



**P.S. 184  
THE NEWPORT SCHOOL**

**2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: P.S. 184 NEWPORT  
ADDRESS: 273 NEWPORT STREET  
TELEPHONE: 718-495-7775  
FAX: 718-385-4655**

**MARCH 2011**



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**SECTION I: SCHOOL INFORMATION PAGE**

<b>SCHOOL NUMBER:</b>	<u>23K184</u>	<b>SCHOOL NAME:</b>	<u>P.S. 184 Newport</u>
<b>SCHOOL ADDRESS:</b>	<u>273 NEWPORT STREET, BROOKLYN, NY, 11212</u>		
<b>SCHOOL TELEPHONE:</b>	<u>718-495-7775</u>	<b>FAX:</b>	<u>718-385-4655</u>
<b>SCHOOL CONTACT PERSON:</b>	<u>Lamson Lam</u>	<b>EMAIL ADDRESS</b>	<u>llam@schools.nyc.gov</u>
<b><u>POSITION / TITLE</u></b>	<u>LAMSON LAM</u>		
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Denise Huggins</u>		
<b>PRINCIPAL:</b>	<u>Lamson Lam</u>		
<b>UFT CHAPTER LEADER:</b>	<u>Dahlia Singh</u>		
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Shameeka Faison</u>		
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>N/A</u>		

**DISTRICT AND NETWORK INFORMATION**

<b>DISTRICT:</b>	<u>23</u>	<b>CHILDREN FIRST NETWORK (CFN):</b>	<u>401</u>
<b>NETWORK LEADER:</b>	<u>Alice Brown</u>		
<b>SUPERINTENDENT:</b>	<u>Ainslie Cumberbatch</u>		

**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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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
Lamson Lam*	Principal	
Daliah Singh*	UFT Chapter Chair	
Denise Huggins	UFT Member	
Anika Remy	UFT Member	
Lanee Hardwell	UFT Member	
Angela Russell	UFT Member	
Ruby Coleman	DC 37 Representative	
Shameeka Faison*	PA/PTA President or Designated Co-President	
Sheila Morrison	Parent	
Anita Berry	Parent	
Keisha Reeves	Parent	

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

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#### **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.

□

The Newport Street School PS/IS 184, is located in the Brownsville section of Brooklyn, New York. Its elegance towers above the factory buildings, the one family homes and the adjacent Floyd Patterson Park. Constructed in 1923, the building has had on going care and high quality maintenance. The structure itself is a proud, sound and physical one that has been well maintained over the years by concerned and devoted custodians. Our building has been declared a landmark. This Pre-Kindergarten through Eighth Grade School serves a population of approximately 545 students from culturally diverse backgrounds. Our school population is composed of 78% African Americans, 18% Hispanics, 1% Whites and 1% American Indian or Alaska Native. This ethnic breakdown represents the ethnicity of the neighborhood. Currently the majority of our student population comes from the Van Dyke Houses, The Noble Drew Ali Plaza, The Tilden Houses, Brownsville Houses, The Riverdale Towers and the Nehemiah Homes. The school's interior is well kept and the student's accomplishments are evident on the prominently displayed bulletin boards throughout the school building.

At PS/IS 184, we have taken on several initiatives to improve the learning environment for teachers, students and parents within our school. In October, we passed a School-Based Option to institute an Extended Day Program for 3-8 Grade Students (and selected 2nd graders) to be met in small groups for 37.5 minutes every Monday-Wednesday and for teacher teams to meet every Thursday. Teachers have been using teacher team time to cycle through a Collaborative Inquiry Process in order to continually improve their instruction and their collective capacity. During teacher team meetings, our teachers focus on an area that their students are struggling in and design lesson plans and interventions to best meet the needs of their students. Additionally, we have gone through a collective process for developing school Core Values in which staff, students and parents all voted on core values and the SLT chose 6 foundational Core Values to base our school upon. Recently, we have submitted a proposal to use the Chancellor's Support for Struggling Students funding to add an intensive online intervention program and to run an afterschool academic intervention program two days a week. Lastly, we are in the process of beginning several extracurricular afterschool programs including the Balance Dance Academy, Martial Arts for NYC Kids and the Nate Kid Drama Club.

## PS/IS 184 Mission Statement

*Our mission is to raise student achievement, improve instructional practices and optimize school progress by providing all members of the school community with the necessary professional learning to create effective change. We believe that in order to continue to improve student progress we must:*

- **Target student achievement** by improving instructional practices.
- **Continue to improve student progress** by analyzing data and working with small targeted groups.
- **Use data and teacher feedback** to customize and monitor professional development.
- **Demonstrate best practices in** all classroom instruction.
- **Build sustainability** by providing ongoing professional learning opportunities for all members of the school community.
- **Plan engaging and differentiated lessons**, which include hands on activities and the use of technology where possible.
- **Maintain a strong partnership between home and school** to ultimately ensure student growth.

## PS/IS 184 Vision Statement

Our vision is to create a true community school where parents, staff, students and the community are collectively responsible for developing the future leaders of our community and our world. To achieve this goal, we must first ensure that our school is...

- **a Professional Learning Community for Adults** where we hold our children, ourselves and each other accountable for the highest levels of professionalism, collaboration and service and where life-long learning is expected, supported and encouraged
- **a Safe Haven for All Children** that is a nurturing and respectful place for students to learn, grow and develop their talents, creativity and skills and to have their contributions and their voices honored
- **a Place of Equity and Excellence** where our students can successfully compete with students in any other school or neighborhood for admission to the high schools and colleges and careers of their choice.
- **a center for Community Leadership** with opportunities for our students, our staff, and our parents to contribute to, and ultimately, change their community and their society, and to make the world a better place.

## **SECTION III - Cont'd**

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

Please see “School Demographics and Accountability Snapshot” at our school’s portal on the DOE Website at: [http://schools.nyc.gov/documents/oaosi/cepdata/2009-10/cepdata\\_K184.pdf](http://schools.nyc.gov/documents/oaosi/cepdata/2009-10/cepdata_K184.pdf)

## SECTION IV: NEEDS ASSESSMENT

### **What are the school's strengths ?**

- School Personnel gather data well in that they know the specific area of strength and challenges for each child both academically and behaviorally. The use of data is streamlined to promote a common understanding of student strengths and needs. Data gathering has expanded to include many more periodic assessments every 6 weeks.
- ELA/Math Portfolios are updated monthly and contain authentic feedback to students.
- Classroom teachers group students based on data.
- Classroom teachers conduct guided reading based on reading levels.
- Running records are done across the school to maintain reading levels.
- ECLAS-2 is used on Grades K-2 and the Core Knowledge teachers have on going individual assessments for identifying student reading level and proficiency. Teachers are able to revise benchmarks for higher achieving students.
- With a focus on data the school places a specific focus on the over aged population and has systems in place to sustain their learning.
- Pupil Personnel Team, Least Restrictive Environment Team and Inquiry Teams work collaboratively to gather data on at risk students. All information is shared between the teams
- Administration and instructional cabinet regularly gather data on grades and classes.
- New PPT form is use for student referral process that is more grounded in quantitative and qualitative data. Data is both summative and formative.
- We use data to establish our targeted groups for extended day.
- Learning Walks are used to facilitate targeted feedback based on and adaptation of the Charlotte Danielson Teaching Framework. This is also a way to share best practices. Observations are aligned to the same framework to ensure clear expectations and coherence of instructional practice
- Staff members visit and share ideas with neighboring schools.
- There is on going Professional Development to analyze data, plan instruction, differentiation and intervention.

### **What are the areas of improvement?**

- Continue professional development so that it continues to promotes school goals and enables staff to reflect, evaluate and revise instruction to improve learning.
- Create school-wide cohesive and coherent curriculum maps that are aligned within and across grades.
- Study how to incorporate the Common Core State Standards into our curriculum.
- Continue to send teachers out for school visits to build collaboration and share best practices
- The Special Education population is in need of sustaining levels of progress so the school can demonstrate school performance and progress in this department and move from safe harbor on the annual school report card.
- Math continues to be a school wide concern. Continue to evaluate instructional and organizational decisions in order to adjust needs and challenges to improve learning results.
- Emotional needs of students must be supported through programs of interest and mentoring. Due to budget reduction, limited funds are available to attract outside programs and address discipline issues.
- Increase meaningful parent involvement
- Increase student attendance

## SECTION V: ANNUAL SCHOOL GOALS

Annual Goal	Short Description
<p>➤ Create a more cohesive and effective professional learning community</p>	<p>➤ By August 31, 2011, there will be an improvement of at least 20% in the percentage of teachers who respond that they Agree/Strongly Agree or “feel supported to a great extent or to some extent,” on at least 7 of the 14 Learning Environment Survey questions that are indicators of effective professional learning communities</p>
<p>➤ <input type="checkbox"/> Improve ELA achievement</p>	<p>➤ <input type="checkbox"/> By August 31, 2011, we will increase the percentage of all students performing at proficiency (Levels 3 and 4) on the ELA from 23.7% to 40%.</p>
<p>➤ Improve Math achievement</p>	<p>➤ By August 31, 2011, we will increase the percentage of all students performing at proficiency (Levels 3 and 4) on the NYS Math Exam from 30.3% to 50%</p>
<p>➤ <input type="checkbox"/> Increase Parent Involvement</p>	<p>➤ <input type="checkbox"/> By June 30th, 2011 we will increase parent attendance/involvement by at least 5% in the following areas:</p> <ul style="list-style-type: none"> <li>• Parents attending workshops.</li> <li>• Number of parents at PA meetings.</li> <li>• Number of families attending parent-teacher conferences.</li> <li>• Number of school volunteers.</li> <li>• Parent attendance at SLT meetings.</li> </ul>
<p>➤ <input type="checkbox"/> Improve student attendance</p>	<p>➤ Improve student attendance school-wide by June 30, 2008 from 89.7% to 92%</p>

**SECTION VI: ACTION PLAN**

**Goal 1: Create a more cohesive and effective professional learning community**

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>➤ There will be an improvement of at least 5% in the percentage of teachers who respond that they Agree/Strongly Agree or “feel supported to a great extent or to some extent,” on at least 7 of the 14 Learning Environment Survey questions that are indicators of effective professional learning communities</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 align="center"><input type="checkbox"/></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></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 align="center"><input type="checkbox"/></p>

## Improve ELA Achievement

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>➤ <input type="checkbox"/> <input type="checkbox"/> By August 31, 2011, we will increase the percentage of all students performing at proficiency (Levels 3 and 4) on the ELA from 23.7% to 40%.</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><input type="checkbox"/> <b>Target Population:</b> All students in grades 3-8 performing below grade level in English Language Arts (with a particular focus on students in our lowest third)</p> <p><b><u>Actions/Strategies/Activities and Timeline</u></b></p> <p><b>Identify Target Group</b></p> <ul style="list-style-type: none"> <li>• Our Target group is students in the lowest third in our school in Literacy skills.</li> </ul> <p><b>Classroom Instruction</b></p> <ul style="list-style-type: none"> <li>• ELA Curriculum Maps will be created and aligned with NYS ELA standards</li> <li>• Professional development will be provided on Literacy instruction (writing program, Independent Reading, and how to embed standards-based test preparation in daily literacy instruction)</li> <li>• Professional development will be provided that will target how to incorporate the Common Core State Standards into ELA instruction</li> <li>• Professional Development will be provided on differentiating Literacy instruction</li> <li>• English Language Learner/Special Education Specialists will support classroom teachers in differentiating lessons for ELL/Special Education students (especially those in the Target Group)</li> <li>• Learning Walks will be conducted weekly to identify Best Literacy Practices and areas for improvement</li> <li>•</li> </ul> <p><b>Interventions</b></p>

- Students in Target Group will be provided with extended time instruction and small group instruction
- Special Education students and English Language Learners will be provided with push in/pull out support based on their individual needs, strengths and learning styles
- Interventions will be planned in direct consultation with classroom teachers and will be based on individual data analysis (NYS Testing data, Acuity, NYCDOE Item Analysis, Unit Tests and ELA quizzes)
- All data for target group students will be shared with all parties responsible for instruction and intervention
- CEIS Network grant will be used to target interventions towards high-leverage grades and student groups.

#### **Bi-Weekly ELA Quizzes**

- ELA Quizzes based on NYS Standards and Test-aligned strands and skills will be administered every other week beginning in January. A calendar of skills/strands to be quizzed will be shared in January, and, to the extent possible, all classes will be quizzed on the same skill on the same week (e.g., "Main Idea," or "Inferencing). This will help to promote instructional coherence throughout the building and facilitate sharing of best practices and more effective supervision, support, and intervention
- Results from ELA Quizzes will inform whole class instruction and interventions for Target Group

#### **Data Talks**

- Grade Level/Content Meetings will be structured as Data Talks at least once a month
- Data Talks will consist of teachers meeting with Administration, Teacher Leaders, Inquiry Team members and/or Data Specialist to analyze informal and formal assessments, and student work to plan instruction, differentiation, and intervention.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> CEIS Network Grant</li> <li>• Inquiry Team Set Aside</li> <li>• Network CCS funds will be used for Common Core Standards professional development</li> <li>• Professional Development on differentiation will be provided through intervisitation, Network or consultants</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Acuity</li> <li>• Bi Weekly ELA Quizzes</li> <li>• Monthly Reading Level Reports</li> <li>• Weekly Learning Walks</li> </ul>

### Improve Math Achievement

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>➤ <input type="checkbox"/> By August 31, 2011, we will increase the percentage of all students performing at proficiency (Levels 3 and 4) on the NYS Math Exam from 30.3% to 50%</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>Target Population:</b> All students performing below grade level in Math (with a particular focus on our lowest third)</p> <p><b><u>Actions/Strategies/Activities/Timeline</u></b></p> <p><b>Identify Target Group</b></p> <ul style="list-style-type: none"> <li>• Our Target Group will be students in the lowest third in our school in Mathematics</li> </ul>

achievement.

**Classroom Instruction**

- Math Curriculum Maps will be created and aligned with NYS Math standards
- Professional development will be provided on Math instruction (writing program, Independent Reading, and how to embed standards-based test preparation in daily Math instruction)
- Professional Development will be provided on differentiating Math instruction
- Professional Development will be provided on how to incorporate the Common Core State Standards into Math instruction
- English Language Learner/Special Education Specialists will support classroom teachers in differentiating lessons for ELL/Special Education students (especially those in the Target Group)
- Learning Walks will be conducted weekly to identify Best Practices in Mathematics and areas for improvement
- In depth item analysis will be done at grade level, content area, and teacher team meetings to target specific area of need for each student
- Two of the three Extended Day sessions will be dedicated to Math instruction.

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

*Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*

- Common Planning time and Teacher Team meetings will be used to develop curriculum maps
- Network CCSS funding for Common Core Standards Professional Development
- Professional Development on differentiation will be provided through intervisitation, Network or consultants (Title I Highly Qualified Set-aside)

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

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



- Acuity assessment results
- Unit Tests
- Student portfolios
- School wide inquiry data

### Increase Parent Involvement

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>➤ <input type="checkbox"/> By June 30th, 2011 we will increase parent attendance/involvement by at least 5% in the following areas:</p> <ul style="list-style-type: none"> <li>• Parents attending workshops.</li> <li>• Number of parents at PA meetings.</li> <li>• Number of families attending parent-teacher conferences.</li> <li>• Number of school volunteers.</li> <li>• Parent attendance at SLT meetings.</li> </ul>
<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>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></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>	

### Increase Student Achievement

<p><b>Annual Goal</b></p> <p><i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>➤ Improve student attendance school-wide by June 30, 2008 from 89.7% to 92%</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>☐</p> <ul style="list-style-type: none"> <li>• Attendance committee established</li> <li>• Post attendance for each official class publicly (both in a Central Location and outside each class).</li> <li>• Hold Attendance Team Meetings biweekly where we assess current attendance and plan incentives and interventions.</li> <li>• Incentives for Classes (Gold, Silver, Bronze for Elementary and Middle School).</li> <li>• Incentives for Individual Students in 3 categories (Perfect Attendance, Most Improved Attendance, and above 93%).</li> <li>• Interventions for students below 90% including calls home, parent meetings, support offers, family outreach, home visits, wake up calls.</li> <li>• Attendance Teacher, Family Worker, PK Family Worker, and Pupil Accounting Secretary will plan Attendance Meetings and Interventions with Principal.</li> <li>• Outreach will be given to families with multiple siblings under 85% attendance by Guidance Counselors, Family Worker and PK Family Worker.</li> <li>• Teachers will be expected to carefully verify attendance each day and to report any students who have been absent for more than 2 days to the Family Worker or Pupil Accounting Secretary. Staff will be provided data to indicate students and classrooms in need of improvement</li> <li>• Posters listing achievement and 100% class attendance displayed weekly</li> <li>• Empowerment support offering tickets as school wide incentive</li> <li>• Attendance Teacher has been assigned to make home visits when necessary</li> </ul>

	<ul style="list-style-type: none"> <li>• Certificates provided for class and students monthly</li> <li>• Purchase messaging system to place automatic calls on a daily basis</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b></p> <p><i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I Parent Involvement funds used for School Messenger</li> <li>• Network incentives</li> </ul>
<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><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Set agenda for attendance committee and staff</li> <li>• Student and class data reviewed daily</li> <li>• Benchmarking data to evaluate ongoing student achievement</li> <li>• Incentives and trips organized specifically to target improvement and target areas</li> <li>• On going assemblies to communicate progress</li> <li>• Collaboration with teachers regarding slippage and improvement</li> <li>• Create specific school wide measurable goals</li> <li>• Classroom visits</li> <li>• Superintendent weekly report</li> <li>• ATS reports on a daily basis</li> <li>• By February 2010 , the rate of student attendance will be 90% as measured by ATS</li> <li>• By June 2010, the rate of student attendance will be 92% or higher as measured by ATS</li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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, CORRECTIVE ACTION, OR RESTRUCTURING**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

o Students in Grades 3 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

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

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 A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	4	4	N/A	N/A				
1	6	6	N/A	N/A				
2	17	17	N/A	N/A				
3	16	16	N/A	N/A				
4	11	11						
5	18	18						
6	11	11						
7	22	22						
8	20	20						
9								
10								
11								
12								

**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.

**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><input type="checkbox"/> Achieve It , Wilson and Rewards will be used in small group settings to provide help for students. The ratio of student to teacher is 5:1 for Achieve It , 6:1 for Wilson and 5:1 for Rewards. Students receive services Monday through Thursdays during the school day for 45 or 90 minutes sessions. Students performing at Level 1 and low Level 2 on State exam will receive small group instruction during the school days Monday to Thursday for 45 or 90 minutes block in addition to additional help during extended day and after school program.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Students performing at Level 1 and a low Level 2 on state exams will receive additional instruction and practice during the extended day small group tutorial sessions and after school program. Small group instruction also takes place during the school day in addition to a specially planned Saturday Academy before the state exam.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> During the extended day small group tutorial sessions, 4<sup>th</sup> Grade students who have been identified as not meeting standards in Science will receive instruction. Students will participate in Science experiments that focus on the scientific method and core curriculum. Further, students will receive instruction in non-fiction reading in the content area while paying close attention to the characteristics of non-fiction text. Immediately preceding the 5<sup>th</sup> Grade Science state exam, there will be 3 – 5 Saturdays scheduled and focused on test taking strategies and skills including multiple choice questions and other areas that students need to focus on.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> In addition to ELA and Math instruction during the extended day period, 4<sup>th</sup> Grade students who have been identified as not meeting the standards in Social Studies will receive instruction in map and document based questions (comprehension and analysis). Further, students will receive instruction in non-fiction reading in the content area while paying close attention to the characteristics of non-fiction text. Immediately preceding the 5<sup>th</sup> Grade Social Studies Exam, there will be 3 – 5 Saturdays scheduled and focused on test taking skills – map skills, document based questions, multiple choice questions, history, etc.).</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> At risk counseling is provided for an eight week period with parental consent. Topics may include, but are not limited to: anger management, social skills development and character education. Delivery method in the form of small group or one-on-one sessions. Services are provided to students during the</p>

	school day.
<b>At-risk Services Provided by the School Psychologist:</b>	Services provided include short term sessions (6-8 weeks) in which discussions surround problems faced by student. During those sessions counseling (talk therapy and games) occur in addition to goal setting. These activities generally take place in a one-to-one setting after school.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> Preventative direct services are provided to general education students at risk of being referred to Special Education. A behavior modification approach utilizing additional access to computer time for uses of Read 180 software. At risk services are delivered in small group settings or one-on-one sessions. The services are provided before or after school. It must be emphasized that the eligible at risk general education students are those not involved in any remedial or alternative programs.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Open Airways Program is implemented for students with asthma. It teaches students how to manage asthma before an attack. Parent involvement via literature, telephone calls or one-on-one training is done. The Open Airways Program is administered in small groups or one-on-one sessions for two to three sessions per school year. This service is provided during the school day. Sessions are arranged during non-academic periods.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**Not applicable**

**Number of Students to be Served:**

**LEP NA**

**Non-LEP NA**

**Number of Teachers NA**

**Other Staff (Specify) NA**

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

**Section II. Title III, Part A LEP Program Narrative**

### **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.

Not Applicable

## 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.

□

During the 2008-2009 school year our ELL teacher was sent to all district Professional Development. In addition she received the professional development listed below throughout the school year. A discussion with my ELL teacher indicated she was familiar with QTEL, as she had attended several PD offerings throughout the school year. The QTEL PD program focused primarily on middle school. Certain strategies could be utilized for lower grades but ultimately provided strategies for upper grades

- Great Expectations -partnering for your child's future
- BESIS training
- Differentiation instruction in the ESL classroom
- How to write smart goals for the English Language Learner
- ELL - Curriculum to drive performance
- ELL - Language development in content of discipline

## Section III. Title III Budget

—

—

School: NA  
BEDS Code: NA

—

<b>Allocation Amount:</b>		
<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	NA	<input type="checkbox"/> Not Applicable
<b>Purchased services</b> - High quality staff and curriculum development contracts	NA	<input type="checkbox"/> Not Applicable
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	NA	<input type="checkbox"/> Not Applicable
<b>Educational Software (Object Code 199)</b>	NA	<input type="checkbox"/> Not Applicable
<b>Travel</b>	NA	<input type="checkbox"/> Not Applicable
<b>Other</b>	NA	<input type="checkbox"/> Not Applicable
<b>TOTAL</b>	<b>0</b>	

### 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.

In order to keep parents informed they may complete Part 3. Parent Information of the Parent/Guardian Home Language Identification Survey. The school has translated versions of the Home language Identification Survey (HLIS). The responses to these supplementary questions are used so that the school can communicate with the parent's language of choice. Moreover, parent preference data is indicated on the Emergency Contact Card. The school maintains the primary language preference on ATS and the student emergency card. The school displays a Multilingual Welcome Poster in the front entrance of the school. Signs are displayed in the main office indicating in a language they understand stating "Interpretation Services Available" and "Please see a staff member for interpretation services". Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance. The ELL teacher or other bilingual personnel are available with prior notification to provide oral interpretation as needed to ensure that parents understand. The translation and Interpretation unit is utilized as needed. The translation and Interpretation unit provides services through the central unit and request may be made to [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov). Parent notification letters have been sent to parents of ELLs. Parent orientation meetings with parents of ELLs have been arranged. All ELLs in the school have been properly placed in a ELL program as per parent choice and program availability in a timely manner.

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.

Parents who need language assistance are encouraged to contact the school's Parent Coordinator. The Translation and Interpretation Unit provides New York City Department of Education schools and offices with an internal resource for accessing written translation and oral interpretation services. The Unit is an important part of the Department's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. Parent notification letters have been sent to parents of ELLs in the translated version when necessary.

## **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.

Parents determined to be in need of language assistance services are informed about specific translation services. The DOE Translation and Interpretation Unit offers distribution of critical communications into the covered languages including, but not limited to, the following areas such as, safety and health, conduct and discipline and English Language Learner program are made available. Providing parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language. The available resources such as Parent Bill of Rights and Family Guide may be obtained in a translated version. Written translation services may be obtained through the DOE website for previously translated critical documents. In house school staff may also assist parents

when request are placed to the parent coordinator. The primary language of each parent is maintained in ATS and on the student emergency card. This resource is available when parents complete the Home Language Survey and the Emergency Contact card.

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.

During parent/teacher conferences held twice during the school year the oral interpretation services will be provided by the ELL teacher or other available bilingual personnel. Providing parents who request interpretation services regarding critical information about their child's education will be provided in house by school staff. Parents are encouraged to contact the school's parent coordinator for language assistance.

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 school will fulfill Section VII of Chancellor's regulations A-663 regarding parental notification by searching for previous translated critical documents on the DOE website. Providing interpretation services on site or over the phone to parents who have indicated a request is made available regarding their child's education. The school will post signs near the primary entrance of the school and office indicating the availability of language services. The signs are downloaded from the DOE website. The available resources such as Parent Bill of Rights and Family Guide may be obtained in a translated version.

**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 2010-11:	\$543,062	\$102,285	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,431		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,153	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$16,000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
87%

6. 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.

The teachers will be offered the following:

- Opportunity to meet with certification specialist to determine what they need to complete certification
- Tuition reimbursement for tests or classes approved by the DOE to complete certification
- Professional Development and intervisitation to help support areas the teacher may feel they require additional supports

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**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.

**PS/IS 184** is committed to developing and between the home, school and community that is required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA).

## **I. General Expectations**

**PS/IS 184** agree to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

- **PS/IS 184** will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA
- **PS/IS 184** will involve parents in the process of school review and improvement under section 1116 of the ESEA.

- There are key areas that are identified that contribute to a partnership that supports greater student achievement:
- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children’s development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
  - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
  - This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- The school will incorporate this parental involvement policy into its school improvement plan.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- **PS/IS 184** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs**, through the following activities:
  - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
  - The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
  - the State’s academic content standards
  - the State’s student academic achievement standards

- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
  - Through the efforts of the Parent Coordinator and the PTA President an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month celebrations will be held in conjunction with PTA meetings and an Honor's Night will be held at the end of each marking period.
- School publications (i.e. pamphlets, calendar, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month by mail to all parents, two weeks before the start of the month.
- Saturday English as a Second Language (ESL) and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns, health care, and financial planning.

**Professional Development:**

Monthly professional development sessions for parents will be provided by the district SLT. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

**Professional Development** is provided by professionals at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

**Professional Development** is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

**ELL Professional Development:** Regional monthly ESL/Bilingual professional development will be made available to all parents of ELLs. Parents will be afforded opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children.

**Students with disabilities/Professional Development:** Regional monthly professional development will be made available to all parents of students with disabilities. Parents will be afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children.

### III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by the PS/IS 184 and will be in effect for the period of September 2010-June 2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 5, 2008.

### IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

### 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**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.

□

### Part B: School-Parent Compact

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 below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitlePIG.htm>.) 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.

### **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.

*PS/IS 184* will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

*PS/IS 184* will use disaggregated student results on State and City assessments Grades 3-8, school/city-wide benchmark assessments, Acuity Report, the Early Childhood Language Arts System (ECLAS), NYS Regents Examinations, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

#### **2. School wide reform strategies that :**

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

As a School wide Program school, PS/IS 184 our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.
- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3-8, the Grow Report, the Early Childhood Language Arts System (ECLAS), Voyager, Wilson Reading Program, multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Implementation of the New Continuum.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in PS/IS 184 are designed to implement the District Comprehensive Educational Plan and District Comprehensive Educational Plan NCLB Addendum.

3. Instruction by highly qualified staff.

All teachers hired in PS/IS 184 for the 2008-09 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers who hold Transitional B certificates, including NYC Teaching Fellows, Teach for America corps members, Peace Corps Fellows, and Columbia Urban Educators; and teachers who have NYS certification (CPT, for example) but have not yet been appointed by NYC.

Teachers in PS/IS 184 at are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

PS/IS 184 and the District provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and district level.

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 School wide Program to meet the State’s student academic standards.

PS/IS 184 will provide extensive and ongoing professional development opportunities for all staff, including administrators, teachers, paraprofessionals, guidance counselors, related service providers, and SBST. Professional development offerings will include: differentiated training to meet the needs of both new and experienced staff that addresses individual strengths and weaknesses, grade level needs, content-area focus, teacher learning styles, etc.; support and training for administrators; parent workshops; and specialized training for School Leadership Team members and parent coordinators.

Professional development for staff will be coordinated in PS/IS 184 by a Professional Development Team, which includes the Principal, Assistant Principals, and UFT Teacher Center Specialist. The PD Team will work collaboratively to plan and coordinate their activities to provide a two-tier approach to staff development. On one level, the team will work with staff to strengthen their knowledge base in literacy, mathematics and other content areas. The second level, to be implemented concurrently, will focus on effective practices in the delivery of instruction. Professional development will encompass workshops, institutes, study groups, readings in professional literature and follow-up classroom assistance. All professional development activities will be undertaken to address the specific needs of targeted staff groups.

In addition, an extensive teacher mentoring program, which is a critical component of the support and professional development for new teachers, will be in place for PS/IS 184. This program takes into account the mentoring needs of all new teachers, including new Teaching Fellows/ Alternate Certification Teachers.

Administrators will participate in all school-based professional development activities, and will also be supported by the Knowledge Network and the Department of Education:

- Instructional leadership
- Clinical supervision of instruction
- Time management
- Launching instructional initiatives
- Uses of technology in carrying out administrative duties – e-mail, excel, etc.
- Data analysis and using data
- Developing learning communities through action research groups, effective meeting strategies and rituals, focused walk-through, etc.

Training for parents and community members will include:

Support for parents' understanding of, and participation in instructional initiatives

- Parent literacy development (Basic education, computer classes, etc.)
- Parent Coordinator workshops
- Learning Leaders Parent Volunteer Program
- Support for increased parent participation on the School Leadership Team and subcommittees
- Family support resources in the community in the areas of career development, health, social services, etc.

Specialized training will be provided to members of the School Leadership Team to support their effectiveness in continuous improvement problem solving, comprehensive educational plan development, school-based budgeting, effective meeting strategies, and parent and community engagement.

All professional development will be evaluated to determine its effectiveness in promoting high-quality instruction, and increased participation in instructional initiatives by parents, leading to improved student results.

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

The Department of Education has assisted all schools in the placement of 100% certified staff. Beginning in the spring of 2007 and continuing throughout the summer, the Principal and/or designee will continue to attend Job Fairs conducted centrally and throughout the Region. The District also advertised in local papers, recruited through universities, and worked closely with the Central DOE Office of Recruitment and Professional Development to obtain the services of qualified Teaching Fellows. Additionally, ongoing recruitment strategies by the District included advertising and recruiting on college campuses in various states and internationally. PS/IS 184 will continue ongoing recruitment efforts to ensure that we have the highest qualified, appropriately licensed and certified teachers in our classrooms.

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

PS/IS 184 will implement strategies to promote effective parental involvement in the school, including specific actions to support the system-wide goal of making schools more welcoming to and respectful of parents, and to afford parents the tools they need to be full partners in the education of their children. As a key strategy to accomplish this goal, each school will hire a full-time Parent Coordinator whose sole responsibility will be to promote parent engagement and address parents' questions and concerns. Additionally, PS/IS 184 will arrange for workshops focused on parent involvement strategies and techniques for helping their children to improve academically.

The Parent Support Offices, located in the Learning Support Center will provide parents with an additional point of entry into the schools system beyond their children's schools. The Office will handle parent concerns and issues that can not be resolved at the school level. In order to accommodate parents' schedules, the Office will be open five days a week during business hours, as well as one weekend day and two evenings per week. The Parent Support Officer in the Learning Support Centers will also help coordinate the activities of the Parent Coordinator for PS/IS 184

Additional support for PS/IS 184 will be provided by the District and by the Central Office, through the Executive Director for Parent and Community Engagement, who will promote engagement, provide customer service center support and work on special projects to develop and enhance parent involvement. In addition, the Senior Instructional Manager for Parent Engagement and her team will work closely with the Executive Director and his team to design and deliver training programs for the Parent Coordinator, staff and parents.

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.

**Activities for Teachers:**

- Provide transition activities that include talking, singing songs, and playing games with children about growing up and making changes.
- Provide many opportunities for children and their parents to become familiar with the kindergarten setting.
- Give parents accurate information about the skills needed for a child to transition to kindergarten.
- Demonstrate interest and support to each child's family through phone calls and other personal contacts.

- Structure developmentally appropriate classroom practices that promote the Pre Kindergarten standards
- Provide opportunities for parents to volunteer in the classroom.
- Provide learning activities for parents to do with their children at home.
- Invite elementary teachers to visit preschool classrooms, and preschool teachers to visit elementary school classrooms.
- Coordinate activities between preschools and kindergarten – programs, workshops, visits to school playgrounds, etc.
- Invite preschool groups to attend certain school activities like celebrations, parades, or other special events.

#### **Activities for School Administrators :**

- Facilitate development of a transition plan for each child which provides for instruction, support, and assistance through the third grade.
  - Enable transfer of each child's preschool records to the elementary school (with parental consent).
  - Organize parent meetings where preschool and elementary school staff are available to answer the questions and concerns of parents and families with children entering kindergarten.
  - Provide a forum for parents to discuss their perceptions and expectations for kindergarten and elementary school.
  - Coordinate meetings between parents and teachers to address the individual educational and emotional needs of each child.
  - Provide information about the PA/PTA, which can serve as a link between the parents and the school.
  - Inform parents and families about their rights and responsibilities in the school.
  - Provide parent education workshops.
  - Organize joint in-service training for preschool and kindergarten teachers.
  - Link families and children with health and social services in the community.
  - Send school newsletters and calendars to preschool parents and families.
8. Monitor attendance for all lower grades to ensure consistency in routines and academics.
  9. 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 will be engaged in ongoing discussions and decision-making processes with PS/IS 184 and district administrators regarding the use of academic assessments to inform instructional decisions to improve the achievement of individual students and the overall instructional program. Professional development will focus on data analysis and the use of multiple measures of student performance to drive instruction.

10. 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.

PS/IS 184 will use disaggregated State and City assessments Grades 3-8, District benchmark assessments, Acuity Report, the Early Childhood Language Arts System (ECLAS), Voyager, Wilson Reading Program, multiple classroom-level measures to regularly assess the progress of students, and identify specific skills and areas of content knowledge and understanding in which students need additional support, in order to meet State standards. Ongoing assessment of student progress will allow teachers to make timely and appropriate adjustments to the delivery of instruction.

Academic Intervention Services (AIS) will be provided to meet the needs of students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies. AIS will include additional instruction, as well as intensive guidance and support services to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Although the intensity of the services provided will vary, based on the individual needs of students, all students performing at Levels 1 and 2 on State assessments, or deemed to be at risk for not meeting State standards, will receive appropriately targeted services.

Strategies for promoting learning for at-risk students will be enhanced by ongoing professional development and parental involvement activities.

11. 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.  
The District will work closely with each SWP school to consolidate, coordinate, and integrate all allowable Federal, State, and local programs, including Title I, Part A services, to ensure that a comprehensive and unified educational program provides high quality instruction and student support services to all students served by the Title I School wide Program.
12. 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.
13. Schoolwide reform strategies that :
  - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement .
  - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - 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.
    - o Are consistent with and are designed to implement State and local improvement, if any.
14. Instruction by highly qualified staff.
15. 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 School-wide Program to meet the State's student academic standards.
16. Strategies to attract high-quality highly qualified teachers to high-need schools.

17. Strategies to increase parental involvement through means such as family literacy services.
18. 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.
19. 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.
20. 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.
21. 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.

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

### **Section I: Schoolwide Program (SWP) Required Components**

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.

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.

*PS/IS 184* will annually conduct a comprehensive needs assessment, as a critical part of the comprehensive educational planning process, to assess the effectiveness of instructional programs and educational strategies in supporting students toward meeting challenging State and City content and performance standards.

*PS/IS 184* will use disaggregated student results on State and City assessments Grades 3-8, school/city-wide benchmark assessments, Acuity Report, the Early Childhood Language Arts System (ECLAS), NYS Regents Examinations, and multiple classroom-level measures to assess the achievement of students in relation to the State standards, and identify specific skills and areas of content knowledge and understanding in which students need additional support in order to meet State standards. Qualitative data will also be reviewed to identify other factors that may affect student performance, i.e., health, attendance, school climate, professional development, parent involvement, and student satisfaction. These data will help schools to determine which educational programs need to be improved.

## 2. Schoolwide reform strategies that:

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

□

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- 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.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - 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 School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

As a School wide Program school, PS/IS 184 our CEP describes effective methods and instructional strategies that are based on scientifically based research, which will be incorporated to strengthen the core academic program of the school. Key strategies include:

- Emphasis on “quality first teaching” to ensure that all students, including students with special needs and English language learners, receive exposure to grade-appropriate standards-based curricula, using sound instructional strategies and proven methods and have sufficient opportunities to master State content standards.

- Implementation of the new citywide approaches for instruction in literacy and mathematics, which support a rigorous, high-quality curriculum in all classrooms, intensive instruction for all students, and an emphasis on literacy and math instruction in the integration of all subject areas.
- Use of all available data, including disaggregated State and City assessments grades 3-8, the Early Childhood Language Arts System (ECLAS), Wilson Reading Program, multiple classroom-level measures, to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.
- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- Opportunities for applied learning.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.

All school-wide reform strategies being implemented in PS/IS 184 are designed to implement the District Comprehensive Educational Plan and District Comprehensive Educational Plan NCLB Addendum.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- 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.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.



All teachers hired in PS/IS 184 for the 2010-11 school year will be “highly qualified” as defined in NCLB. Highly qualified new teachers may include: Teachers including NYC Teaching Fellows and Teach for America corps members.

Teachers in PS/IS 184 that are not new to the profession are also highly qualified. They have met NYS certification requirements either by: possessing a bachelor’s degree, a certificate to teach, and have also passed appropriate tests; or have demonstrated competence in the subject(s) they teach through an evaluation instrument that takes all aspects of teaching certification requirements into consideration.

PS/IS 184 and the Empowerment Network provide extensive professional development and ongoing and sustained in class support for all new teachers, and extraordinary support for all school staff, at the school building and the Department of Education level.

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.

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

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

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.

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.

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.

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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### **Explanation/Background:**

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(I.e., Federal,</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each
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	<i>State, or Local)</i>	<b>the Schoolwide Program</b>			<i>for school allocation amounts)</i>	<b>program whose funds are consolidated.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check(x)</b>	<b>Page#(s)</b>

**1Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**2Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **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.

N/A

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

N/A

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;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR  
RESTRUCTURING**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.*

**NCLB / SED STATUS:**

**SURR PHASE / GROUP (IF APPLICABLE):**

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
  
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

## **APPENDIX 7: 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>

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### **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.)

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



The action plan in place for the STH population is as follows:

- Students are identified and all staff members are made aware of the STH population
- Purchase books and material for the students at the beginning and middle of school year
- Family game nights are organized to include this population
- PS/IS 184 brought in the Amachi program works with the STH population as well as students with parents who are incarcerated
- Host parent forums to support students with school material and information to support academics
- Book fairs organized for STH group as well as a school wide incentive
- Our library has a parent lending section as support
- Monthly newsletter is sent home
- We have a relationship with Urban Advantage, a science program that offers families tickets to museums
- We sponsor ESL classes and activities for our ELL population

## **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 your Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 184 Newport						
<b>District:</b>	23	<b>DBN:</b>	23K184	<b>School</b>		332300010184	

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	50	49		89.1	90.1	89.7
Kindergarten	64	45	60				
Grade 1	44	69	49	<b>Student Stability - % of Enrollment:</b>			
Grade 2	43	45	66	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	30	52	53		88.3	88.2	87.9
Grade 4	52	33	46				
Grade 5	56	55	44	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	62	64	59	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	57	61	70		86.2	94.3	94.1
Grade 8	64	40	49				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		28	59	47
Grade 12	0	0	0				
Ungraded	3	9	2	<b>Recent Immigrants - Total Number:</b>			
Total	511	523	547	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	49	39	36	Principal Suspensions	97	127	131
# in Collaborative Team Teaching (CTT) Classes	9	6	10	Superintendent Suspensions	27	45	25
Number all others	33	35	33				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	43	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	13	10
# receiving ESL services only	12	15	TBD				
# ELLs with IEPs	2	2	TBD	Number of Educational Paraprofessionals	7	6	8

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	24	% fully licensed & permanently assigned to this school	100.0	100.0	97.5
				% more than 2 years teaching in this school	65.9	83.7	85.4
				% more than 5 years teaching anywhere	56.8	62.8	70.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	73.0	74.0	85.4
American Indian or Alaska Native	0.6	0.8	0.4	% core classes taught by "highly qualified" teachers	70.1	80.0	96.3
Black or African American	80.0	79.3	77.5				
Hispanic or Latino	18.4	18.4	20.8				
Asian or Native Hawaiian/Other Pacific	0.2	0.2	0.4				
White	0.6	0.8	0.5				
<b>Male</b>	57.9	57.0	53.0				
<b>Female</b>	42.1	43.0	47.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-				
Black or African American	v	v				
Hispanic or Latino	v	v	-			
Asian or Native Hawaiian/Other Pacific Islander						
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	vsh	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>			

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	35.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	3.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	4.4	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	26.4		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 401</b>	District <b>23</b>	School Number <b>184</b>	School Name <b>The Newport School</b>
Principal <b>Lamson T. Lam</b>		Assistant Principal <b>E.Gilligan &amp; J.Shirley</b>	
Coach		Coach	
Teacher/Subject Area <b>L.Cassidy/ESL</b>		Guidance Counselor <b>L.Cristello</b>	
Teacher/Subject Area <b>E.Maysonet/1<sup>st</sup> grade</b>		Parent	
Teacher/Subject Area <b>D.Singh-Gurdon/Library</b>		Parent Coordinator <b>D.Lawrence</b>	
Related Service Provider <b>P.MacDougall-Williams</b>		Other	
Network Leader <b>Alice Brown</b>		Other	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>548</b>	Total Number of ELLs	<b>22</b>	ELLs as Share of Total Student Population (%)	<b>4.01%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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 screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The initial identification of any student enrolling in NYC for the first time is administered the Home Language Identification Survey (HLIS). The ESL teacher conducts an informal interview to further determine LAB-R eligibility and possible SIFE status. The ESL teacher administers the LAB-R within 10 days of enrollment to students deemed eligible. The Spanish LAB is administered to students who speak Spanish at home and score below proficiency on the LAB-R to determine language dominance. The NYSESLAT is used to annually evaluate ELLs and form groups. In addition, the NYSESLAT determines whether or not the student continues to be LEP. Entitlement letters are distributed by the ESL teacher. Copies of the letters and forms are stored in the ESL teacher's classroom and kept on file.

Identified ELL students are placed in an ESL instructional program. Parents receive communication through letters of entitlement, placement, continued entitlement or non entitlement. The letters are made available in other languages. The structures that are in place within our school ensure that parents understand the program choices. Family Workshops for parents of ELLs are presented by the English as a Second Language, ESL teacher. The ESL teacher conducts the orientation for parents of new ELLs. Parent brochures, program selection forms, and the revised ELL Parent Information Case (EPIC) may be used at the parent orientation. Parents of newly enrolled ELLs view a video and then are given an overview and introduction of the three program choices. Translation services are made available if requested. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, and Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. Parents are also given assistance to complete Parent Surveys and Program Selection Forms. The school ensures that all Program Selection Forms are returned during the workshop/orientation. If a form is not returned, the default program for ELLs is Transitional Bilingual Education. The school does not have sufficient ELLs in a grade or two continuous grades to offer this program. The free-standing ESL program is the program within this school.

The ESL Teacher reviews the Parent Survey and Program Selection forms. For the past few years, the trend in program choices has been ESL. The school utilizes two of the organizational models: Pull-out model- ELLs spend the majority of their day in all English content instruction and are brought together for English-acquisition-focused instruction. Push-in model an ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown													Tot #
K	1	2	3	4	5	6	7	8	9	10	11	12	



Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	1	2	4	1	3	4	1	1					22
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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.

The ESL program model at P.S./I.S. 184 uses both pull-out and push-in methods depending on student needs. The levels are beginning, intermediate and advanced. Beginners and intermediate students receive ESL instruction for 360 minutes weekly while the advanced students get 180 minutes weekly.

The Language Allocation Policy, LAP, the school's ESL program will reflect a concerted effort and specific plan to address the needs of academic language for ELLs. The assigned ESL teacher develops and designs activities to meet the needs of ELLs based on the ESL standards. The ESL standards view second language education as consisting of learning English for authentic purposes in both social and academic setting. ELLs explore ideas and concept at a pace that reflect their level of proficiency and academic preparedness. Classroom teachers are kept abreast of student's progress. Parents will share in this progress via personal contact and conferences, to help them understand the goals of the program and how they might help their children.

There are 22 ELLs in total. The numbers of ELLs in subgroups are 17 ELLs receiving service in category 0-3 years (2 are in ICT classes) and 3 receiving service 4-6 years and 2 long term special education ELLs. At the beginner's level there are 7 students, 5 at the intermediate level and 10 at the advanced level. There are two students who have achieved proficiency based on the NYSESLAT and their ESL support services are extended for 2010-2011. The patterns in proficiency levels vary among the four modalities. Instructional decisions are based on grouping the Grade K students by using a pull-out method for instruction. The ELLs who require 360 minutes are seen for 8 periods of ESL instruction per week. Students in Grades 2, 3, 5 and 6 include the intermediate and advanced ELLs. Grades 3 and 4 have newcomers into the NYC school system. These students display a greater need in every area. Therefore, they receive both push-in and pull-out methods. The school's additional plan is to target these students in the 37.5 minutes small group tutorial sessions. The targeted areas of instruction will focus on developing skills in comprehension, speaking, reading, writing and communicating in English. Native language support is provided through the use of Bilingual dictionaries, native language classroom libraries and the buddy system. ESL support services are extended for one year after the student has achieved a proficient level of English on the NYSESLAT. Moreover, the school will provide testing accommodations on New York State Examinations to former limited English proficient/English language learners (LEP/ELLs) for up to two years after they achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

At present, the school does not have SIFE students. However, if SIFE students are identified, they will be screened for enrollment

with the HLIS to determine LAB-R eligibility. If the home language is other than English or if the student's native language is other than English, the ESL teacher will administer the LAB-R. If necessary, an informal student/parent interview will be conducted to discuss the proper program placement into the school's program. Moreover, the ESL teacher has attended a Technical Assistance session on the identification of Students with Interrupted Formal Education (SIFE) using a diagnostic tool. The ALLD is an Academic Language and Literacy Diagnostic to be used for grades 6-8.

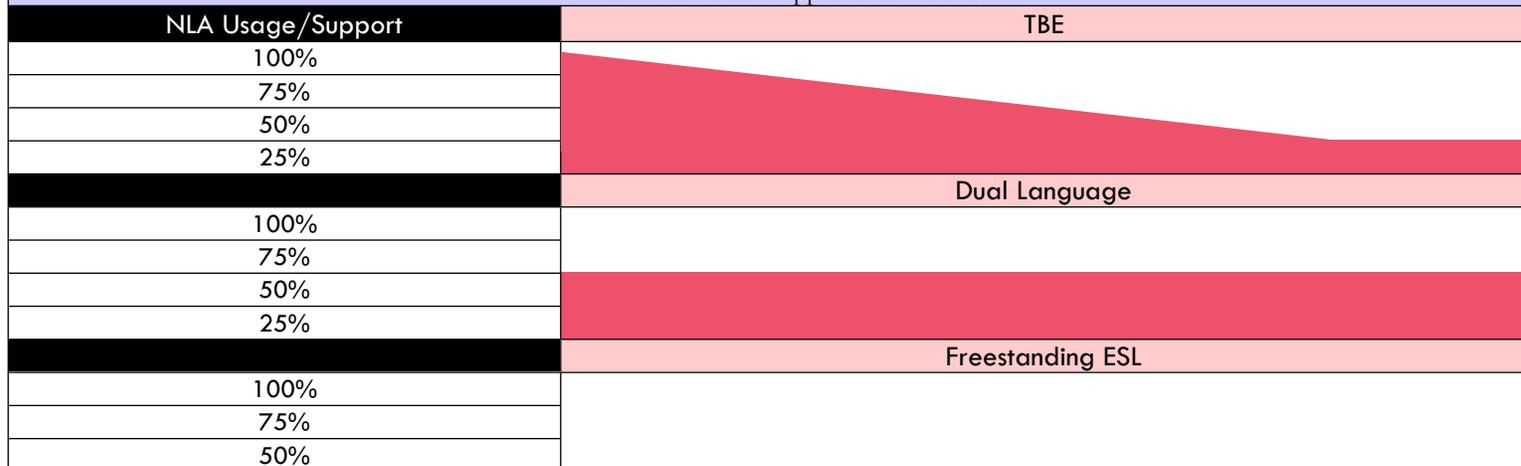
The ESL teacher ensures that the mandated number of instructional minutes is provided according to proficiency levels in the ESL program model. Beginners and intermediate students receive ESL instruction for 360 minutes weekly while the advanced students get 180 minutes weekly. Utilizing the RNMR report allows a plan for differentiated ESL instruction within the four modalities. Ell subgroups are grouped by Listening/Speaking and Reading/Writing modalities based on their NYSESLAT Combined Modality Report. Newcomers benefit from Listening and Speaking activities. Ells in the U.S. schools less than three years are targeted in the 37.5 minutes small group tutorial sessions. However, all Ells are encouraged to attend the 37.5 extended time session and Saturday programs when available. These interventions are offered in English and will benefit Ells because NCLB now requires ELA testing for Ells after one year. Ells are offered equal access to all school programs. The school has implemented a Word Study program twice a week. The ESL teacher works with the Ells during this instruction as a push-in model. The ESL teacher and the classroom teacher collaborate to provide language acquisition and vocabulary support. The required services offer support and resources for the Ells' ages and grade level. The ESL teacher attends Individualized Education Plan (IEP) meetings to address the needs of Ells identified as having special needs. There is communication between the IEP teacher, classroom teacher, SBST and the ESL teacher to 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
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	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The program uses content-based instruction and follows the ESL state standards to achieve English proficiency. The NYSESLAT will measure the English Language Arts proficiency of Ells from year to year each spring. The instruction is based upon language proficiency and grade level. The students display a greater need to develop reading comprehension and writing skills based on the LAB-R and NYSESLAT scores across all grade levels. The results of the ELL Periodic Assessments are shared with classroom teachers as well as the students in grades 3-8 through individual/small group conferences with the ESL teacher. The Ells are assessed in Listening, Writing, and Reading twice a year with NYC ELL Periodic Assessment and Acuity. Instruction is based upon language proficiency and grade level. Challenging material is introduced to advanced level students to stimulate increased academic language skills. Math and Science curriculums will supplement in class material and is taught using the literacy connections and manipulative. Literature and writing skills are taught using literacy prototype and ESL methodologies including hands-on activities to encourage higher order thinking and reading comprehension. Instructional materials that are used are Visions, Newcomer Phonics and Theme Links. Math software including Jumpstart and Reader Rabbit Math for grades K-3 and Mighty Math applications will be utilized by the students to reinforce math skills in the computer lab. V-Math, a computer adapted program will be implemented for grades 3-4 and 7-8. All Ells participate in mathematics. Supplemental program for Ells include Extended Time Session. The three days will include a one day focus on ELA and a two day focus on Math. The SLT and administrative cabinet will include an assessment of the data generated by standardized, interim, teacher created, student portfolios, ECLAS - 2, EPAL, etc at all general meetings. In addition, both elementary and middle school level ESL classroom offers language support in the native language. Using native language support makes content comprehensible. The native language (Spanish) and English validates the prior knowledge students bring, and bolsters self-esteem. In the ESL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system. To assist newly enrolled ELL students before the beginning of the school year letters are sent in January, to provide information about important dates and activities that may take place. We will meet in June with the newly enrolled Ells. We will provide them with support to work on during the summer months to better prepare themselves for the incoming school year. They will also be

provided with information on programs that will be available throughout the summer through the New York City Department of Education for ELLs. Translation services are made available upon request.

### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

Professional development is offered to ensure that staff will be able to articulate the Language Allocation Policy, LAP. The ESL teacher is equipped with appropriate teaching certifications and engages in professional development. In brief, ESL training topics include ESL content area methodologies and applications. Other topics may include recognizing and understanding the need of ELLs within a monolingual classroom. ESL is provided in the Special Education curriculum according to an ELLs' Individualized Education Plan (IEP). The ESL teacher attends ELL Workshops through the collaboration of the OELL, and Webinars. Topics generally include ELL Start-up procedures, Compliance, Planning for Instruction Using the ESL Standards, The Critical Role of Vocabulary Development for ELLs and Developing Strategies to use on a daily basis. The workshops offer professional development support and allows the ESL teacher to turnkey information for staff who is in need of 7.5 hours of ELL training. Teachers should keep documentation of all training received. As ELLs transition from elementary to middle and/or middle to high school the staff is aware of the needs of ELLs and former ELLs. ESL support services are extended for one year after the student has achieved a proficient level of English on the NYSESLAT. Moreover, the school will provide testing accommodations on New York State Examinations to former limited English proficient/English language learners (LEP/ELLs) for up to two years after they achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). The RLAT is a useful report for accessing the last three years of NYSESLAT data from Automate the Schools (ATS) system. Collaborative planning utilizing the Learning Packages was used to develop knowledge about specific LAP principles utilizing the LAP Tool kit. Hence, the ESL teacher devotes part of the LAP meetings to report what was learned. The DVD was utilized by the ESL teacher to view "video visits" of classrooms that are at different stages of LAP implementation. Further development of the LAP will be sustained through ongoing sub-committee meetings at our school.

### E. Parental Involvement

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

Parents play a major role in working together with teachers to help ELLs achieve their academic and social potential. Parents play a key role in determining the program that best matches the academic and cultural needs of their child. Parents of ELLs meet with the ESL teacher to work together to make decisions based on the ELL's participation in school. At the orientation parents or guardians of newly enrolled ELLs are informed of the different ELL programs that are available. Parents have the opportunity to receive materials about ELL programs in their home language and are given the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that the parent is requesting. The ESL teacher is able to evaluate the needs of the student and parents. Parents are invited to attend Parent Workshops provided by the parent coordinator. Translation services are made available upon request. Some of the topics include, "ELA, Math, Lead Poisoning, Middle School Requirements", and ongoing information is available from the parent coordinator. Parents are also invited to attend parent/teacher conferences twice a year. Translation services are made available as needed by the ESL teacher.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	0	0	1	2	1	1	1	0	1					7
Intermediate(I)	0	1	1	2	0	1	0	0	0					5
Advanced (A)	5	0	0	0	0	1	3	1	0					10
Total	5	1	2	4	1	3	4	1	1	0	0	0	0	22

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B						1	1						
	I													
	A			2			1	1	1	1				
	P		1		3		1	2						
READING/ WRITING	B			1	1		1	1		1				
	I		1	1	2		1							
	A						1	3	1					
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			2			1			3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2	1	1				4
6			1		1				2
7	1		1						2
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

To assess the early literacy skills of our ELLs the ECLAS-2 is administered in grades 1-3 in fall and spring. Kindergarten students may take the assessment for the first time in fall along with students in grades 1-3. ECLAS-2 tracks students' development of early literacy knowledge and skills. The assessment is designed to show where a child is making progress and where he or she may need further instruction. The ECLAS-2 kit is based on nationally recognized end of the year benchmarks, or standards, that every child including ELLs should meet in Kindergarten and grades 1, 2, and 3. These benchmarks are grounded in research and reflect the current New York State Literacy Standards. Data is shared with the ESL teacher and provides information to further develop an ELLs' progress and instructional development. ELLs are actively engaged in standards-based academic curriculum. Utilizing the RNMR report allows a plan for differentiated ESL instruction within the four modalities. ELL subgroups are grouped by Listening/Speaking and Reading/Writing modalities based on their NYSESLAT Combined Modality Report. Instructional decisions are implemented using the data from the RNMR report. Differentiated instruction is utilized to create flexible grouping among the ELLs. The teacher is able to target the modalities where ELLs are struggling. SMART goals are created to identify specific goals for the ELLs. The data patterns reveal in the modality of Listening/Speaking ELLs range from Intermediate to Advanced in grades 1-6.

funding has been extended for an additional three years through the request for extension of Services in the yearly CR Part 154 Data/Information Report. Interventions being implemented include Ells being supported through Extended Time Sessions (ETS) Monday-Wednesday. The Periodic Assessment for Ells is an optional assessment provided by the NYCDOE. The assessment is given to Ells in our school twice a year. It is intended to provide teachers with detailed information on their Ells' English language development. The assessment is available to all Ells in grades 3-12. Students are given the assessment at the appropriate grade level. Students who are in special education receive all accommodations/modifications listed in their IEP. Teachers are informed that their students' detailed results are available online shortly after administration. The results of the Ell Periodic Assessments are shared with classroom teachers as well as the students in grades 3-8 through individual/small group conferences with the ESL teacher. The Ells are assessed in Listening, Writing, and Reading. The results include item analysis to be used by school leadership and teachers. The reports are used for professional development at teacher conferences. The reports give detailed information regarding the strengths and needs of students in their acquisition of English language skills. The ESL teacher provides feedback to the Ells. In the ESL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system. In order to evaluate the success of our program for Ells our school needs to maintain the LAP as a systematic plan for language development that guides our students until they acquire academic proficiency in English. LAP principles are designed to create a plan to address the needs of our Ell population. The LAP is reviewed annually to determine its effectiveness. Our ESL program goals are to provide academic content-area instruction in English. Utilizing ESL methodology, instructional strategies, and native language support to make content comprehensible.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		