the on grades 3 – 5; five (5) students were tested in English and five (5) students were tested in translated versions. The results show that three (3) students achieved a level 4 and seven (7) achieved a level 3.

On the NYS ELA Exam nine (9) ELL students were assessed on grades 3-5. The results show that one (1) achieved a level 4, six (6) achieved a level 3 and one (1) achieved a level 2.

On the NYS Grade 4 Science Exam, a total of three (3) ELL students were assessed; all three (3) students were tested in English. The results show that two (2) achieved a level 4 and one (1) student achieved a level 3.

On the NYS grade 5 Social Studies Exam, a total of three (3) students were assessed; two (2) students were tested in translated versions. The results show that two (2) students achieved a level 3 and one (1) achieved a level 2.

A final pattern that can be discerned is that the P.S. 184Q ELL students quickly achieve proficiency in social and academic language.

b. P.S. 184Q has a high level of English proficiency based on the NYSESLAT results and overall the children do well on standardized assessments. The school therefore has chosen not to administer ELL Periodic Assessments.

c. N/A

5. N/A
6. The classroom teachers maintain student records including ongoing reading levels. The ELL teacher also maintains student records and articulates often with classroom colleagues. The NYSESLAT and NYS ELA exams are also indicators of the success of the ELL students at P.S. 184Q.

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–8 LANGUAGE ALLOCATION POLICY**  
**WORKSHEET**

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

SSO/District <b>ICI/25</b>	School <b>Public School 184Q</b>
Principal <b>Dora Pantelis</b>	Assistant Principal <b>Farrah McKenna</b>
Coach <b>Anna Dimilta (Staff Developer)</b>	Coach
Teacher/Subject Area <b>Linda Pittelli (SETSS)</b>	Guidance Counselor <b>Brook McHugh</b>
Teacher/Subject Area	Parent <b>JoAnne Moller/Lynne Ryan</b>
Teacher/Subject Area	Parent Coordinator <b>Margaret McKeon-Baker</b>
Related Service Provider <b>Amalia DeePaolino ESL Teacher</b>	SAF <b>Diane Kay</b>
Network Leader <b>Diane Foley</b>	Other <b>Sandra Brandes (Secretary)</b>

### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/FL Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>469</b>	Total Number of ELLs	<b>35</b>	ELLs as Share of Total Student Population (%)	<b>7.46%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial





**This Section for Dual Language Programs Only**

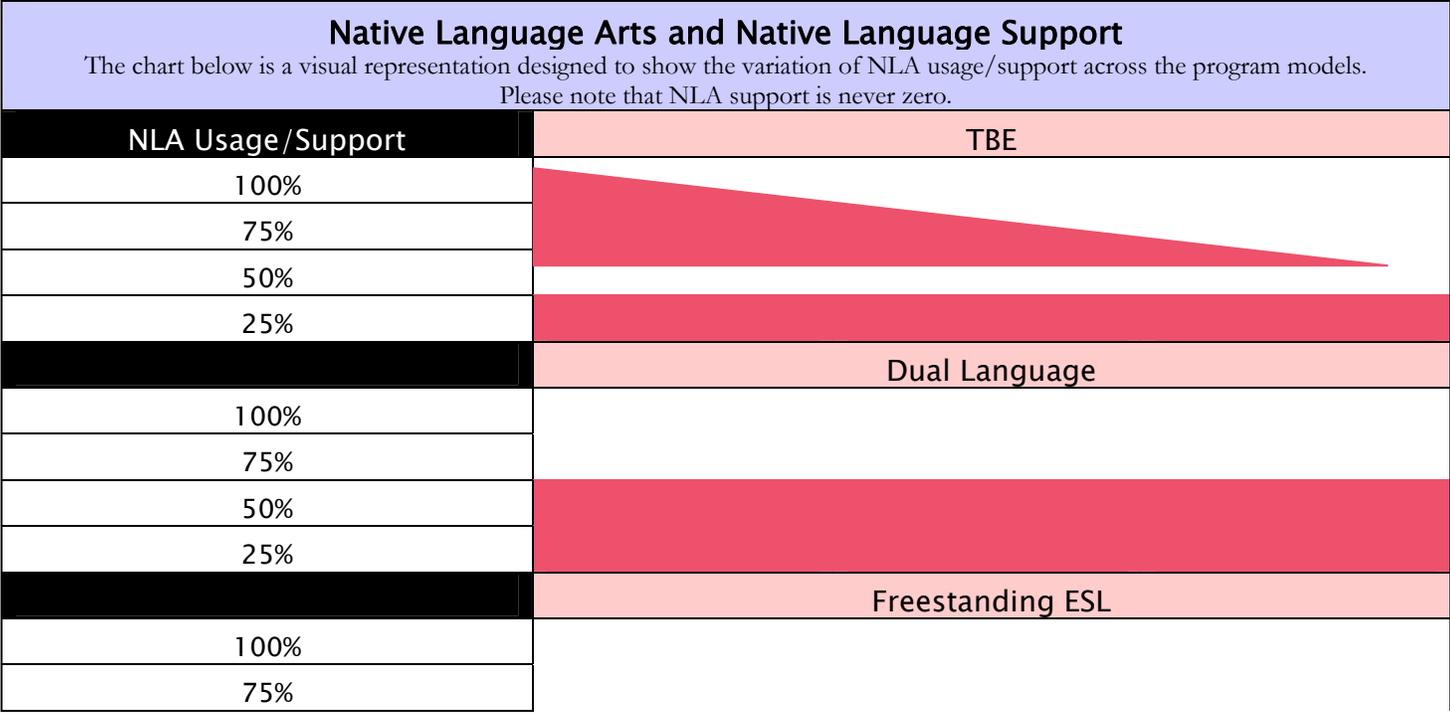
Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number)		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	1	1	3						7
Chinese	7	5	6		4					22
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean	4	1			1					6
Punjabi										0
Polish										0
Albanian										0
Other	1									1

Programming and Scheduling Information										
TOTAL	14	7	7	3	5	0	0	0	0	36

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
<b>FOR ALL PROGRAM MODELS</b>			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS</b>			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

### Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

### Schools with Dual Language Programs

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

### Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

### Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

## Part IV: Assessment Analysis

### A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	6	5	0	0	3	0				14
Intermediate(I)	1	1	2	2	0	0				6



NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1		2		3
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1			2			3
8									0
NYSAA Bilingual Spe Ed									0

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

## Part V: LAP Team Assurances

**Completing the LAP:** Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Farrah McKenna	Assistant Principal		
Margaret Baker	Parent Coordinator		
Amalia DeePaolino	ESL Teacher		
JoAnne Moller/Lynne Ryan -PTA Presidents	Parent		
Linda Pittelli/SETSS	Teacher/Subject Area		
Anna Dimilta/Staff Developer	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Brooke McHugh	Guidance Counselor		
Diane Kay	School Achievement Facilitator		
Diane Foley	Network Leader		
Sandra Brandes/Secretary	Other		

	Other		
<b>Signatures</b>			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII - A (1)(a)**  
**Grade Level(s)**

**Kindergarten through 4**

**Number of Students to be Served:**

LEP	<u>Approximately 10 students</u>
Non-LEP	<u>0</u>

**Number of Teachers:** 1 ESL Teacher – Saturday ELL Program

**Other Staff (Specify):** 1 Classroom Teacher, 1 Supervisor

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program**

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Students in the ELL program are expected to meet the NYS ELA and ESL Standards. The ELL instructional program emphasizes speaking, listening, reading and writing and technology is integrated in daily lessons. Students learn content curriculum in the workshop model mode of instruction. Instructional strategies and supports include the following:

- Workshop model of instruction for reading, math and writing
- Balanced literacy strategies - read aloud, shared reading, Word Walls, shared writing, critical thinking skills, independent reading/independent writing
- ESL methodology - speaking/presentation skills, listening skills
- Use of math manipulatives for instruction
- Partner work/buddy work
- Graphic organizers (as a concrete visual aide, to hold onto and accumulate information, to see relationships between topic categories)
- Cultural awareness skills
- Comprehension/self-monitoring skills (aural and print)
- Vocabulary development; Virtual Vocabulary Field Trips

P.S. 184Q has an extensive ELL lending library with many books on tape to enable aural English practice at home and in class. *English at your Command* (an ELL writing process series) and trade books are used for strategy lessons to develop reading skills.

Title III funding will provide a Saturday ELL Program offered by two certified teachers (one ELL, one General Ed), with strong literacy and ELL instructional practices. Title III funding will also purchase materials, fund professional development for staff and support parental involvement activities.

The ELL teacher has identified fifteen (15) students eligible for the ELL Saturday Program. Students will be selected based on the following criteria:

- Intermediate and advanced ELL students on grades 1-4 in need of additional support
- Grade 1 students, selected based on their scores on the NYSESLAT and ECLAS 2 assessments
- ELL students on grades 3 – 4, first time test-takers, expected to achieve grade level scores on NYS standardized assessments in ELA and Mathematics.

The identified students will participate in a literacy based content area program, the Saturday ELL Program, from 8:30 – 11:30a.m. The program will begin January 2010 and continue through June 2010. Instruction, conducted in English, will be provided in small groups no larger than five (5) children utilizing the workshop model of instruction. Folders will be maintained for student work.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development sessions have been scheduled with the ELL teacher, General Ed service provider, and the Staff Developer. The focus of the sessions will be the organization of materials, ESL methodologies, lesson planning and assessment. These sessions will be conducted on a monthly basis.

**Form TIII – A (1)(b)**

**School:** Public School 184Q  
**BEDS Code:** 342500010184

**Title III LEP Program  
 School Building Budget Summary**

<b>Allocation Amount:</b> \$15,000		
<b>Budget Category</b>	<b>Budgeted Amount (\$)</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	10,416	<b>Two teachers, one supervisor – 17 sessions – 3.5 hour per session</b>

<b>Purchased services</b> - High quality staff and curriculum development contracts	1,500	<b>Attendance at ELL workshops and teacher professional resource library</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	2,284	<b>Basic supplies and materials, i.e.:</b> <ul style="list-style-type: none"> <li>• Bilingual books</li> <li>• Audio books</li> <li>• Trade books - fiction and non-fiction</li> <li>• Benchmark content leveled readers</li> <li>• Pencils</li> <li>• Markers</li> <li>• Highlighters</li> <li>• Paper</li> <li>• Journals</li> <li>• Scissors</li> </ul>
<b>Educational Software (Object Code 199)</b>	0	<b>At this time it is not necessary to allocate monies to this category</b>
<b>Travel</b>	0	<b>At this time it is not necessary to allocate monies to this category</b>
<b>Other</b>	800	<b>Parental Involvement:</b> <ul style="list-style-type: none"> <li>• Translation Services</li> <li>• Parent Workshops</li> <li>• Supplies for Parent Workshops</li> <li>• Books on tape to distribute for parent home us</li> </ul>

TOTAL	15,000	
-------	--------	--

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

### **Part A: Needs Assessment Findings**

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

The ATS OTELE code, HLIS forms, emergency cards, teacher surveys and Parent Coordinator input are used to determine which parents, and which languages, have need of translated documents and/translators. Translated versions of all NYC DOE documents, handbooks, etc. are routinely distributed. Translated versions of parent letters on the NYC DOE website are utilized as well. Translation services are provided by the NYC DOE by phone; when necessary, an interpreter is requested by the Parent Coordinator from a contracted vendor.

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

Using the above data it was determined that P.S. 184Q required translation/translators for Chinese, Korean, Urdu and Spanish. This information was reported to the SLT and the PTA Executive Board by the Principal. Additionally, it is also communicated to the community by

the Parent Coordinator. It was also found, that even though the school's ELL population is less than 10%, many parents of non-ELL students have requested translation of parent documents.

## **Part B: Strategies and Activities**

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

A compilation of form letters and memos have been sent to a DOE approved translating service in order to ensure accurate translation. Additionally, translated documents are downloaded from the DOE and various NYS websites, and provided to parents. Translation of urgent letters is done in-house by staff members. By providing translated documents parents are kept informed in a timely manner and are actively included in the school community.

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

Continue to hire, when necessary, DOE approved translating agencies, three (3) translators, one for each of the following languages: Chinese, Korean, and Spanish. These translators will be on call for Open School nights for Parent Teacher Conferences (one each in Fall and Spring) and Kindergarten Orientation (Spring). Parent volunteers and bilingual (Korean and Spanish) staff members provide translation for more immediate needs on an ongoing basis. In addition, the school also makes use of the NYC DOE telephone translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Pupil Personnel Secretary and the ELL teacher will identify families requiring translated school letters and notices using ATS OTELE report, HLIS forms. NYC DOE documents and school letters and documents are utilized for translation purposes. Translators are hired for various school functions in three (3) languages: Chinese, Korean and Spanish. Services are offered from August 2009 through June 2010. Onsite translation services for Parent Teacher Conferences in the fall and spring, Kindergarten Orientation in the spring are offered. Ongoing translation of printed matters are offered on a weekly, monthly and daily basis as needed with the DOE telephone translation services used as necessary. A team of school based staff, including administration, ELL teacher, Guidance Counselor, Pupil Personnel Secretary implements the Translation Plan.

Logs of parental utilization of translation services will be maintained for school events. Logs will be reviewed three (3) times per year in October, December and March. Indicators of progress will be an increased rate of participation as measured by comparative analysis of maintained logs and attendance records. A file of compiled translated school documents will be maintained in the Main Office.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$0	\$134,841	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$0		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$1348	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$0		

5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$6743
6. Enter the anticipated 10% set-aside for Professional Development:	\$0	
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$13,484

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

**Explanation :** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## Template for Title I Parent Involvement Policy and Parent-School Compact for PS 184Q

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, P.S.184 *[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 our school and the families. P.S.184 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 Advisory Council, as trained volunteers and welcomed members of our school community. P.S.184 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. 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 our school community;

PS 184Q'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. Our 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 our 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 P.S. 184Q 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, P.S.184 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 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 schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our 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 Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Fund the position of a Parent Coordinator (or a <sup>1</sup>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 our school and will work to ensure that our 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 for Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report).
- Host the required Title I Parent Annual 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

---

<sup>1</sup> Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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.

PS 184Q will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference
- hosting educational family events/activities during Open School Week and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council
- supporting or hosting OFEA District Family Day events
- establishing a Parent Resource Center or lending library; instructional materials for parents
- hosting events to support men asserting leadership in education for their children
- 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;

**Explanation** : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **Section II: School-Parent Compact**

P.S. 184Q [*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. The P.S. 184Q staff and parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- using academic learning time efficiently
- respecting cultural, racial and ethnic differences
- implementing a curriculum aligned to State 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 a Title I Parent Annual 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, child care or home visits 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:**

- ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- 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; and
- planning activities for parents during the school year (e.g., Open School Week)

**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

**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. I will also
  - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
  - respond to surveys, feedback forms and notices when requested
  - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
  - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
  - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams
  - share responsibility for the improved academic achievement of my child

**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 peaceful
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by PTA Executive Board members and the Title I Parent Representative on October 23, 2009.

This Parent Involvement Policy was updated on October 23, 2009.

The final version of this document will be distributed to the school community on November 17, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

### **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

P.S 184Q actively gathers information in order to better meet the needs of all students. A periodic review of all of the following indicators is conducted and instruction is then driven based on the results. These measures include but are not limited to Early grade checklists, ECLAS2, TC leveling assessments, individual and small group conference notes, student writing samples Princeton Review (ITA and Predictive Assessment data), State assessment results (on grades 3-5) including items and skills analysis in ELA and Math. The ARIS system includes most of this data and is accessed regularly by all staff members. Individual student proficiency levels and student progress data is examined carefully in order to ensure that all students are working toward meeting or exceeding state standards. Additionally, a needs assessment is

distributed to teachers on a regular basis in order to provide pertinent and relevant professional development that will support instruction and ultimately translate into more effective student learning.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

P.S. 184Q uses a workshop model approach in order to cover all state and city curriculum. All students are actively engaged in the learning process. Administrators are actively involved in monitoring and supporting instruction through walkthroughs observations, grade and faculty conferences. Strategic scheduling that optimizes learning and planning time is also a responsibility taken on by administration. Teachers meet and plan regularly with their colleagues on the grade and the Staff Developer in order to ensure best practice in literacy and uniformity of content and coherence.

The Staff Developer and the Assistant Principal provide in class demonstrations of effective teaching practices in literacy and mathematics instruction respectively. High expectations and rigorous instructional practices result in academic progress for all students. Our students who are in need of academic support receive it regularly in the form of small group instruction. The extended day program is mandated for students who are approaching the standards, and voluntary, for those students who have been identified by teachers as needing extra support based on other factors. Additionally, teachers are required to identify and choose 5 target students in both literacy and math who are in need of support in those areas. These target students receive intervention services in small group instruction from 2-3 times a week provided by the classroom teachers. An additional enrichment group is chosen in the area of mathematics. This group consists of those students who are exceeding the standards. Teachers provide accelerated or enriching work and meet with these students once a week. This instruction is provided during the school day Target student data is regularly gathered and used to drive the instruction for these students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

At P.S. 184Q quality learning time is increased daily by making effective use of available instructional time. A bell schedule in the elementary school has worked to keep all staff members on a rigorous schedule with limited travel time between periods.

In preparation for the NYS assessments in ELA and Math, a 4-5 session Saturday program is offered to all students in grades 3-5 who will be taking the exam. This program provides test readiness skills in a creative and interesting way.

Over the summer students are provided with materials that support review and maintenance of skills taught. The material is briefly reviewed in September. Additionally, the Parent Coordinator distributes information regarding learning opportunities in the local community and in our city at large that are available throughout the summer.

- o Help provide an enriched and accelerated curriculum.

At P.S.184 all students receive the benefit of differentiation of instruction in order to provide both remediation and acceleration and enrichment. Students are grouped in various ways including by their abilities and interests. In literacy students are reading at their own independent reading level and are sometimes grouped according to these levels. In mathematics students who are exceeding the standards are grouped and are provided with individualized and group experiences that provide acceleration and enrichment. In the content areas students work cooperatively taking on different roles and often choosing areas of interest to pursue.

All students receive art instruction by a licensed art teacher at least once a week. Additionally, a series of other arts related experiences ranging from dance, recorder and vocal classes, depending on the grade are provided as well.

- o Meet the educational needs of historically underserved populations.

P.S. 184Q strives to meet the needs of all students. Data is gathered to examine male and female performance on exams and assessments. Results are used to put appropriate behavior's and practices in to place that benefit both male and female students in all academic areas. Minority students such as Black and Hispanic students are given instruction as needed based on the data and information collected about each individual student. All teachers have high expectations in place for all students. Students who are learning English fro the first time are supported by one full time ELL teacher and one part time ELL teacher as well as classroom and cluster teachers. Materials are purchased to support ELL learners. A combined push-in, pull out approach is used to provide small group instruction in English language skills as well as in the content areas.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

The ongoing gathering of data and information relevant to student progress dictates the level of support that is provided by the school for all students especially our low academic performing students. Intervention is provided during the extended day period as well as during the school day in small group instruction and differentiation. The rigorous instructional programs at P.S. 184Q are supported by the services of a part time guidance counselor, SBST team, and SAPIS worker.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

100% of the teachers at P.S. 184Q are certified and are considered highly qualified.

4. High-quality and ongoing professional development for teachers, Principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The Principal, Assistant Principal, Staff Developer and teachers attend workshops provided by Central, DOE Protraxx, and ICI. Staff members turn-key the information to other staff members during grade conferences or faculty conferences. The Assistant Principal provides professional development in mathematics instruction. The Staff Developer provides ongoing professional development in literacy practices during Staff development days grade conferences and common planning periods. Parent Coordinator also attends outside workshops in order to foster effective parenting skills.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

As needed, highly qualified teachers are recruited through recommendations and open posted vacancies which are reviewed by a personnel committee. P.S. 184Q attracts many applicants due to its high student achievement and special academic programs. These programs include enrichment clusters, cultural studies and technology, fine arts, training in Teachers' College balanced literacy, and Everyday Math program.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent Involvement workshops given before, during and after school focuses on parents and children learning together. This includes reading expectations and reading with their children, hands-on math activities/games and test-taking skills. Workshops are geared for parental self-improvement including language skills, conflict resolution, and literacy and Everyday Math in the real world. Our parent volunteer program has also been successful.

7. 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 school programs.

P.S.184 aligns curriculum across grades pre-k through 5. Staff members participate in professional development held within and outside of the school building.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are trained to review assessments for the purpose of driving instruction. Academic assessments used are ECLAS 2, Predictive Assessments, TAs, rubric based assessments, core curriculum assessments and state assessment results including item skills analysis in ELA and Math.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Academic Intervention Services (AIS) are provided for children in grades 1-5 experiencing difficulty in reading and math
- Wilson's Foundation program provides phonics instruction for at-risk grade 2 students
- Classroom teacher provides additional assistance in literacy and Math using small group instruction in all classes
- ICT teachers differentiate instruction to meet the needs of all students
- Extended day program 50 minutes x 3 days per week is used to provide all at-risk students with additional assistance in literacy and math
- Mandated summer school instruction is provided for students not meeting promotional criteria
- Additional support given to ELL students in during school programs to raise academic achievement

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- SAPIS/Project Share
- Conflict Resolution
- Nutrition Committee
- Counseling groups involving students and guidance counselor

- Parent Involvement activities
- ELL parent involvement for intervention

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

**Not Applicable**

2. Ensure that planning for students served under this program is incorporated into existing school planning.

**Not Applicable**

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

**Not Applicable**

b. Help provide an accelerated, high –quality curriculum, including applied learning

**Not Applicable**

c. Minimize removing children from the regular classroom during regular school hours;

**Not Applicable**

4. Coordinate with and support the regular educational program;

**Not Applicable**

5. Provide instruction by highly qualified teachers;

**Not Applicable**

6. Provide professional development opportunities for teachers, Principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

**Not Applicable**

7. Provide strategies to increase parental involvement; and

**Not Applicable**

8. Coordinate and integrate Federal, State and local services and programs.

**Not Applicable**

## **APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

### **Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an "audit of the written, tested, and taught curriculum" to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for "corrective action." The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the "audit of the written, tested, and taught curriculum" outlined below, and respond to the applicable questions that follow each section.

### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

## 1A. English Language Arts

### Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. Vertical alignment is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas horizontal alignment refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background

knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

**-English Language Learners.**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

Several school-based pedagogical committees including the Principal and Assistant Principal, Staff Developer, Media Enrichment specialist, Inquiry Team members as well as grade level teams have assessed whether finding 1A was relevant to our school's education program. During each meeting one component of Key Finding 1A was addressed.

The committees have reviewed our CEP and evaluated school data to look for gaps in our written curriculum, the effectiveness of our curriculum maps, the taught curriculum in ELA, especially for ELLs and our materials. The result of this assessment process was shared with the SLT, at a PTA meeting, and with staff at a faculty conference and with our SAF and Network Leader. Since it was determined that the Curriculum Audit findings were relevant to our school's education program in the areas of curriculum mapping in reading and writing. We have put additional measures in place that ensure more specific teaching strategies as well as extensive curriculum maps including the use of more detailed written lesson plans for teachers to follow.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

- Applicable
- Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

At P.S. 184Q, Flushing Manor, the majority of these findings were not applicable for several reasons. Our literacy curriculum is developed with the State standards as a basis. We use the workshop model of instruction to implement all lessons. We have instituted Assessment and Instructional (AIB) binders that are distributed to teachers early in the school year and contain the State Standards in ELA. Our curriculum in ELA is then designed to incorporate the learning standards set forth in the document. Teachers on each grade meet regularly in order to discuss the curriculum and the specific skills and strategies being taught. Curriculum maps for each grade are revised regularly and include strategies as well as materials used to teach them. The taught curriculum directly reflects the curriculum maps in place. Any changes are discussed by the teachers on the grade, the Staff Developer and then approved by the administration and take effect based on either student need or school initiative. The changes made to the curriculum do not effect implementation of State Standards and Curriculum for that grade. Further, the weekly planning meetings, and monthly grade conferences and faculty conferences that are conducted regularly assure cohesion of instruction. The Staff Developer and administration work together to plan vertically across each grade level as well as horizontally through grades K-5 in literacy. Units of study and activities are not simply repeated from grade to grade. They are changed to meet the learning standards and age appropriateness of the students. Materials are ordered and updated as needed, when funds allow. Teachers are consulted when funds become available for the purchasing of materials. Materials are purchased based on student need as well as curriculum demands as noted by teachers. High interest, appropriately leveled books are purchased and used by students.

The one area of concern in relation to these findings is in the area of curriculum mapping. Based on our findings it was determined that the content of the maps were more like that found in a pacing calendar than a comprehensive plan indicating what students should know and be able to do at each grade level. Our previous curriculum maps addressed content topics but did not really indicate skills to be mastered, strategies to be utilized or student outcomes to be attained. Current initiatives have been put into place as of last year, to address this major concern.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **1B. Mathematics**

### **Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as process strands and content strands. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (Everyday Mathematics [K–5] and Impact Mathematics [6–8]) are aligned with the New York state content strands except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state process strands for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Principal and Assistant Principal, Staff Developer and teachers met throughout the year at grade conferences to assess whether Key Finding 1B was relevant to our school's education program. The committee has reviewed our CEP and evaluated school data to look for gaps in our math curriculum and to determine whether content and process strands were aligned. The result of this assessment process was shared at an SLT meeting, with parents at a PTA meeting and with staff at a faculty conference.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school

Applicable  Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P.S. 184Q's primary mathematics instructional program for grades K – 5 is the *Everyday Mathematics K-5 (EDM)* curriculum. After conducting our own analysis of the curriculum, we are in agreement with the audit. Additionally, we noted other findings. The *EDM* Planning Guide outlines for teachers the performance indicators that are addressed within each lesson. For some lessons, many indicators are listed as being addressed in the lesson but do not relate to the "Teaching Objective" of the lesson. Additionally, *EDM* has included a column in their pacing guide, "September-April/May-June Guidance." This section indicates specific performance indicators that are necessary to be covered before the NYS Mathematics Exam; however, performance indicators are randomly placed throughout the pacing guide and do not correlate to the lesson they are grouped with. The curriculum also does not provide teachers with the necessary additional time they need to cover these indicators.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The Assistant Principal, grade leaders, and grade level teachers meet monthly to discuss and address the above discrepancies in the *EDM* curriculum. The teams review the monthly units with the pacing calendar and determine which NYS performance indicators are entirely addressed and aligned with each lesson's objective. The indicators that are not addressed are noted, and are taught to students at a later time, but before the May NYS Mathematics Exam.

The school has also purchased additional instructional materials to supplement the *EDM* curriculum. *New York State Coach* books have been purchased to address the specific indicators that the *EDM* curriculum does not cover or lacks an in-depth lesson addressing the indicator. P.S. 184Q will not require additional support from central at this time.

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high - observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Several school-based pedagogical committees including the Principal and Assistant Principal, Staff Developer, media enrichment specialists, Inquiry Team members as well as grade level teams have assessed whether finding 2A was relevant to our school's education program. During each meeting one component of Key Finding 2A was addressed. The finding was not relevant in our school.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Our school implements the workshop model for ELA instruction; students read at their own independent levels. Small group differentiated instruction is provided for identified students. Identified students include those who are academically at risk as well as those students currently on grade level who did not make one year's progress, as indicated on NYS assessment results. This differentiation is provided by classroom staff as well as support staff. Staff maintains guided group and individual student conference notes. Review of classroom data as well as data from ARIS is used to form groups and drive instruction.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The finding was not applicable.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2008-2009 school year the administration conducted a series of walkthroughs to look specifically at curriculum, planning and instructional delivery in mathematics.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During the numerous walkthroughs and observations, it was noted that in a majority of classrooms the math workshop model of instruction is implemented and students are focused on the lessons being taught. The level of engagement varies from classroom to classroom and within different portions of the lesson. If necessary, teachers were addressed individually and during grade conferences on how they could improve instruction in their mathematics lesson. Teachers were encouraged to provide the students with the opportunity to work collaboratively and to incorporate technology in their lessons

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

<sup>3</sup>To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

### KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration has reviewed teacher experience and stability and turnover rate and determined that the school does not find Key Finding 3 to be relevant. Most teachers have tenure and there is little turnover rate. New teachers (2) are supported by the mentor, Staff Developer, according to the NYC DOE regulations.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The School Excessing Seniority List supports our finding from 3.1.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and Principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration and the ELL teacher have reviewed Key Finding 4 and determined that it is relevant to a small degree.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school has a small ELL population supported by the ELL teacher. Additionally, Title III funds will support the L2 Stall students, those passing the NYSESLAT yet not yet on grade level, by providing two day per week small group instruction in literacy.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The ICI Network Support Specialist (NSS) for ELL has provided instructional support and strategies to all staff members on grades K – 5. Classroom visits have been planned. On grades K-2 our ELL NSS has been meeting regularly to implement a instructional approach termed *Virtual Vocabulary*. *Virtual Vocabulary* will assist ELL students and general education students in developing language acquisition skills and vocabulary to lead to an increased level in reading comprehension. No additional support from central is necessary at this time.

### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration and the ELL teacher have reviewed Key Finding 5 and determined that it is not relevant to the school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Staff members are well informed by the ELL teacher of individual LAB R and NYSESLAT scores and the focus for instruction for each ELL student in their classrooms. Classroom teachers work closely with the ELL teacher to continue to be well informed of the academic needs of the ELL students in their class. The ELL teacher also provides push-in and pull-out instruction.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

#### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration, ICT Special Education teachers and the SETSS teacher have reviewed Key Finding 6 and determined that it is not relevant to the school's education program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ICT Special Education teachers and SETSS teacher have made IEPs available to all staff members. The ICT and Special education teachers work collaboratively. Teachers have been given instructional support in Special Education practices including differentiated instruction. Practices have been put into place supporting instruction of Special education students throughout the school day.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do not consistently specify accommodations and/or modifications for the classroom environment (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The school's Principal, Assistant Principal and SETSS/IEP teacher reviewed the findings and determined whether they were relevant to the school.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

During Annual Reviews and Triennial Meetings, student behavioral issues are discussed. If all participants agree, behavioral goals are noted on page 6 of the students' IEP's. Academic management needs are written on page 3 of the IEP's. Test modifications for class and NYS exams are noted on the IEP's page 9.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A:**

#### **For Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

One (1) student

2. Please describe the services you are planning to provide to the STH population.

P.S. 184Q will provide the following services to the STH population:

- The school will follow-up to ensure that all students in temporary housing are receiving free lunch.
- The school will follow-up to ensure that all students in temporary housing are receiving free transportation to and from school.
- All students in temporary housing will be offered a *Cool Culture Pass* to provide free academic experiences to museums and other cultural institutions throughout New York City.
- The school will provide students in temporary housing with the necessary academic intervention services ensuring they are given the opportunity to meet grade level standards.
- The guidance counselor will follow-up to ensure that all students in temporary housing are receiving any necessary social services.
- The guidance counselor will closely monitor the attendance of students in temporary housing.
- The Staff Developer is funded using Title I funds. She will work closely with teachers that have students identified as living in temporary housing. The Staff Developer will assist these teachers in identifying specific academic goals for temporary housing students that align with grade level standards.

**Part B:**

**For Non-Title I Schools**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.