



PUBLIC SCHOOL 183

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 02M183

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 183 **SCHOOL NAME:** _____

SCHOOL ADDRESS: 419 East 66 Street NY, NY 10065

SCHOOL TELEPHONE: 212-734-7719 **FAX:** 212-861-8314

SCHOOL CONTACT PERSON: Tara Napoleoni **EMAIL ADDRESS:** tdudek@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Joshua Peirez

PRINCIPAL: Tara Napoleoni

UFT CHAPTER LEADER: Veronica Humphreys

PARENTS' ASSOCIATION PRESIDENT: Becky Burgoon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 02 **CHILDREN FIRST NETWORK (CFN):** CFN103

NETWORK LEADER: Yuet Chu

SUPERINTENDENT: Daria Rigney

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
Tara Napoleoni	*Principal or Designee	
Veronica Humphreys	*UFT Chapter Chairperson or Designee	
Becky Burgoon	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joshua Peirez	Member/Chairperson	
Trish Clary	Member/ Parent	
Liz Lesnick	Member/ Parent	
Kristine Kaeser-Dessberg	Member/ Parent	
Susan Beshel	Member/Teacher	
Amanda Hirsch	Member/Teacher	
Randi Schey	Member/Teacher	
Kim Banks	Member/Teacher	
Jennifer Leventhal	Member/Assistant Principal	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

P.S. 183 is an empowerment school serving approximately 650 students in kindergarten through fifth grade. We celebrate the diverse backgrounds and the 40 plus languages spoken by our student population. With our proximity to Memorial-Sloan Kettering, New York Presbyterian Hospital and Rockefeller University, many of our parents are physicians and/or research scientists who come from all over the world to be here. Our neighborhood families create a school community, which uniquely highlights the diversity of New York City. This extremely supportive and dedicated community of families, volunteer their time, money and expertise to enrich and enhance the school, helping to create a welcoming learning environment.

P.S. 183 is a collaborative learning environment dedicated to providing academically rigorous and standards-based instruction to its students, while maintaining a child-centered approach to learning. Our curriculum reflects standards and targets the individual needs of students. A balanced curriculum program addresses the needs of a variety of learners (i.e. high-achieving, ELL, at risk) while maintaining the integrity of the workshop model. Our curriculum is aligned with New York State and City standards and is currently being revised to align with the new Common Core standards.

At P.S. 183, we strongly believe that each child brings a unique gift and it is our intent to develop individual strengths. We have consistently high expectations of all students while our staff members foster a learning environment where students feel confident to take risks and work to their potential. We have Collaborative Team Teaching (CTT) classrooms on each grade, which adheres to our school's child-centered and inclusive philosophy of addressing the needs of all children.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

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

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 183 Robert L. Stevenson								
District:	2	DBN:	02M183	School BEDS Code:	310200010183				
DEMOGRAPHICS									
Grades Served:	Pre-K		3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment	<i>(As of October 31)</i>			Attendance - % of days students attended:					
	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Pre-K	0	0	0				95.2	94.7	TBD
Kindergarten	115	126	128						
Grade 1	101	107	118	Student Stability - % of Enrollment:					
Grade 2	115	96	109	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 3	86	105	95				96.3	95.5	TBD
Grade 4	77	85	108	Poverty Rate - % of Enrollment:					
Grade 5	90	69	84	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 6	0	0	0				16.0	16.4	16.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:					
Grade 8	0	0	0	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
Grade 9	0	0	0				0	3	TBD
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
Grade 12	0	0	0				7	0	2
Ungraded	0	0	3						
Total	584	588	645						
Special Education Enrollment:	<i>(As of October 31)</i>			Suspensions (OSYD Reporting) - Total Number:					
	2007-08	2008-09	2009-10	<i>(As of June 30)</i>			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions			0	1	TBD
# in Collaborative Team Teaching (CTT) Classes	52	59	58	Superintendent Suspensions			0	0	TBD
Number all others	38	39	45						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<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
English Language Learners (ELL) Enrollment:	<i>(BESIS Survey)</i>			Number of Staff - Includes all full-time staff:					
	2007-08	2008-09	2009-10	<i>(As of October 31)</i>			2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	0	Number of Teachers			48	45	TBD
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	51	53	54						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	1	5	Number of Administrators and Other Professionals	11	10	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	3	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	50.0	71.1	TBD
				% more than 5 years teaching anywhere	33.3	40.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	77.0	78.0	TBD
American Indian or Alaska Native	2.0	2.4	2.8		100.0	100.0	TBD
Black or African American	7.2	7.7	6.0				
Hispanic or Latino	13.9	12.2	10.5				
Asian or Native Hawaiian/Other Pacific Isl.	18.7	16.5	14.9				
White	58.2	59.5	59.5				
Male	51.9	52.9	52.7				
Female	48.1	47.1	47.3				
2009-10 TITLE I STATUS							
	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase				Category		
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial	-	-	-				
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	87.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment: <i>(Comprises 15% of the Overall Score)</i>	8.6			Quality Statement 2: Plan and Set Goals			
School Performance: <i>(Comprises 25% of the Overall Score)</i>	15.1			Quality Statement 3: Align Instructional Strategy to Goals			
Student Progress: <i>(Comprises 60% of the Overall Score)</i>	60			Quality Statement 4: Align Capacity Building to Goals			
Additional Credit:	3.8			Quality Statement 5: Monitor and Revise			
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
– = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends:

199 out of 273 children scored a 3 or a 4 in ELA. 222 out of 277 children scored a 3 or a 4 in Math. Our overall performance in math is stronger than in ELA.

For English Language Arts on the New York State 2010 Exam, 74.4% of our student performed at levels 3 and 4. The median proficiency rate is 3.33. In the ELA, although our Mean Scale Scores went slightly down in fifth grade however they increased in our fourth grade and stayed relatively the same in third. Due to the State changes in the correlation of scale scores with proficiency levels we had an average percentage change of -16.3%.

A test explanation: In ELA this year, 199 out of 273 students achieved proficiency. In 2009 with the previous cut score 219 students out of 242 achieved proficiency. This looks like a dramatic loss of achievement (-14.8%), but when you measure this year's student performance against last year's scale score benchmark, then 242 students out of 273 would have been seen as proficient. Thus, 88.6% of our students would have been seen as proficient.

We are currently creating additional internal systems so that we can monitor performance trends in correlation to students' independent reading levels with their performance on state and periodic testing.

For the New York State Math exam, 80.9% of our students performed at levels 3 and 4. The median proficiency rate is 3.82. In terms of mean scale scores, our fifth grade decreased by 11.2%. The fourth grade decreased by .9%. The third grade increased by 4.1%.

We have many students who performed a perfect score on the NYS math exam and exceed daily in classroom mathematics instruction.

Our Greatest Accomplishments:

Learning Environment Survey shows continued progress in how the school is being perceived by the teachers.

The most notable changes are in the percentage of teachers that are Satisfied or Very Satisfied in the way school leaders invite teachers to play a meaningful role in setting goals and making important decisions. This was 100 %. In 2008-2009, 76% of teachers were satisfied or very satisfied with this. There was a dramatic increase in the teachers' satisfaction and parent satisfaction is steadily increasing and maintaining.

In 2009 we launched a staff website. This is enhancing our development of curriculum and staff communication. This year we have begun to use "Google Docs" to better collect multiple sources of student data to identify trends and make instructional decisions. The development of this site is allowing administration and staff to make professional development decisions based on identified areas of need.

Significant Aids and Barriers:

One factor contributing to an increase in performance is the use of Inquiry Teams. Teachers have been charged with becoming experts in using data to identify a change in instructional practice that will accelerate learning for a specific group of students. In the 2010-2011 school year, there are inquiry teams in math and literacy on every grade level and involve teachers of general education and special education. Study groups are extending the inquiry group in afterschool sessions for those interested and encouraged to participate.

A potential barrier to our continued success is our ability to support our stronger students; this is borne out of relatively low performance levels relative to our peer schools, and the lack of progress on median ELA scores. This parallels the concerns noted by parents on the School Leadership Team Surveys as well as the Learning Environment Surveys. Parents identified the need for more challenging courses and more enrichment programs. To address the previous barrier, enrichment programs will continue to be created to challenge all children.

Enrichment groups have been created to challenge all children, including the higher performing students. Some enrichment opportunities are focused towards moving children from levels 3 to a 4 on both the ELA and the mathematics tests. In addition, for those consistently performing level 4, we look at ways to maintain rigor and engagement. Chess, National Dance Institute, Jaradoa, band, chorus, track and enrichment clubs for Science, Art, Literacy, and Math are provided for students throughout the year.

While P.S. 183 benefits greatly from the hospital and research community, the challenges are supporting a primarily bilingual, transient community. We have created a thorough ESL program that emphasizes mainstreaming and transitional support for new families. English Language Learners also affect our ELA scores. Our math scores, however, remain consistently higher.

Enrollment over the past few years has increased from 588 in 2008-2009 to 646 in October, 2010. Our kindergarten registration process brought unprecedented numbers and resulted in a "waitlist." Enrollment has increased significantly across all grade levels. For example, we needed to open an additional fifth grade class due to the original registers at 35 students. We steadily have 27 students in every classroom across the grades with the exception of kindergarten, which is capped at 25 students.

P.S. 183 has made extraordinary progress over the years and is an excellent school. While we have a few natural barriers to increasing student scores, we have created action plans to alleviate them. We are confident that P.S. 183 will continue to make progress in all areas as we have done so in the past.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

By June, 2011 we will increase differentiation of math lessons within each investigation where students will have access to modified materials

By June 2011, students will increase their ability to employ higher level comprehension skills

During the 2010-2011 school year students will increase their ability to show care towards the school and one another

During the 2010-2011 school year 100% of classroom teachers will identify students in need of intervention and follow the RtI process to ensure students identified receive targeted instruction in their areas of need

By June, 2013 the social studies curriculum for grades K-5 will be developed and vertically aligned across grades

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): *Math*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase differentiation of math lessons within each investigation where students will have access to modified materials for at least 50% of the lessons as measured by:</p> <ul style="list-style-type: none"> • classroom informal and formal observations conducted by administrators • planning for differentiation of math instruction as measured by data collection methods and notes from planning meetings • curriculum planning template specific to modified materials related to investigations developed by math coach
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plans:</u> Objective: To increase math enrichment opportunities for our highly capable students.</p> <p>We recognize that we have students who performed a perfect score on the NYS math exam and exceed daily in classroom mathematics instruction. We aim specifically to provide differentiated instruction that engages and challenges them while enhancing student learning. We intend to work towards achieving this objective over the next three years.</p> <ol style="list-style-type: none"> 1. At the start of school in September, review student scores, math anecdotes and student work with teachers and coaches to identify students who exceed grade level in mathematics. 2. Identify a student cohort for our math inquiry to deepen our instructional methods for classroom differentiation. 3. Monthly student math cohort grade meetings to analyze lessons in a unit of study which require modification of student materials for our highly capable math students.

	<p>4. Provide coaching and professional development opportunities for classroom teachers targeted at deepening their understanding of mathematics and related educational methodologies. Regularly review progress with teachers, math coach and administration.</p> <p>5. Create at least 3 enrichment programs in 2010-2011, (before, during, or after school) to better address the needs of our students scoring in the high 3-4 range.</p> <p><u>This effort will require the following staff and resources:</u></p> <ul style="list-style-type: none"> • All teaching staff, principal, assistant principal and coaches • A full time math coach position was funded this year to assist with teacher development and student performance • Network professional development workshops • Inquiry Teacher Teams/Study Groups via the teachers weekly grade meetings and Per-Session funds for after school study groups • OTPS funds for aligned texts, resources, manipulatives • Per Diem allocations to cover substitute teacher costs during workshops and planning days
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Math Coach: TL Fair Student Funding</p> <p>Workshops: Per Diem allocations to cover coverage costs PTA Professional Development Funds for workshops that are non-DOE DOE Workshops/Network opportunities funded with TL Children First Operating Funds</p> <p>Enrichment Programs: PTA Enrichment Funds Per Session allocations to cover teacher participation during non-school hours</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject/Area (where relevant): Literacy

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> <p>students ability to employ higher level comprehension skills specifically in a variety of nonfiction sub-genres</p>	<p>By June 2011, students will increase their ability to employ higher level comprehension skills as shown in their ability to accurately answer 2 out of 2 inference questions during formal running records assessed 4x a year and an increase of the median proficiency score of 3.33 by 2% on the New York State English Language Arts exam as measured by:</p> <ul style="list-style-type: none"> • Data entry and analysis of independent reading levels • Analysis of students ability to answer inference questions on predictive and state exams • Classroom informal and formal observations conducted by administrators
<p>Action Plan <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><u>Action Plans:</u> Objective: To accelerate students' upward progression in reading</p> <p>We recognize that there is a discrepancy between our students' independent reading levels and how students are performing on the New York State ELA exam. We seek to study our informal and formal assessments to better understand where students' strengths and areas of need are and use these findings to inform our literacy instruction and enhance students' reading ability. We intend to work towards achieving this objective over the next three years as inference is only piece of the puzzle we are putting together to increase student's progression in reading.</p> <ol style="list-style-type: none"> 1. Analyze data with instructional team and teachers and ascertain rational for difference in IRLs and ELA scores. 2. In September, review student independent reading levels and ELA scores to identify a student cohort for our yearlong study to deepen our instructional strategies that lead to increased student performance. 3. Teachers will implement data tracking sheets to use data for differentiation of learning, guided reading groupings, and independent reading. Grade teams will meet 2x a month (1x ELA and 1x Math) for child study to set goals and monitor the individual growth of selected cohort.

	<ol style="list-style-type: none"> 4. Create and examine rubrics to assist in accurately measuring students understanding and ability to infer within the text. 5. Building upon the previous year's K-2 Guided Reading Inquiry Study Group, extend the study to grades 3-5 to deepen teacher's understanding of literacy instruction methodologies and to differentiate lessons for student groupings. 6. Provide professional development opportunities for all classroom teachers targeted at deepening their understanding of differentiation of literacy instruction methodologies through working with consultants, literacy coach and attending workshops. 7. Provide professional development opportunities for all classroom teachers to begin awareness of new core standards and begin to work with teacher teams to revise our curriculum to align with standards. <p><u>This effort will require the following staff and resources:</u></p> <ul style="list-style-type: none"> • All teaching staff, principal, assistant principal and coaches • A full time literacy coach position was funded this year to assist with teacher development and student performance • Network professional development workshops • Inquiry Teacher Teams/Study Groups via the teachers weekly grade meetings and Per-Session funds for after school study groups • OTPS funds for aligned professional texts, student guided reading texts and classroom library books. • Per Diem allocations to cover substitute teacher costs during workshops and planning days • Professional development with hired consultants using PTA funds
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Literacy Coach- (Many) TL Fair Student Funding/ TL Fair Student Funding Incremental Workshops: Per Diem allocations to cover coverage costs PTA Professional Development Funds for workshops that are non-DOE DOE Workshops/Network opportunities funded with TL Children First Operating Funds Consultants: PTA Professional Development Funds Inquiry Teacher Teams/Study Groups: Per Session for teachers-TL One-Time Allocations</p>

Indicators of Interim Progress and/or Accomplishment

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

Subject/Area (where relevant): *Community of Care*

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, students will increase their ability to show care towards the school and one another as measured by an increased satisfaction level on the School Leadership Team survey distributed to both families and school staff in May 2011.</p>
<p>Action Plan <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><u>Action Plans:</u> Objective: To ensure a school community of care</p> <p>Specifically in year one, we aim to create awareness with staff and families of our school expectations and create supports to ensure students are held to the commitments they have made as members of our school community. We will work towards our goal of creating a “community of care” to ensure a continuation and improvement in the high caliber learning environment where classroom time is highly productive and teachers are equipped to effectively manage student behavior. In this effort we will increase students maintaining their commitments to the expected school behavior and responsibilities.</p> <ol style="list-style-type: none"> 1. Create the Peace Project-a committee of parents, administration, teachers and student council members to make recommendations and help administer any resulting programs. 2. Create an improved and consistent school-wide system for monitoring student behavior issues and making the appropriate decisions in response to the situation. 3. Enhance and increase the number and quality of student-body “community of care” assemblies throughout the year. 4. Improve parental participation and knowledge of school-wide expectations aligned to the Citywide Standards of Discipline and Intervention Measures. 5. Regularly communicate efforts to parents to reinforce our partnership in supporting student commitments. 6. Provide staff with professional development and coaching on best practice and

	<p>methodologies for maintaining and creating a community of care.</p> <p>7. Create a Professional Book Study around classroom management/community building to support teachers' development in this area.</p> <p>8. Provide administrative support when needed with student's who struggle to maintain their commitments to our school community of care initiatives.</p> <p><u>This effort will require the following staff and resources:</u></p> <ul style="list-style-type: none"> • All teaching staff, principal, assistant principal, • Families and student council participants • OTPS funds for professional resources on classroom management and community building • Per-Session funds for teacher members in Peace Project and Study Group
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>Professional Texts/Books on Classroom Management and Community Building: TL NYSTL TEXTBOOKS Peace Project Participation: Per Session for teacher members-TL One-Time Allocations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject/Area (where relevant): *Intervention*

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>During the 2010-2011 school year, 100% of classroom teachers will identify students in need of intervention and follow the RtI process to ensure they receive targeted instruction in their areas of need as measured by referral forms submitted to Pupil Personnel Team and internal student monitoring methods.</p>
<p>Action Plan <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><u>Action Plans:</u> As we develop awareness and consensus of RtI, (Response to Intervention) amongst the school staff, we will identify student’s needs to provide targeted instruction that improves their learning.</p> <ol style="list-style-type: none"> 1. Facilitate Professional Development developing awareness and consensus of Response to Intervention. 2. Continuing to increase opportunities for teachers to increase their knowledge and methodologies for differentiation of instruction to meet the range of learners in their class. 3. Create a consistent school-wide monitoring system for students requiring intervention to measure the effectiveness of support provided. 4. Match students identified in need of support to appropriate interventionist and create an individualized intervention program. 5. Aligning our Extended Day program to our PPT process to ensure that students are receiving consistent support. Extended Day has been revised this year to take place Monday- Wednesday for 50 minutes rather than 4 days a week for 37 ½ minutes. This change was to provide a longer instructional block of time. 6. Students identified for Extended Day will participate in cycles and attend all 3 days to support a targeted need. Teachers and PPT team will identify students and work with a small group of students in a specific area. Teachers will collaborate with colleagues to create student groupings. 7. Assigning Kindergarten Teachers to a student(s) in grades 1-5 for September-

	<p>December to increase the number of staff members providing targeted intervention. The Kindergarten students identified in need of support will begin Extended Day in January.</p> <p><u>This effort will require the following staff and resources:</u></p> <ul style="list-style-type: none"> • All teaching staff, principal, assistant principal • Intervention Teacher: Veronica Humphreys • Literacy Coach: Hillary Casado and Math Coach: Susan Beshel • School Based Support Team, Service Providers and SETSS teachers as PPT members. (We have weekly meetings alternating between K-2 and 3-5) • Providing coverage for classroom teachers to attend PPT and work with interventionist • Attending DOE and Network PD increasing awareness of Rtl and differentiation strategies
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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><u>Interventionists</u> Veronica Humphreys: TL Fair Student Funding Math & Lit. Coaches: (Many) TL Fair Student Funding/ TL Fair Student Funding Incremental Service Providers & SETSS teachers: TL Fair Student Funding & Mandated Service Provider funds Workshops & Consultants: PTA Professional Development Funds Planning & Facilitating PD: Per Session for teachers-TL One-Time Allocations</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject/Area (where relevant): *Social Studies*

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June, 2013 the social studies curriculum for grades K-5 will be developed and vertically aligned across grades as measured by curriculum maps and study plans.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Action Plans:</u></p> <ul style="list-style-type: none"> (1) Provide classroom teachers with professional development and curriculum planning time to create and revise social studies curriculum and publish their plans on staff Google site (2) Establish appropriate field trips, connect with other schools, and in enhance our social studies curriculum (3) Purchase of curriculum materials and additional resources to complement studies (4) Incorporate Common Core Standards to weave into unit goals
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Social Studies Core Curriculum: 3rd Grade ordered for 2010-2011 using TL NYSTL funds Classroom Books: TL NYSTL funds & PTA Classroom Materials Funds Teacher Teams: Per Session for teachers-TL One-Time Allocations</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

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), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

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	5	5	N/A	N/A	1	0	0	0
1	20	9	N/A	N/A	2	0	0	0
2	16	11	N/A	N/A	2	0	0	0
3	5	7	N/A	N/A	8	0	0	0
4	11	4	0	0	8	0	0	0
5	8	8	0	0	3	1	7	0
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each 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.).
ELA:	<p>All AIS are overseen by the Pupil Personnel Team, which meets for 1 hour weekly to follow progress and/or further needs and supports for Tier I-IV students AIS students also include our at-risk students who are in need of additional support, not necessarily mandated based on test scores.</p> <p>AIS for at risk ELA students are being implemented as follows:</p> <ul style="list-style-type: none"> • Differentiated instruction in all classes – Tier I • Through teacher based assessments and observations, Periodic Assessments, as well as Teachers College Reading Assessment in grades K-5, Tier II intervention students are determined. • In grades K-3, Wilson and/or Guided Reading and Writing instruction are provided for Tier II students (max group size of 4), either push in or pull out model • Additionally, K-2 at-risk ELA students attend Extended Day sessions, 1-3 days weekly for further support • In grades 3-5, at-risk ELA students attend Extended Day sessions, 1-3 times weekly for additional support • In grades 3-5, At Risk ELA referred for Tier II intervention are supported with an additional 2-3 periods of direct support driven by Schools Attuned Model. Teacher work on organizational and study skills, as well as intervention-based support. Based on need and scheduling constraints services are either push in or pull out. • In-direct services are provided to support teachers and the PPT team to determine appropriate services and continuation of support. <p>Length of intervention cycle varies from 6-8 weeks to as needed.</p>
Mathematics:	<p>AIS in math is implemented in several different ways:</p> <ul style="list-style-type: none"> • Differentiation instruction in all math classes – Tier I intervention • Through teacher based assessments and observations, as well as DY0 in grades 3-5, Tier II intervention students are determined. • Tier II students in grades K-2 receive between 1-3 periods of instruction through Extended Day small group instruction and may also work at risk 1-2 periods per week with SETTS teacher and/or Coach to strengthen basic mathematical concepts • Tier II students in grades 3-5 receive small group support through the 8 week Navigator mathematics intervention program and/or participated in Extended Day sessions.

Science:	<ul style="list-style-type: none"> • Students receive NYS mandated periods of science instruction per week. All instruction is differentiated. • Students receive extended day science instruction
Social Studies:	Students receive NYS mandated periods of social studies instruction per week. All instruction is differentiated.
At-risk Services Provided by the Guidance Counselor:	The guidance counselor provides guidance and crisis counseling services during the school day. Separate at risk social skills groups (based on age and needs) meet one period per week to assist students in coping with various personal issues. When possible, the social skills groups are co-facilitated by the school social worker.
At-risk Services Provided by the School Psychologist:	The school psychologist offers clinical services, agency referrals and educational, social and personal services on an as needed basis to at risk students.
At-risk Services Provided by the Social Worker:	The social worker provides counseling and group work to at risk students and outreach to families on an as need basis, throughout the school day. Additionally, combining expertise with the guidance counselor, social skills groups meet on a weekly basis to assist students in coping with various personal and family issues adversely affecting student progress.
At-risk Health-related Services:	Health-related services are overseen by the school nurse. Staff with health-related concerns confer with her on a daily basis, either through established written communication or in person. Students are assisted and instructed by school nurse on learning how to cope with general issues related to maintaining healthy habits, and health related issues such as asthma, obesity, diabetes, etc.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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) K-5 Number of Students to be Served: 54 LEP 592 Non-LEP

Number of Teachers 2 Other Staff (Specify) Annette Burton and Ashley Phyfe

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.

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.

Section III. Title III Budget

School: PS 183 BEDS Code: 31020001018

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of Expenditures in this Category as it Relates to the Program Narrative for this Title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$2998.80	After-School Program 1 ESL Teacher \$49.98 x 1 hr 60 days = \$2998.80
Purchased services - High quality staff and curriculum development contracts.	\$1,600.00	An ongoing ESL Professional development discussion group for PS 183 Classroom Teachers \$400.00/ day x 4 days = \$1,600
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. Educational Software (Object Code 199)	\$9,864.10	United Streaming Video: Online Educational Video Resource (\$1500) Color Scanner (\$250) Consumable Art Supplies (\$1000) Laminating Materials (\$750) Audio Books (\$950) Rosetta Stone Software (\$500) Projector (\$800) Content Related Texts (\$500) Weekly Reader K and 3 rd grade (\$500) Consumable Classroom Supplies and Translation Services (\$3114.10)
Parental Involvement	\$2,649.10	ESL classes for parents 1 ESL teacher 49.98 x 1.5 hrs x 30 days = \$2,249.10 Morning Snack (\$500)
Other	\$500.00	Afternoon snack for ESL after school program (\$500)
TOTAL	\$17,612.00	

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

At PS 183, New York City Board of Education posters are displayed in the main office, to inform parents in their home languages that translation services for school matters are available free to them. These translation services begin at registration time. The Home Language Identification Survey administered to parents of children who have a home language other than English is available in the following languages in addition to English: Albanian, Arabic, Bengali, Chinese, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, and Urdu, the languages identified as most prevalent by the City of New York.

The school secretary is trained in administration of all registration forms, including how to help parents whose English language fluency is less than proficient. Upon completion of the HLIS form the ESL teachers are notified and each HLIS form is checked to ensure its completion, including previous education and the parent or guardian's signature.

Those HLIS forms indicating that the enrolled student speaks another language besides English in the home are tested with the LAB-R. All students who speak another language see names posted on a language bulletin board at the entrance to the school, a popular and reassuring feature to later entrants who can show their own children that there are many students like them in the school, and perhaps even others who speak the same home language. Registrants' contact information (parent's email addresses, phone numbers etc.) is written down and filed. The primary language of the home is listed on the student's blue emergency card should a teacher or staff member need to contact the family, and entered into ATS.

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.

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.
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>.

Parents who are bilingual are often called to help serve as translators for field trips, publishing parties and other events. The language board outside the main office, posts every language spoken at P.S. 183 and students, teacher and corresponding staff who speak each language. Students, parents and the surrounding school community often refer to the language board when looking for play dates or translators or when they have general questions about a specific language. From the first day of school, parents and guardians of students whose home language is not English are given all notices in English, however they are also introduced to school staff (assistants, paraprofessionals, student teachers, etc.) who speak their home language and will answer questions or translate important notices for them. Bilingual staff are called down into the main office on an as-needed basis to meet the parents in front of the language board to help translate or assist.

Written translations of important documents are obtained via email from bilingual parent volunteers. Ms. Burton, the ESL teacher, uses the contact information found on the HLIS forms or on ATS to reach out to these parents. Annually a list of bilingual adults is compiled and added to previous lists, since parents whose children have graduated from the school are especially pleased to offer this service, as it indicates that their family's bilingualism is valued and remembered. NYU graduate students studying TESOL or Applied Linguistics also volunteer to translate during parent-teacher conferences, at ESL information sessions, and for state testing. Lists of these graduate students are compiled from the steady stream of observers in the ESL room. If no translator from the PS 183 community or NYU is deemed appropriate, then a written translation request is sent to the board of education and an outside vendor is used for translation services.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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

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.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – 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 which is available in the nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.
2. Schoolwide 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:
 - 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.

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

3. Instruction by highly qualified staff.
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 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, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: 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.

Note: 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.

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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>

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

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 183 Robert L. Stevenson					
District:	2	DBN:	02M183	School		310200010183

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	0	0		95.2	94.7	95.3
Kindergarten	126	128	122				
Grade 1	107	118	125	Student Stability - % of Enrollment:			
Grade 2	96	109	102	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	105	95	105		96.3	95.5	97.6
Grade 4	85	108	84				
Grade 5	69	84	105	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		16.0	16.7	14.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	1
Grade 12	0	0	0				
Ungraded	0	3	3	Recent Immigrants - Total Number:			
Total	588	645	646	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	0	0	0	Principal Suspensions	0	1	5
# in Collaborative Team Teaching (CTT) Classes	59	58	60	Superintendent Suspensions	0	0	0
Number all others	39	45	52				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	48	45	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	10	5
# receiving ESL services only	53	54	TBD	Number of Educational Paraprofessionals	3	3	7
# ELLs with IEPs	1	5	TBD				

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	50.0	71.1	87.0
				% more than 5 years teaching anywhere	33.3	40.0	58.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	78.0	82.6
American Indian or Alaska Native	2.4	2.8	2.3	% core classes taught by "highly qualified" teachers	100.0	100.0	94.5
Black or African American	7.7	6.0	5.4				
Hispanic or Latino	12.2	10.5	13.3				
Asian or Native Hawaiian/Other Pacific	16.5	14.9	14.2				
White	59.5	59.5	60.2				
Male	52.9	52.7	54.0				
Female	47.1	47.3	46.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v	-				
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	49.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	29						
<i>(Comprises 60% of the</i>							
Additional Credit:	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

**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 CFN 103	District 02	School Number 183	School Name PS 183
Principal Tara Napoleoni		Assistant Principal Jennifer Leventhal	
Coach Susan Beshel		Coach Hillary Casado	
Teacher/Subject Area Annette Burton/ESL		Guidance Counselor Jara Milman	
Teacher/Subject Area Ashley Phyfe/ESL		Parent type here	
Teacher/Subject Area type here		Parent Coordinator LuAnn Propper	
Related Service Provider Kathy Silverio/SETSS		Other type here	
Network Leader Yuet Chu		Other type here	

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

C. School Demographics

Total Number of Students in School	646	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	8.36%
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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.

At registration, families fill out and sign a home language questionnaire that inquires about the child's earlier school experience and language of instruction. Written information is sent home in various languages to inform parents of the various language acquisition models available to them in the city.

A pedagogue is on call to assist the parents and ensure that they understand the questions. The school secretary or the parent coordinator calls an ESL teacher to meet new international parents to conduct an informal interview to ascertain whether translation assistance is needed. Upon review of the survey, if answers meet the New York City criteria that certain questions be answered with a language other than English, the child is eligible to be given the LAB-R test. Each HLIS is checked by a fully certified ESL teacher to determine 1. the student's native language and 2. whether or not they should be administered the LAB-R. After testing, the hand-scored results of the screening battery are notated on a copy of each HLIS by an ESL teacher. From the HLIS copies, a roster of LAB-R eligible students is compiled and checked against a current ATS RLER.

Parents of LAB-R testees are sent a letter informing them of state guidelines on language screening. Two subsequent packets of information are prepared, one for each child eligible for services based on LAB-R results or NYSESLAT scores from the previous spring, and a separate one for each child deemed ineligible according to either LAB-R or NYSESLAT score. The NYSESLAT exam is administered annually to every child deemed eligible for services according to the initial LAB-R or the prior year's NYSESLAT. LAB-R and NYSESLAT scores determine English proficiency levels and the corresponding number of periods of ESL students must receive according to CR part 154 instruction units requirements.

A checklist with each child's name and a column for each entitlement letter, meeting notice, score notification, preference form, email form, and a PS183 ELL information questionnaire is prepared. When a form is sent home, a check is entered in the appropriate cell of the table; then when the form is returned signed, the check is marked as an X. If the form is not returned the parents continue to be sent reminders.

In the information packets is an invitation to attend an ESL parent-orientation at the end of the first month of school. The orientation describes all program options available in the city at other schools, including the PS 183 ESL program. With the ESL teachers, the parent coordinator, and an administrator, for a reiteration of the available programs, as well as information about how they can best help their children adjust to the new academic and linguistic environment as quickly as possible. Free parent classes have been held weekly in the school in order to improve adult language skills and help families network socially within the school milieu. The school has an ongoing international parent network that shares contact information for the purpose of enabling parents of the same language to ease newcomers' transition into the school community. Lesson topics in the adult classes are determined by the parents themselves. One hundred percent of the parents for as many years as they've had the choice have requested that their children receive only ESL instruction. Our school has never had enough speakers of a single language to have self-contained bilingual classes, and further, bilingual programs elsewhere in the city don't match the needs of the large number of low-incidence languages in our community. Nearly half the ELLs' languages fall into the "other" category instead of the city's high-incidence ones.

Through the year, to ensure that no new admit or transfer is overlooked, the ESL teachers use ATS to run weekly RLER and RLAT reports. Families arriving later in the year are invited to meet with their child's ESL teacher individually, and are given a copy of that fall's meeting summary.

Our schools' parents have always opted unanimously for the free-standing ESL program we have in place, and the school's academic success as evidenced by exam performance, the children's enjoyment of the small-group pull-out classes, and the linguistic and cultural diversity have created a positive word-of-mouth reputation, not infrequently even before arrival in the country. Moreover, every fall there are parents who request their transitional students (i.e., those who have exit scores) be allowed to continue advanced ESL instruction. New entrants later in the year are individually informed of program availability, and waive entitlement to bilingual service in their language elsewhere; however analysis of the language array at our school clearly shows that instruction in most of our students' languages are not taught in the city because of their low incidence.

To ensure that all city, state, and federal mandates are met, we have an established structure and process in place. Upon registration, parents of new admits are given the Home Language Identification Survey (HLIS). A pedagogue is on call to assist the parents and ensure that they understand the questions. Upon review of the survey, if answers meet the New York City criteria that certain questions be answered with a language other than English, the child is deemed eligible to be given the LAB-R test. If the test results show the child entitled for services, we invite the parents to a Parent Orientation meeting. For families registering after the orientation meeting, a video about the variety of ELL programs available in the city of New York is available to help parents choose the model they feel is best for their children. All parents complete a survey and parents' choices are unfailingly honored. When parents fail to return the survey in a

timely manner, the BIL/ESL Coordinators continue to reach out to them.

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	2	3	3	3	3	2								16
Push-In														0
Total	2	3	3	3	3	2	0	0	0	0	0	0	0	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	49	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language										0
ESL	49	0	7	5	0	1	0	0	0	54
Total	49	0	7	5	0	1	0	0	0	54

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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	3	0	2	3	4	1								13
Chinese	3	1	0	2	1	1								8
Russian	1	0	0	1	0	0								2
Bengali	0	0	0	0	1	0								1
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	1	1	0	0	0								2
Korean	0	2	0	2	0	0								4
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	2	0	1	1	0								4
Other	4	6	2	3	3	2								20
TOTAL	11	12	5	12	10	4	0	0	0	0	0	0	0	54

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.

PS183's free-standing ESL program includes both push-in and pull-out instruction for kindergarten and first grade students, and pull-out for second through fifth grade ELLs. There are five groups of kindergarten and first graders, and five groups of second through fifth graders, all grouped according to linguistic needs and to a lesser degree, according to academic level; however, linguistic considerations take priority and all older groupings cross grade levels. The number of times per week students work with the ESL teachers is determined by the students' test scores. This varies from four 45-minute periods to eight, depending upon need.

The ESL department has a wealth of materials, and both teachers write new stories and projects throughout the year tailored expressly to the current students' needs and skills levels. Students are taught to use the most up-to-date technology as resources and incentives. An example of a recent lesson involved an advanced class interviewing via Skype a Peace Corps volunteer teaching English in Mongolia.

Because the school regularly has new non-speakers, a disproportionate number of students are mandated to receive three hours of explicit ESL per week. That we have two full-time ESL teachers employed, neither of whom is required to do other duties, makes it possible for one to meet the mandates of the kindergartners and first graders including eleven push-in periods, and the other to cover the other four grades with pull-out alone (push-in is not practicable in meeting mandates when students are in more than a dozen different classrooms).

The few students with interrupted education (SIFEs), who arrive in upper grades without literacy skills, and the few long-term ELLs, work one-on-one with Learning Leaders, with graduate student teachers (many of them already experienced teachers), and with a retired ESL teacher, to supplement classroom and ESL class instruction. Since many materials used in the ESL class are teacher-created, it is easy to differentiate activities for various levels, and to tailor materials for the needs of a given cohort of students.

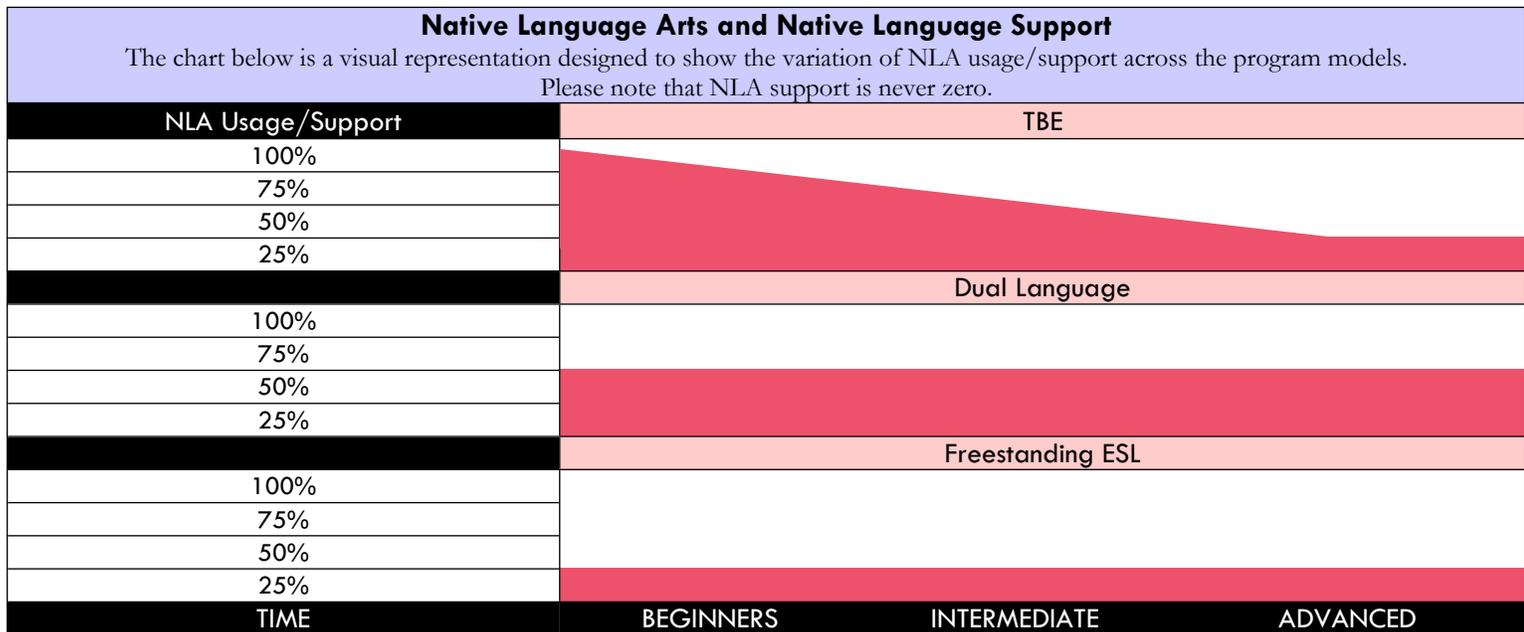
Many of our students reenter home country schools after only a year or two in this country, since a significant number of their parents are here on temporary work visas, often doing scientific research at surrounding teaching hospitals. Some children from these highly educated families do have time to acquire enough English skills to test out of ESL very quickly. Those students on the other hand who have received ESL services for a longer period of time receive special attention in an effort to determine and address the individual issues preventing their doing well enough on the spring exam to leave the program. This may take the form of intervention by at-risk specialists, or tutoring sessions in one-on-one sessions with ESL teachers and TESOL graduate students, or participation in after-school programs run by certified pedagogues.

Transitional former ELLs take exams proctored by their former ESL teacher, who also follows their progress in the mainstream classroom by conferences and email exchanges with their current teachers. Similar contact is maintained with the X-coded special needs ELLs' teachers and service providers.

Our school has an extended day program that targets small subgroups of students below grade level in content areas, as well as four pedagogues available through the schoolweek to work with at-risk students. A Pupil Personnel Team consisting of service provider specialists meets two hours weekly, where students of concern are discussed and recommendations made for early intervention, before any full-scale individual evaluations are begun.

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



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?

Incoming beginning and intermediate speakers to our school are given the Rosetta Stone program on laptops to work on independently in their classroom. Younger ELLs are given in-school tutorials of free English language websites such as starfall.com and britishcouncil.org/kids. Parents of ELLs receive monthly newsletters and emails about these and other new internet sites to try at home. Our younger k/1 ESL students participate in a computer program lending library in which they may borrow an educational computer program for a two-week period (e.g., Reader Rabbit, Math Blaster, etc.). Our school has a subscription to an online Discovery website, unitedstreaming.org. All parents of ESL students were given a user name and password giving them access to an online library with over 9000 content-related video clips.

Content during ESL pull-out sessions varies from folk stories, geography, games, songs, readers' theater, science, etc. Materials for instruction range from picture books, books on tape, jazz chants, bilingual dictionaries (both electronic and hard-copy), games, puzzles, manipulatives such as reading rods, cuisinaire rods, and base-ten blocks, and teacher-made activities follow-up materials.

Students are routinely given projects to do together with a parent or older sibling in the home language. This serves to communicate that maintenance of home language skills is valued, to draw in and involve family members in the substance of in-school ESL classwork, and to sustain and enhance native language literacy skills. In order to maintain native language skills (especially important for students planning to reenter home country schools), students prepare bilingual vocabulary lists for stories read in class, which in turn are invaluable to subsequent groups working with the same story. When first language literacy skills were not in place before arrival, working with family members is satisfying for all parties. Those students with sufficient literacy skills use bilingual dictionaries both electronic and hard copy. Students are encouraged to read for pleasure both in English and in the home language, and many attend Saturday schools. When new vocabulary is encountered in class, a natural opportunity for a comparative etymology arises in a group that might be comprised of speakers of eight different languages.

The language of instruction at our school is English, although there are supplementary after-school programs in both Spanish and French for both native speakers and monolingual speakers trying to learn a second language. This provides literacy instruction especially valuable for younger children who have not yet had school experience in countries where those languages are spoken.

As students transition out of the elementary school into middle school, we continue to communicate with parents and their new teachers especially via email, helping make difficult choices regarding choosing the best school for each individual, and suggesting supplementary materials and references for tutors when requested. We have continued to be asked to write letters of recommendation for competitive applications and private school long after students have graduated from our program. Students have returned for visits when they return to the States as long as a decade after being in our program, some even in medical school now.

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)?

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.

All general education teachers have been offered per session pay for attending and participating in a balanced literacy professional development opportunity targeted for teaching ESL students. This PD session began as a month long book club in which teachers read on their own time and subsequently met after school to discuss the professional resource: *Balancing Reading and Language Learning, a Resource for Teaching English Language Learners, Grades K-5*, by Mary Cappellini. After finishing the book teachers were invited to amass the various new strategies they had learned and applied in the classroom to create a guide for the rest of the school. This reference guide will be duplicated and distributed to all the other classroom teachers and copies placed in the school's professional library for future teachers' use, as a handbook invaluable for working with PS 183's unique ESL population. The guide includes tips for instructing students of different English levels, assessing them, and communicating effectively with their parents, and it is divided into grade levels and into content area sections.

This school's ESL teachers have organized a monthly dinner meeting of regional ESL colleagues. After dinner the participants present lessons and share materials and ideas, and table conversation invariably delves into current professional issues. In the 17 years the senior ESL teacher has taught at PS183, sometimes as many as five graduate students per year have done their student teaching here, and a number of these teachers are employed near enough to attend the dinners regularly. Additionally, our school's ESL department organizes and hosts professional development seminars at the school several times a year. Whenever possible, they attend and present at state and national TESOL organizations.

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 are polled for interest in parent classes and given information about free ESL classes provided by the city's public libraries. NYU graduate students assist at the parent-orientation and serve as translators as needed. The meeting is scheduled before the school's open house curriculum night so parents adjourned to attend their children's classroom orientation meetings, and then a PTA meeting. The following week all parents are emailed a summary of the meeting. A sign-in sheet gives a record of which parents attended, and the completed surveys are collected.

Title III funding provides an F-status former ESL teacher, Mrs. Weisberg, to work with select individual ESL students who need one on one literacy tutoring beyond what their mandated ESL classes can accomplish in the group setting. She confers with relevant school staff in making decisions about the individual ELLs' academic needs and progress. The language used for instruction on both the after-school programs and the individual ESL tutoring is English. Monthly math workshops to help parents support the PS 183 math curriculum at home and are co-taught by an ESL teacher. The parent coordinator organizes and accompanies groups of ELL parents to city-sponsored conferences specifically designed for ELL adults, where they are provided breakfast, lunch, transportation reimbursement, and translator services. Parents are able to view our school website in translation (many of our parents are quite sophisticated computer users).

Parent involvement at PS183 is widespread. Parents of English speaking children and those who have exited the ESL program contribute to ELL students' needs by donating books and software their own children have outgrown, as well as good warm clothing for new arrivals from tropical climes. Parents of ELLs are also active in school life. Some work as volunteers particularly in the art classes, and classroom teachers encourage international parents especially to chaperone class trips. Classes at our school frequently have publishing parties at breakfast time, with parents invited both to be part of the audience and to contribute to the breakfast buffet. Parents provide invaluable translation services, to help other parents at teacher conferences, and to help children taking standardized exams at other schools. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school.

Classroom teachers speak with their students' parents every day at dismissal, and they consult with the ESL teachers in order to ease international families' transition, and to facilitate things such as choosing the right middle school for their children. Classroom teachers and ESL teachers are in constant contact with parents, especially via email. Parent-teacher conferences are held in November and March, with follow-up to check on student progress and parent concerns.

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)	3	5	2	0	2	0								12
Intermediate(I)	0	5	2	5	0	0								12
Advanced (A)	7	3	2	7	7	4								30
Total	10	13	6	12	9	4	0	0	0	0	0	0	0	54

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0							
	I	0	6	1	1	0	0							
	A	1	3	2	8	5	2							
	P	0	1	2	2	2	1							
READING/ WRITING	B	1	5	0	0	0	0							
	I	0	5	2	5	0	0							
	A	0	0	1	6	4	3							
	P	0	0	1	0	3	0							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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									0
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									0
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				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

The ESL teachers are able to access students' scores through ATS to determine the breakdown of test results. Patterns of student performance are helpful in grouping the classes and to identify areas needing improvement.

As one would expect, it is the school's newcomers each year who score as beginners, although quite a few new entrants are children of post-doctoral researchers who provide private tutors for their children before arrival, and who therefore begin ESL with a kenesis boosting their acquisition and hastening their achieving exit scores. These students have early literacy skills superior to their oral skills. Advanced students have generally acquired good reading and oral skills and need greatest focus on their writing—of course, universally the writing modality is the last of the four to approach native proficiency.

The NYSESLAT's requirement that kindergarten and first grade language learners be able to spell precisely and write not only words and short sentences but narratives as well results in there being a lower exit rate at the early grades. (Classroom teachers often observe that their ELLs' classwork and reading is better than their monolingual peers, and they wonder how those peers would perform on the exam.) This results in a greater concentration of ESL-eligible children in lower grades. Our school's rapid turnover of new beginners who within a couple of years typically return to their home countries or go on to other foreign posts puts our imperative on maintaining academic content progress more than discrete language acquisition, so while we do analyze and address information test data provide, we avoid spending precious instruction time on test prep per se and concentrate instead on using maintaining that content instruction to teach English. It also affects what is taught; for example, it is more important for our students to know the difference between a comet and a meteor than between cauliflower and broccoli.

Those students who transfer from other schools, on the other hand, especially those with IEPs, exhibit oral skills superior to their literacy skills. Any child who doesn't advance in levels annually captures the attention of the Pupil Personnel Team that meets weekly to discuss at risk

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may include the patterns across the test modalities (reading/writing and listening/speaking) do affect how the ESL teachers and classroom teachers plan

Additional Information

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		
	Other		
	Other		
	Other		