



RICHARD R. GREEN SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 27 Q 183
ADDRESS: 245 BEACH 79TH STREET
ROCKAWAY BEACH, NY 11693
TELEPHONE: 718 634 9459
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 27 Q **SCHOOL NAME:** Dr Richard R Green

SCHOOL ADDRESS: 245 Beach 79th Street

SCHOOL TELEPHONE: 718-634-9459 **FAX:** 718-634-9458

SCHOOL CONTACT PERSON: Renee Peart- Zachary **EMAIL ADDRESS:** rpeart@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Gloria Brown/ Della Jackson

PRINCIPAL: Renee Peart-Zachary

UFT CHAPTER LEADER: Rebecca Ovadia

PARENTS' ASSOCIATION PRESIDENT: Lisa Cooper

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 309

NETWORK LEADER: Patricia Tubridy

SUPERINTENDENT: Michelle Lloyd-Bey

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/rdonlyres/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
Renee Peart-Zachary	*Principal or Designee	
Rebecca Ovardia	*UFT Chapter Chairperson or Designee	
Lisa Cooper	*PA/PTA President or Designated Co-President	
Della Jackson	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	
Sheryl Bernstein	Member/ Staff	
Karen Luciano	Member/Staff	
Gloria Brown	Member/Staff	
Pauline Cummings	Member/Staff	
Montanique Jackson	Member/Parent	
Maria Boucher	Member/Parent	
Jacquel Jacobs	Member/Parent	
Nancy Rodriguez	Member/Parent	

(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.

PS 183Q, Dr. Richard R Green School is an elementary-middle school with 638 students from pre-kindergarten through grade 8. PS183's mission is committed to providing a standards-based education to all students in a nurturing and supportive environment. Our goal/vision is to have all students exceed their respective performance standards through a seamless and unified curriculum, where community service is also a requirement for graduation. We want to make sure students achieve academic rigor through instruction that is in alignment with the common core standards. We use data to drive instruction and to meet the needs of each student.

The school is proficient according to our latest Quality Review. In 2008-2009, ELA scores have risen to 62.8% from 50.5 and the math scores have risen to 72.2% from 58.9%. For the 2009-2010 school year the school made adequate yearly progress for ELA, Math and Science. In 2009-2010, 33.3% of students achieved proficiency of level 3 or 4 in ELA. 40.9% of students achieved proficiency of level 3 or 4 in Math.

The school is supported through multiple funding sources such as: Fair Student Funding, Title I, Contracts for Excellence, and Children First Funding. These funding sources have helped support programs in PS/MS 183Q like American Ballroom Dancing, Success for Kids, Periwinkle Program, and Music Wizards.

Reading First is a program which supports reading in our K-3 grades, focusing on the students learning the 5 fundamentals of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Grades 4-8 use the Balanced Literacy approach to expand the fundamentals of reading and writing. We support our English Language Learners through small group instruction provided by a licensed full time ELL teacher. Technology is an integral component of our school environment with computers in every class along with a technology lab and laptop carts on every floor. Additionally, for the school year 2010-2011 our school will receive the NYC Connected Learning Program/Grant. This will allow grade 6 students to receive a computer in their home.

Everyday Math is the primary vehicle for math instruction and Impact Math is used for grades 6-8. Selected students, who qualified, were given the opportunity to take both Impact Math and Integrated Algebra in the 8th grade and take the Regents exam. PS183Q includes a gifted and talented program in the K-8 grades.

Teachers incorporate class visits to gardens, farms, museums, art galleries and community resource areas in order to promote further understanding of the world around them. Additionally, students are provided the opportunity to participate in various programs throughout the school year, such as Periwinkle, City Opera, and Ballroom Dancing.

We recognize the importance of all stakeholders in fostering student achievement and encourage parents and caregivers to participate in their children's education through our Parents Association and School Leadership Team. Our Parent Coordinator encourages parental involvement through the arrangement of classes such as GED and academic workshops. The Parents Association provides monthly activities to engage the families of our students, such as: Movie nights, talent shows, and fashion shows.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions:

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 Dr. Richard R. Green								
District:	27	DBN:	27Q183	School BEDS Code:	342700010183				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment					Attendance - % of days students attended:				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		90.3	91.5	TBD		
Kindergarten	55	75	81						
Grade 1	78	79	91	Student Stability - % of Enrollment:					
Grade 2	75	78	83	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	71	60	77		87.8	83.9	TBD		
Grade 4	78	77	66	Poverty Rate - % of Enrollment:					
Grade 5	58	83	75	(As of October 31)	2007-08	2008-09	2009-10		
Grade 6	57	54	70		81.0	81.0	91.5		
Grade 7	81	69	54	Students in Temporary Housing - Total Number:					
Grade 8	89	80	78	(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	0	0	0		11	8	TBD		
Grade 10	0	0	0	Recent Immigrants - Total Number:					
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	0	0	0		12	8	2		
Ungraded	1	0	2	Special Education Enrollment:					
Total	659	673	675	(As of October 31)	2007-08	2008-09	2009-10		
					12	8	2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	42	43	59	Principal Suspensions	16	32	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	19	19	Superintendent Suspensions	23	28	TBD		
Number all others	33	40	34						
These students are included in the enrollment information above.				Special High School Programs - Total Number:					
				(As of October 31)	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:				Number of Staff - Includes all full-time staff:					
(BESIS Survey)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	51	52	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	31	32	36						

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 Dr. Richard R. Green								
District:	27	DBN:	27Q183	School BEDS Code:	342700010183				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	√	11		
	K	√	4	√	8	√	12		
	1	√	5	√	9		Ungraded	√	
	2	√	6	√	10				
Enrollment				Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	18	18	18		90.3	91.5	TBD		
Kindergarten	55	75	81	Student Stability - % of Enrollment:					
Grade 1	78	79	91	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	75	78	63		87.8	83.9	TBD		
Grade 3	71	60	77	Poverty Rate - % of Enrollment:					
Grade 4	78	77	66	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	58	83	75		81.0	81.0	91.5		
Grade 6	57	54	70	Students in Temporary Housing - Total Number:					
Grade 7	81	69	54	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	89	80	78		11	8	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number:					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		12	8	2		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	1	0	2	(As of October 31)	2007-08	2008-09	2009-10		
Total	659	673	675						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	42	43	59	Principal Suspensions	16	32	TBD		
# in Collaborative Team Teaching (CTT) Classes	17	19	19	Superintendent Suspensions	23	28	TBD		
Number all others	33	40	34	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	51	52	TBD		
# receiving ESL services only	31	32	36						

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?
-

A comprehensive review of the school's educational program for PS/MS 183 indicates the following about student performance trends and other indicators of progress. For the Early Childhood grades 67% of all students in grades k-3 have achieved their benchmark status. Kindergarten students did not achieve benchmark goals for their grade at the desired rate. This grade struggled to reach their benchmark goals, 60% of the kindergarten students achieved benchmark level. Grades 1-3 achieved their benchmark goals. The percentage of students whom achieved grade level in 3-8th grade on the State ELA Assessment decreased from 52.9 % to 34%. The percentage of students decreased from 72% to 42% on State Mathematics Assessment. On the State Accountability Status, we are a school in good standing based on the 2009-2010 performance.

The school has met the AYP (Adequate Yearly Progress) for all students in ELA, Math, and Science. Elementary/Middle level ELA accountability status is in good standing and measures 4 of 5 student groups making AYP in ELA. The prospective status for 2010-2011 will be that this school will be in good standing. However, our special education subgroup did not make their AYP. Elementary/Middle level Mathematics accountability status is in good standing, with 5 of 5 groups making the AYP in Mathematics. Elementary/Middle level Science accountability status is in good standing, with 1 of 1 student groups making the AYP in science.

On the 2009-2010 Learning Environment Survey our survey scores made great increases. In Academic Expectations we have risen from 7.8 to 8.4. In Communication we have risen from 7.1 to 7.8. In Engagement we have risen from 7.2 to 8.0. In Safety and Respect we have risen from 6.8 to 7.6. We use the survey to look at the areas of improvement and areas of concern for parents, teachers and students.

Our latest school report grade reflects an overall score of 48.1% “B”. We received an “A” in our school environment grade. We received a “C” in student performance grade. We received a “B” in the student progress grade. Our most current Quality Review Report which was in April 2009 was proficient. The data systems are securely in place providing the staff with the information they require to meet the learning needs of the students. The reviewer’s assessment was to devise a planned program of school wide inter-visitation to enable teachers to benefit further from the sharing of best practices.

The Inquiry Team action research showed that of the 30 children targeted by the inquiry team, 20 students met the June goal that was established by the team. We had 10 students who came close to meeting the June goal. The team reviewed the results of the 2009 ELA scores, ITA and the Predictive assessments. Each student was expected to improve one level based on their goals determined by the inquiry team findings. The students have shown individual growth and accuracy in the comprehension skills area.

To summarize, of the students in grades k-3, 67% have achieved benchmark status. Our ELA scores for grades 3 – 8 are 34% of the students achieved grade level. Our Mathematics scores for grades 3 -8 are 42% of the students achieved grade level. The greatest accomplishment is that we have become a school in good standing, and we have put into place many support features for our students. These include: early morning tutorials, morning advisory in the middle school, AIS support services, Success For Kids (SFK), the Reading First Program, and the accelerated math regents class for grade eight students. The most significant aid to our school improvements is the staff, teachers, and support staff, the inquiry team, and the leadership team that all work with our students. We do not recognize any barriers to continuous improvement based on our continued academic growth and improvement. However, the budget cuts, for the school year 2010-2011, has eliminated our afterschool programs.

SECTION V: ANNUAL SCHOOL GOALS

PS/MS 183 School Goals for 2010-2011:

I. Literacy

Grades K- 3

Goal #1a: By June 2011, 73% of students will achieve benchmark status on Reading First DIBELS

Grades 4 - 8

Goal #1b: By June 2011, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) in ELA for grades 4 - 8 and be able to increase students' overall ELA score by 5% with an increase scale score of 10 points for each student.

II. Mathematics:

Goal #2: By June 2011, P.S./M.S. 183Q will decrease the number of level 1's by 5%.

III. Differentiated Instruction

Goal #3: By June 2011, PS/MS 183Q will improve the quality of instruction by increasing the number of teachers implementing differentiated instruction in all subject areas. Teachers will develop goals with an action plan and an individualized professional development plan that connects to the common core standard.

IV. Core Subject (Science)

Science:

Goal #4: By June 2011, PS/MS 183Q will achieve the noted NYS effective Annual Measurable Objective in Science for the school year 2010-2011 and be able to increase students' overall Science score by 3% in grade 4 and 3% in grade 8.

VI. Parental Involvement:

- **Goal # 6: By June 2011, PS/MS 183Q will demonstrate an increase of 15% in parental involvement as evidenced by 10% increased attendance at their monthly meetings and 5% increase in responses on Learning Environment Survey.**

SECTION VI: ACTION PLAN
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)

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): Literacy
Grades K-3

<p>Annual Goal - 1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #1: By June 2011, 73% of students will achieve benchmark status on Reading First DIBELS</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>	<ul style="list-style-type: none"> • Implement Trophies Reading Program • Compare and analyze results from benchmarks, ECLAS-2, progress monitoring and the Trophies assessments • Provide AIS to identified students based on assessments • Data folders will be utilized to differentiate instruction • Four square writing including revising and editing, and final product • Implement prototype in writing and interactive writing in subject areas • Extended A.M. tutorial for level 1 and 2 students in grade K-3 • Provide challenging and enriching materials/activities for ASTRE and level 4 students • Provide opportunities for inter-visitation for teachers to observe master colleagues or ASTRE teachers at other schools and in house • Provide strategies and workshops to assist teachers in order to differentiate instruction to students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding

Indicators of Interim Progress and/or Accomplishment

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

- **DIBELS testing 3 times a year, 6% increase in benchmark students (Oct., Jan., May)**
- **E-class testing 2 times a year, 5% increase in students reaching grade level (Oct, May)**
- **Terra Nova testing 1 time a year (May, June.)**
- **ITA and Predictive testing 2 times a year for grade 3**
- **Increase in number of ASTRE students reaching above grade levels on assessments.**
- **Increase in number of grade 3 ASTRE students reaching level 4 on ELA**
- **Ongoing informal assessment through observation and portfolios to measure student performance**
- **Monitor and assess progress in all areas throughout the school year**

Subject/Area (where relevant): Literacy
Grades 4-8

<p>Annual Goal - 1 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal#1b- By June 2011, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) in ELA for grades 4-8 and be able to increase student’s overall ELA score by 5% with an increased scale score of 10 points for each student</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>	<ul style="list-style-type: none"> • Compare and analyze assessment results from periodic assessments, teacher observation and prior ELA scores to plan for differentiated instruction and grouping • Include enrichment activities, higher- order questioning and challenging materials based on reading levels for ASTRE classes • Continue literacy block for 90 minutes with additional support for content areas, utilize library for research • Continue and expand four square writing, including revising, editing, and final product • Utilize Kaplan Learning Services to provide specific materials for test preparation • Provide AIS and IEP teacher services to level 1 and 2 students • Utilize NYS results, ITA, and Predictive assessments to differentiate instruction • Prepare and distribute ELA material, administer practice tests, review data for instructional needs to differentiate instruction • Implement genre of the month in writing, skill of the week • Continue inclusion of self-contained students in mainstream classes • Extended A.M. tutorial to provide for results from assessments • Provide opportunities for inter-visitation for teachers to observe master colleagues or ASTRE teachers at other schools
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Children First Funding • Fair Student Funding • Title 1 Funding • NYSTL • Contracts for Excellence
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ITA testing 2 times a year • Predictive assessments 2 times a year • Ongoing informal assessment through observation and portfolios to measure student performance (monthly) • Teachers and students will create writing rubrics

	<ul style="list-style-type: none"> • Improved scores on all assessments indicating movement into higher levels • Fewer holdovers for grades 4-8 • Increase in percentage of grade 4-8 students at level 3 on the NYS ELA exam • Increased performance by ASTRE students indicating upward movement in level 4 and increase scores in level 3 • Monitor and assess all areas in November, January, March and June.
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Subject/Area (where relevant): Mathematics

<p>Annual Goal - #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal#2: By June 2011, students in K-2 will achieve mastery of the grade level materials in mathematics as prescribed by the NYS Standards for Mathematics and evidenced by successful completion of 75% of the Grade Specific Performance Indicators.</p> <p>By June 2011, PS/MS183Q will achieve the noted NYS Effective Annual Measurable Objective (AMO) for the school year 2010-2011 for all students and be able to increase student’s overall Math score by 5% with an increase in their scale score of 10 points for each student and decrease the level 1 students by 5 %. For those students not attaining the standard benchmark, an Academic Intervention Plan will be developed and implemented</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>	<ul style="list-style-type: none"> • Continue to implement Everyday Math, Impact, Integrated Algebra in grades K-8 • Compare and analyze results from ITA predictive and teacher created assessments to plan instruction • Group students using formal and informal assessments to provide differentiated instruction. • Provide ASTRE classes with challenging materials to support enriching and differentiating the curriculum • Use the workshop model of math instruction to provide hands-on, problem solving experiences, as well as, opportunities for reinforcement of basic skills • IEP teacher will provide AIS in math to mandated students • Extended Day 37.5 minutes, three times per week for targeted groups of students on a needs basis that reflects assessments • Expand use of technology for math, utilizing programs which support standards, Everyday Math, Impact Math and Integrated Algebra • Incorporate math activities to collect, analyze, interpret and display data • Implement 90-minute daily math block continuing the math/literacy connection • Expand efforts to provide parent involvement so as to enhance understanding of Math

	<p>Standards, as well as, Everyday Math, Impact Math and Integrated Algebra programs and their impact on student instruction</p> <ul style="list-style-type: none"> • Provide ongoing opportunities for professional growth in using Everyday Math, technology, test prep materials, etc. to enable students to meet standards Additionally, demonstrate ways to incorporate the use of assessment results (MAI,CTB, NYS, GAINS Math, Kaplan, ITA and Predictive Assessment) to differentiate and drive instruction <p>WHEN... Instructional Timeline</p> <ul style="list-style-type: none"> • September- Open House to familiarize parents with mathematics program, the implementation of Regents class, assessments, ITA's, Predictives and expectations for all students • September workshops to introduce new programs and or to review new programs • October- May workshops as needed on topics of greatest interest or to benefit students' achievement • October- May workshops during common preps, lunch and learns and any district initiated staff development days
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Children First Funding • Fair Student Funding • Title 1 Funding • NYSTL
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Increase of 5% on standardized tests. Improved scores on district supplied and teacher prepared assessments • Increase in students moving to levels 3 and 4 on the ITA and Predictive Assessments • Increase math language and content knowledge, as well as writing in mathematics • Greater communication skills • Greater ability of students to express math ideas orally and in writing • Improved performance by ASTRE students on all assessments, indicating greater understanding of math concepts and ability to understand higher level math • Increase in attendance by parents at workshops • Increased and improved use of small group instruction, differentiated instruction, questioning techniques, rubrics instruction, use of data to drive instruction, • Greater movement into levels 3 and 4

	<ul style="list-style-type: none"> • Challenging and enriching math opportunities for students in levels 3 and 4 especially in ASTRE classes • Benchmark assessments using ITA's, Predictives and other required assessments • Monthly quizzes and portfolio assessments by classroom teachers • Review progress at monthly team meetings • Monitor and assess all areas in November, January, March and June
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Subject/Area (where relevant): Differentiated Instruction

<p>Annual Goal - #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Goal #3: By June 2011, PS/MS 183Q will improve the quality of instruction by increasing the number of teachers implementing differentiated instruction in all subject areas. Teachers will develop individualized goals with an action plan and an individualized professional development plan that connect to the common core standards .</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>	<ul style="list-style-type: none"> • Administrators will conduct formal and informal observations to assist and support teachers with the differentiation of instruction. • Administrators will model best practice techniques for struggling teachers to provide ongoing support. • Teachers will continue to analyze data which will enable them to form appropriate groups to further differentiate instruction. • Teachers will continue to receive adequate and appropriate professional development which is geared towards differentiated instruction. • Teachers will engage in inter-visitation amongst colleagues to observe best practice techniques.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Fair Student Funding • Title 1 Funding • NYSTL

Indicators of Interim Progress and/or Accomplishment

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

- Through formal and informal observations, administrators will monitor teacher progress.
- Student portfolios reflect evidence of differentiated instruction.
- Increased test scores.
- Improved questioning techniques.

Subject/Area (where relevant): Science

Annual Goal - #4
Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Goal #4: By June 2011, PS 183Q will achieve the noted NYS effective Annual Measurable Objective (AMO) in Science for the school year 2010-2011 and be able to increase student’s overall science score by 3% in grade 4 and 3% in grade 8

Action Plan
Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- Provide opportunities for the science cluster and classroom teachers to link to promote a comprehensive science program
- Implement grade level curriculum in accordance with NYS syllabi and standards
- Increase hands-on activities for all grades
- Classes will devote a monthly bulletin board to science
- Teachers will provide AIS services in English language arts, math and science to students in need
- Resource room teacher will pull-out targeted/mandated students by IEP
- IEP teacher will pull-out mandated students and those students recommended by SBST
- Expand science classrooms to include more resource materials that encourage inquiry research and hands-on experience approach
- Display examples of science experiments
- Provide on going opportunities for professional growth in using a problem-solving, hands-on approach to science that integrates literacy, social studies and math
- Provide opportunities for professional development for grade 4 and 8 teachers on the NYS Science Test
- Provide challenging opportunities for Astre students using enrichment materials and hands on experiments that will engage and motivate
- Provide resources to teachers in grades 3 to use during class lessons and centers

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fair Student Funding • Children First Funding • Title I Funding • NYSTL
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Ongoing informal assessment through observation to measure student performance • Improved test scores • Monthly exams by science and classroom teachers • Portfolios reflecting progress in science • Increase marks on grade 4 and 8 standardized tests • Increase in use of science manipulative and lab materials • Improved questioning techniques and use of teaching strategies evident in lessons and interdisciplinary units • Increased evidence of scientific understanding • Increased participation in class and hands on activities • Monitor and assess all areas in November, January, March and June.

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	36	12	N/A	N/A	2	1	0	9
1	10	10	N/A	N/A	2	0	1	11
2	5	5	N/A	N/A	4	0	0	19
3	42	5	N/A	N/A	5	0	0	10
4	26	5	15	15	4	1	0	16
5	5	5	25	25	19	0	0	10
6	31	25	25	25	8	0	0	14
7	20	20	20	20	15	0	1	16
8	25	25	12	25	30	9	1	11
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>Level 1 and 2, including ELL’s scoring proficiency on NYSESLAT</p> <ul style="list-style-type: none"> • Skill driven • Reduced Student-teacher ratio enabling small groups • Individualized instruction based on assessment needs. Push in/pull out AIS teacher • Monitoring of Student progress through informal assessment, citywide and regional interim assessments <ol style="list-style-type: none"> 1. Wilson Reading for our special needs population 2. Skill driven 3. Kaplan Learning 4. Reading First Intervention Program Grades K-3 5. Achieve 3000 6. Voyager Passport 7. A.M. Tutorial small group • Summer School Grades 3-8 • Resource Room- during the school day <ol style="list-style-type: none"> 1. SETTS Teacher identifies and supports mandated students 2. Small group instruction 3. Frequency based on IEP
Mathematics:	<p>Levels 1 and 2, including ELLs on NYSESLAT</p> <ul style="list-style-type: none"> • Reduced student- teacher ratio enabling small groups • Individualized instruction based on assessed needs- citywide and regional interim assessment • Grades K-8: during the school day • Resource Room • SETTS teacher supports mandated students • Small group instruction • Summer school Grades 3-8 <p>Frequency Based on IEP</p>
Science:	<ul style="list-style-type: none"> • Small group instruction • Hands- on inquiry approach K-8

Social Studies:	<ul style="list-style-type: none"> • Small group instruction • Document- based questions grades 3-8
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Group and individual counseling • Needs-based • Students not meeting promotional/performance standards • Students experiencing behavioral/emotional/family issues negatively impacting on learning
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Counseling • Referrals to support agencies • Tests students for Special Education Services
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Referrals to Supportive agencies
At-risk Health-related Services:	<p>Health Services</p> <ul style="list-style-type: none"> • Regional Nursing Director- coordinates services throughout Region • Supervising Nurse for each district • Contract or DOH Nursing Services Support for all elementary schools @ 6hrs/day (OSH) • Monitor health needs of all students • Provide first aid <p>Open Airways Asthma Curriculum</p> <ul style="list-style-type: none"> • Emotional, Health and Physical Components • Delivered by DOH School Nurse • Referrals to supportive agencies <p>Drug and Violence Prevention Program</p> <ul style="list-style-type: none"> • Emotional, health and social counseling • Trained SAPIS worker • Referrals to supportive agencies

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.

SEE ATTACHMENT

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).

- X 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 Title III, Part A LEP Program

Section I. Student and School Information

Grade Level(s) PreK-8 Number of Students to be Served: 36 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

All 33 ELLs in PS/MS 183Q are in an ESL program, which includes Kindergarten through 8th grade, and receive instruction in English using ESL methodology and instructional strategies. ELLs receive native

language support, when available. We will continue to work with ELL students in an ESL pull-out program to meet their needs as per CR Part 154 instructional unit requirements.

All beginner and intermediate level ELLs will receive 360 min/wk of ESL instruction. Advanced level students will receive 180 min/wk of ESL instruction. Students are entitled to receive the aforementioned services until they have passed the NYSESLAT. The ESL provider, Ms. Mossen, has NYS Certification in TESOL k-12.

AM Tutoring for 2010- 2011: The goal of our after school Title III program is to increase ELL English proficiency in order for them to meet the same academic content and achievement standards that they are expected to meet. The focus will be on literacy and math for Level 1's who are not meeting learning standards and Level 2's who are partially meeting learning standards.

Based on the data, our elementary school students need small group instruction as a support to meet the ELA and Math standards as demonstrated on the state assessments.. This session will focus on preparing our ELL students in grades 3-8 for the NYS ELA and NYS Math Assessments.

Based on the data our middle school students need small group instruction as a support to meet the ELA and Math standards as demonstrated on the state assessments. We also have a population of students that are former ELLs that need the additional support for two years that will be invited to this program.

One teacher will be a certified ELA and the other teacher will be a certified Math teacher the NYS Certification in TESOL will push-in to these classes to support the content area teachers with differentiated strategies and working with the ELL students using the bilingual translation dictionaries in preparation for the NYS ELA assessments and bilingual glossaries to prepare these students for the NYS Math assessment The NYS certified ESL teacher will service these students. Materials that will be purchased with Title III funds are the following:

Elementary Program

Multicultural Library
Leveled Library for ELLs
Math Supplementary materials
Supplies

Middle School Program

Multicultural Library
Leveled Library for ELLs in Middle School
Math Supplementary materials
Supplies

NYSESLAT Program

NYSESLAT Practice materials
Multicultural Library
Leveled Library for ELLs
Supplies

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.

CFN Network & BETAC Monthly Meetings for Teachers of ELLs

Topics include: LAP Training, Periodic Assessments for ELLs- Accessing & Interpreting Student Results

- 1) Finding Solutions: Building Instructional Strategies for Success on the NYSESLAT for Students in Grades K-8
- 2) Language Allocation Policy Workshop on the nuts and bolts of the language allocation policy (LAP). Participants received an updated LAP toolkit with the latest guidelines and updated worksheets for creating academically rigorous programs to meet the needs of ELL populations. Additionally, participants begin creating their LAPs—a required section in the state's Comprehensive Education Plan (CEP).
- 3) Periodic Assessments for ELLs – Accessing & Interpreting Student Results
- 4) CFN PD 'Working With ELLs' for bilingual/ESL Teachers K-5
- 5) 'Understanding Accountability Matters in Working with ELLs- Grades K – 12

Parental Involvement Program

We provide ongoing parent orientation sessions for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available in order to determine the program that best matches the academic and cultural needs of their child. During the orientation sessions, parents have the opportunity to receive materials and view a video about ELL programs in their home language. Translator assistance is used, if necessary.

Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Parents will be invited to attend culminating celebrations.

Student of the month celebrations will be held in conjunction with PA meetings.

At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning and parenting skills.

We encourage parents and caregivers to participate in their children’s education through our Parents Association as well as our School Leadership Team. Our Parent Coordinator encourages parental involvement through the arrangement of classes which assist parents in helping their children achieve success. These classes include GED courses, and academic workshops. This class will take place for the entire school year at PS183. Our parents will be able to receive additional support to assistance their child. The class will take place twice a week for 3hours a session, Title III funds will be used to support this program. Refreshments, snack and Lending Multicultural Libraries will be purchased with Title III funds.

The Parents Association provides monthly activities to engage the families of our students. Movie nights, talent shows, and fashion shows have provided entertainment for the community.

Section III. Title III Budget

Allocation: \$15,000.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$ 9949.80	Title III Program F-Status Teacher 3 days a week \$331.66 = 994.98 994.98 a week for 10 weeks Total \$9949.80
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$4000.00	Bilingual Translation Dictionaries Elementary Program Multicultural Library Leveled Library for ELLs Math Supplementary materials Supplies Middle School Program Multicultural Library Leveled Library for ELLs in Middle School Math Supplementary materials Supplies NYSESLAT Program NYSESLAT Practice materials Leveled Library for ELLs Supplies
Other (Parent Involvement)	\$1050.20	Parent Workshops Materials for GED Class Refreshments and snacks Supplementary Lending Libraries
TOTAL	\$15,000.00	

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

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

During registration, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. The parent completes the (HLIS) indicating their home language(s) and preferences for oral and written communication. After the HLIS is completed and an oral interview is conducted, this information is entered into ATS and noted on the student's cum folder.

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

According to the RHLA and RPOB ATS reports, our school's translation and interpretation needs are based on the following home languages:

Amharic- <u>4 students</u>	Arabic- <u>2 students</u>	English — <u>545 students</u>
French— <u>5 students</u>	Haitian Creole- <u>5 students</u>	Spanish— <u>74 students</u>
Urdu- <u>3 students</u>	Russian- <u>1 student</u>	Philipino (aka Tagalog)— <u>1 student</u>
Chinese- <u>1 student</u>		

This information was shared with the school community by means of the parent handbook, at Parent Association meetings and through the Parent Coordinator. Staff utilized the home language survey, located in the cumulative folder, to determine the language with which to communicate to parents. Staff also utilizes the emergency "blue" card to identify the home language. A list will be generated on the parents' preference of language for communication and kept in the main office.

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.**

We will plan ahead to ensure timely provision of translated documents. Translations of signs, report cards, Bilingual Glossaries for DOE Terminology will be provided by our school. Spanish

translations of other documents will be provided by in house school staff and parent volunteers. For other languages, documents will be translated by the Translation and Interpretation Unit.

- 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.**

Interpretation services needed in Spanish will be provided by in house school staff and parent volunteers. For other covered languages, interpretation services will be provided by the Translation and Interpretation Unit. PS/MS 183Q will be responsible for providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities. Translated version of the document in covered languages is available on the Department of Education website. Staff will be responsible to retrieve the documents for parents.

- 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>.**

In order to fulfill Section VII of Chancellor's Regulations A-663 we will provide a translated version of the Bill of Parent Rights and Responsibilities to each parent requiring language assistance and whose first language is a covered language. We will post translated signs indicating the availability of interpretation services, in the covered languages. Such signs will be displayed in the entrance behind the security desk, main office and the parent coordinator's office. We will have a school safety plan in place.

PS/MS183Q has a Spanish translator (in house school staff) available for interpretation services at group or one-to-one meetings. If translation is needed in another language we will contact the translation and interpretation unit for any translation phone services or one-to-one meetings. Translation services will be promoted through the parent handbook, Bill of Parent Rights and Responsibilities and at Parent Association meetings.

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:	477,024.00	8853.00	485,877.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,702.40	885.30	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15,601.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	47,024.00	*	

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

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. Every year we will review all teaching licenses. We will complete the BEDS survey. We will offer professional development. We will offer tuition reimbursement for Masters Program.

* 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

****See page 37-43**

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

Public School 183
Tel #718-634-9459 Fax # 718-634-9458
Web Address: 27Q183@schools.nyc.gov

P.S. 183 Title 1 School Parent Involvement Policy

P.S. 183 receives funds under Title 1 to support, secure and implement supplemental instructional programs for its students that encourages high student academic achievement, and complies with the No Child Left Behind Act (NCLB). Included in this document are the policies and procedures for parental involvement, which describes four key components: Parent Involvement Activities, Annual Meetings, Consultation and Visitations. At the school level, parent coordinators facilitate parent involvement activities in collaboration with the Parents' Association.

The term parent involvement means the participation of parents, all primary caregivers, and guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities. The parents are encouraged to play an integral role in assisting their child's learning, actively involved, and are full partners in their child's education. Additionally, parents are included in decision-making and on advisory committees to assist in the education of their child.

Consultation

Consultation in the P.S. 183 program offers a comprehensive range of opportunities for parents to become informed, in a timely manner, about how programs will be organized, operated and evaluated; allowing unique opportunities for parental participation so that parents and educators can work collaboratively to meet the program's objectives. After consultation with and review by the parents, this policy was written to ensure parents are involved in the planning, design and implementation of school programs, and supportive of parental involvement activities.

The following procedures have been implemented to ensure ongoing opportunities for consultation:

- The school has a full time Parent Coordinator.
- The school has established a Parents Association.
- The school has established a PAC.
- Parents are informed of their rights and responsibilities pursuant to Title 1/NCLB (No Child Left Behind) Guidelines and regulations.
- Parents receive written descriptions of programs for their review, discussions and recommendations.
- Information is disseminated regarding program goals, objectives and procedures for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, in an understandable format and including alternate formats upon request, and to the extent practical, in a language the parent understands.
- Monthly progress reports and updates on program activities are provided to the parents, including assessments of the participating schools and student development, implementation and evaluation of educational strategies and parent conferences

- Parents can discuss recommendations for programmatic change.
- Monthly school Parent Advisory Committee (PAC) meetings are coordinated and scheduled by the Parent Coordinator and the Parents Association. The school's Comprehensive Educational Plan (CEP) is available for review by the parents. Parents representative of the NCLB, Title 1, PA organizations, Special Education, Bilingual Education, Early Childhood Education and other groups are encouraged to take information back to their respective members for input.

Annual Meetings

2010-211Our school our annual "Meet The Teacher Night". The parent coordinator, teachers and support staff assists the PA chair in scheduling this event. Parents are provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year.

Parent Involvement Activities

In consultation with parents, the following activities will be supported during the school year:

- Monthly PA meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided.
- A minimum of six (6) district-wide parental workshops will be conducted to assist parents in becoming active partners in the education of their children. Workshops will be conducted by program coordinators, funded teachers and/or consultants. Light refreshments will be provided at workshops. Program funds will support the provision of relevant written and instructional materials for participating parents.
- Participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, science fairs, multicultural fairs, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities.
- Mid-year and final evaluation reports will be presented to the District Advisory Council and the superintendent for their review.
- School visits by parents to view school-based programs and activities.
- Parent Coordinator and Parent Association working together as a team in order to involve parents in school activities such as "Call to Action" which is an action to save Rockaway children against violence

In addition, parental involvement in an integral component of the following programs:

- Universal Pre-Kindergarten (located in public schools and community-based organizations).

Pre-kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. CBOs are strongly urged to send their parents to these workshops. Moreover, all pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent

Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held either in a public school or in one of the CBOs. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.

Visitations

It is the P.S. 183 policy that all parents are strongly encouraged to attend parent-teacher conferences and participate in parent workshops scheduled at their child's schools.

Shared Responsibility for High Student Achievement

In carrying out of the school-level policy regarding parental involvement, each Title 1/PCEN school will develop, with parents, a Home-School Compact that outlines the manner in which school staff, parents and students will jointly share responsibility for improved student performance.

The compact will

- Describe the school's accountability for providing high quality curriculum and instruction and the ways in which parents will be responsible for supporting the learning of their children,
- Address the importance of ongoing communication between parents and teachers through, at a minimum, regularly scheduled parent-teacher conferences, frequent school reports on the progress being made by children, and reasonable access of parents to school staff,
- Provide opportunities for parents to assist in school activities as volunteers, and observe and participate in their children's activities, such as holiday dinners, fashion shows and Talent Shows
- Maintain an open-door policy to address parents' needs.

District, Network and School Building Capacity for Parental Involvement

The school will provide assistance to parents in understanding national educational goals, New York State's and New York City's content and student performance standards, as reflected in evolving curriculum frameworks, New York State and New York City assessment tools and instruments, and how parents can participate in decision-making related to the education of their children.

The district, network and the school will

- Educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology.
- Involve parents and community members in the educational process via the School Leadership Team
- Provide workshops for parents including General Education Diploma (GED) Preparation Classes for Parents.
- EPIC – every parent influences children
- Learning Leaders (volunteers on trips, cruises).
- SFK- night classes (interactions with kids, quality time)
- Asthma Awareness
- ESL

- “Second Cup of Coffee” which parents and administration meets once a month.

Title 1 LEA Parent Involvement Policy

The Regional Office of Parent Support, comprised of a team leader and parent support officers, will

- involve parents in the joint development of each district’s Title 1 plan and the process of school review and improvement,
- provide technical assistance and other support necessary to assist participating schools in the planning and implementation of effective parental involvement activities that will lead to improved student academic achievement and school performance,
- build the school’s and parent’s capacity for strong parental involvement through a collaboration between the parent coordinator and the parents’ association,
- coordinate and integrate parental involvement strategies with early childhood programs such as Head Start, Reading First, Early Reading First, Parents as Teachers, Home instruction Program for Preschool Youngsters and State-run preschool programs,
- conduct, in collaboration with parents, an annual City and Stage evaluation of the content and effectiveness of the parental involvement policy, and
- improve the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background) and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, these parental involvement policies.

Professional Development:

The district parent coordinators will provide monthly professional development for parents. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

ELL Professional Development:

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

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

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

Statement of Parent Policy
PARENT COMPACT
P.S. 183 Q

Dr. Richard R. Green School

P.S. 183Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA), Parent Advisory Council(PAC), resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PA and PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents

that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations.
- Student of the month celebrations will be held in conjunction with PA meetings
- Perfect Attendance
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to parents
- Weekdays- GED Classes and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning and parenting skills.

Professional Development:

Monthly professional development for parents provided by regional parent coordinators. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

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

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

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

Annual evaluation of the Parent Involvement Policy

- At the end of June 2011, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA, the school's parent coordinator and administration.

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. **(See Above)**

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. **(See Above)**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

1. **A comprehensive needs assessment** was conducted to identify the schools performance in relation to State academic content and student achievement standards. Educators met to discuss qualities that could be implemented to focus on in order to raise student achievement. Using diagnostic assessments, increasing parental involvement, increasing early morning tutorial attendance and daily attendance were the areas determined to be most in need of support.
2. **Schoolwide reform strategies that:**
 - a) As a school in good standing we believe we can still provide opportunities for students to meet and exceed State standards. Our tutorials after school will continue to address students who are not performing at high levels. Classroom strategies will continue to

differentiate learning opportunities and teachers will be expected to utilize assessments to identify growth or lack of growth of their students

- b) Differentiated instruction – the assistance of Academic Intervention Specialists will assist with increasing quality instructional time. In addition our school has after-school tutorials, a Saturday academy and summer programs that provide opportunities for increased learning time:
- o An accelerated and enriched curriculum is provided for all students. Our Astre program targets students tested for academic enrichment, and our computer teacher provides enrichment for all students. The school encourages students to join dance and chess club to provide additional Arts enrichment opportunities.
 - o To meet the needs of underserved populations our school has provided the following strategies/interventions:
 - AIS teacher
 - IEP teacher
 - Pupil Intervention Plans (PIP)
 - Extended Day
 - Reading First
 - Assessment Driven Differentiated Instruction
 - o In addition to the above services, to address the needs of all and particularly the low achieving students, our school offers these opportunities:
 - counseling
 - pupil services (committee PPT)
 - mentoring
 - career awareness
 - technical education
 - o All opportunities offered by PS 183Q are consistent with and designed to implement State and local improvement standards.

3. **Instruction by highly qualified staff.**

- All teachers were given information on courses they can take to become highly qualified. Also, each teacher has a professional development plan
- Teachers attend PD in school and through the CFN 309.
- **High-quality professional development** is provided to all staff members during staff meetings, grade meetings, on professional days and to staff as required by district. Our Reading First Grant enabled all K-3 teachers the opportunity to attend staff development in the summer to learn the new program and technology. Programs were provided to the Reading First teachers to learn about Leap Frog and additional training to understand the Core Program. Reading First teachers receive professional development.

Professional development during the school day to all teachers.

Administrators are available during and after school to provide professional development to staff.

The Parent Coordinator has provided additional opportunities for parents – GED classes, counseling, nutrition classes, and workshops to assist students.

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

Our school selects teachers based on interviews, qualifications, ability, prior experience and commitment to teaching excellence. Positions for job opportunities are posted in our school and on the Board of Education website to attract the highest quality of candidate.

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

Our Parent Coordinator and staff have been working to increase parental involvement through opportunities to enrich parents' partnership with the school. Activities to strengthen the home school partnership include, GED program, nutrition, ESL program, Fathers basketball game, dental van, clothing for students, CPR and other workshops.

6. Plans for assisting preschool children in the transition from early childhood programs.

Outside agencies can arrange to bring their classes for a school visit. They walk the children through the building, showing them the cafeteria and Kindergarten classrooms. If possible, they can meet some of the administrators and Kindergarten teachers.

Pre-Kindergarten social workers and/or parent coordinators could invite parents to attend a workshop at our school. They could discuss how to help prepare the children for the transition, suggest summer time activities, and tour the school building.

7. 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.

Staff conferences and grade conferences provide assessment data and analyze data to determine interventions and enrichment activities. Other measures to include teachers in decision making include utilizing technology to create spreadsheet information in order to have visual representations of assessments to help drive/improve academic achievement.

5. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards. Additional assistance to ensure appropriate, timely assistance include:

- AIS
- IEP
- AM tutoring
- Small group instruction

Activities in our school are data driven and teachers adhere to looking at assessments to drive instruction and base effective instruction.

6. **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	Amount Contributed to Schoolwide Pool	Check (☑) in the left column below to verify that the school has met the intent and purposes ² of each program whose
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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.

		Schoolwide Program (<u> </u>)			(Refer to Galaxy for FY'11 school allocation amounts)	funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<u> </u>)	Page #(s)
Title I, Part A (Basic)	Federal	x					
Title I, Part A (ARRA)	Federal	x					
Title II, Part A	Federal			TBD			
Title III, Part A	Federal			TBD			
Title IV	Federal			TBD			
IDEA	Federal						
Tax Levy	Local	x					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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 N/A

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

School Under Registration Review (SURR)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

APPENDIX 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.)
Two students.
2. Please describe the services you are planning to provide to the STH population.
Since we are a Title I school, Federal law requires that all students residing in temporary housing be Title I eligible regardless of the school they attend.
 - We are planning to provide Metro Cards for those students who live a certain distance from the school
 - We will also provide uniforms for those students in need of uniforms
 - Students will receive AIS services and be provided with counseling service if needed
 - Our school provides donations to assist our families in need, as well as creating food baskets and clothing drive during the holidays

Based on our current STH population and service outline, we estimate that \$4,770.00 will be set aside to support the needs of our 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 Dr. Richard R. Green					
District:	27	DBN:	27Q183	School		342700010183

DEMOGRAPHICS

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

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	18	18	18		90.3	91.5	91.8
Kindergarten	75	81	75				
Grade 1	79	91	67	Student Stability - % of Enrollment:			
Grade 2	78	63	90	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	60	77	58		87.8	83.8	88.6
Grade 4	77	66	75				
Grade 5	83	75	58	Poverty Rate - % of Enrollment:			
Grade 6	54	70	65	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	69	54	64		81.0	91.5	93.2
Grade 8	80	78	64				
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		11	8	7
Grade 12	0	0	0				
Ungraded	0	2	3	Recent Immigrants - Total Number:			
Total	673	675	637	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					12	8	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	43	59	74	Principal Suspensions	16	32	21
# in Collaborative Team Teaching (CTT) Classes	19	19	7	Superintendent Suspensions	23	28	11
Number all others	40	34	38				

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	51	52	54
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	14	9
# receiving ESL services only	32	36	TBD				
# ELLs with IEPs	1	8	TBD	Number of Educational Paraprofessionals	5	5	11

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
	6	2	12	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
				% more than 2 years teaching in this school	70.6	76.9	81.5
				% more than 5 years teaching anywhere	56.9	63.5	68.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	78.0	92.0	87.0
American Indian or Alaska Native	0.9	0.0	0.2	% core classes taught by "highly qualified" teachers	95.9	96.4	79.3
Black or African American	66.6	64.0	60.4				
Hispanic or Latino	23.6	25.5	29.2				
Asian or Native Hawaiian/Other Pacific	4.3	3.9	4.1				
White	3.6	5.0	4.9				
Male	47.5	51.1	49.9				
Female	52.5	48.9	50.1				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	48.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	27.6						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.5						

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 Children First Network	District 27	School Number 183	School Name PS/MS 183Q
Principal Renee Peart-Zachary		Assistant Principal Patricia Finn, Jessica Romero	
Coach n/a		Coach n/a	
Teacher/Subject Area Ms. Mossen/ ESL Teacher		Guidance Counselor Rhea Peykarian	
Teacher/Subject Area Ms. Matos/IEP Teacher		Parent Della Jackson	
Teacher/Subject Area Ms. Bernstein/AIS Teacher		Parent Coordinator J. Stillwell	
Related Service Provider Rory Efron/ Guidance		Other type here	
Network Leader		Other Darlene Reeder	

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

C. School Demographics

Total Number of Students in School	641	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	5.15%
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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.

Paste response to questions 1-6 here Part II

PS/MS 183 is a Title 1 school located in Rockaway Beach, Queens. The school is both an elementary and middle school serving approximately 641 students in grades PK-8. The school building is a well-kept older building where pride in student's accomplishments is evident in prominently displayed work.

Students are grouped heterogeneously within each grade. Music, art and computer technology are incorporated into all content areas in order to develop an enriched program that engages every child's talent. Our Astre (gifted) program consists of one class on grades K-8.

13.57 % percent of students are enrolled in the Special Education program at our school and receive the full continuum of services including Special Education Support Services (SETSS), instruction in self-contained classes and related services such as speech and language, counseling and adaptive physical education. A resource room teacher serves our students; also 33 of our students are English Language Learners (ELLs) with Spanish the dominant language.

As of October 22, 2010, the ethnic composition of the student population is 60.99% Black, 28.70 % Hispanic, 4.99% White, 4.05% Asian or Native Hawaiian/Other Pacific Island, 1.09 Multi-racial, and .15% American Indian/ Alaskan.

Presently the school offers an ESL only pull-out for grades K-8 and does not presently have a TBE program as enough parents have not selected this program. In addition we presently do not have a Certified Foreign Language Teacher teaching Native Language Arts; Content Area Teacher with Bilingual Extensions; Special Ed. Teacher with Bilingual Extension; or Teacher of ELL's without ESL/Bilingual Certification

Currently, a total of 33 students receive ESL services. All ELLs are serviced by one certified teacher in TESOL K-12.

ELL Identification Process & Parent Choice

Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Upon entrance to the school, the Pupil Accounting Secretary, Ms. Valk, in collaboration with the ESL Teacher (

Ms. Mossen); Ms. Finn (Assistant Principal); Ms. Romero (Assistant Principal) or Ms. Sherman (Dean) will administer the HLIS in parent's home language. The parent will complete Part I of the HLIS. An informal oral interview in English and in the Native Language is conducted to complete Part II of the HLIS in order to determine if the student was educated in English. If in the event the parent's native language is other than English, the following resources will be utilized in conjunction with the afore-mentioned pedagogues to complete the interview: DOE Translation and Interpretation Service; Staff Interpreters (Ms. Matos, IEP Teacher; Ms. Morales, School Aide; Ms. Peng, Special Ed. Teacher; Ms. Grieco, Teacher; Ms. Scaffa, Supervising School Aide;).

After completing the initial interview with the parent, in addition to the Parent Response on the HLIS, and conducting an informal assessment across the content areas with the student, a determination is made as to the need for administering the LAB-R.

The LAB-R will be administered in a separate location in accordance with prescribed testing procedures by our certified ESL teacher, Ms. Mossen. All of these assessments will take place within the first 10 days of the student's admission to the school. The LAB-R is then hand-scored by the ESL teacher; the hand-scores are saved in a binder; hand-scores are later verified when official scores are posted on ATS by the ESL teacher.

Performance on this LAB-R determines whether the student is an English Language Learner (ELL) thereby entitling him or her to English language development support services. If LAB-R results show that the student is an ELL and Spanish is used in the home, he or she will also take a Spanish LAB to determine language dominance.

During the first ten days of a student's attendance the parents are provided with the Notification Letters, in their native language, informing them of their child's status and eligibility with respect to receiving ELL services. The parents of those students eligible for services will receive a letter (in their native language) inviting them to the parent orientation given by Ms Mossen (ESL teacher) and Ms. Stillwell (Parent Coordinator) at which all three program choices offered by the DOE are explained. Those choices are the Transitional Bilingual Education, Dual Language and Free Standing ESL programs. At this time, a dvd in the parent's native language along with the assistance of the DOE's Translation and Interpretation Unit and brochures printed in the native language, are utilized to explain the three programs offered. After viewing the video and reading the brochures, the parent then selects their program of choice. It is then explained to the parent/guardian that when there is a minimum of 15 students in two consecutive grades, requesting the same program choice in the same native language, the principal will then look into assisting the parent and the child with meeting the needs of the child. If the situation arises where the parent strongly desires one specific program that may not be yet offered, the parent may be referred to OSEEPO. Once the parent has made their selection, and the selection is other than ESL, a generated list of schools offering the selected program is provided by Ms. Mossen to the parent/guardian informing them of all schools within the city limits that offer their desired program. Original Parent Selection Forms and HLIS are placed in student cum folders and copies are kept in Ms. Mossen's room.

After the child is placed in the parent/guardian's selected program, a Placement letter is sent to the parent in their native language. Copies are made prior to distribution and are kept on file in a locked file cabinet in Ms. Mossen's room. Follow up requests are made as needed. The returned letters are stored along with the copies of the originals in the locked cabinet in Ms. Mossen's room. Finally, a spreadsheet is used to keep an updated and accurate record of the parent choices and completion of the Parent Survey and Program Selection Forms. After reviewing the Parent Survey and Program Selection Forms for the past few years, we have noticed that the majority of our parents chose the ESL program. All are recorded and kept by Ms. Mossen, ESL teacher.

Presently we have available an ESL program for students in K-8.

Trend in Parent Choice Letters

Parents/guardians choose the program that will best meet their children's needs. A review of the Parent Survey and Program Selection Forms for the past two years indicates that a majority of our parents chose the Free Standing ESL Program as their first choice and students were placed accordingly. The ESL program is aligned with the parents' requests.

Of the 33 identified ELL students in the school, three parents selected the TBE program with one opting to transfer to another school with the program in the 2009-2010 school year. The parents of the two students from China declined the transfer due to distance. This school year (2010-2011), as of October 22, 2010, one new parent selected the transitional bilingual program as their first choice yet declining the transfer.

To determine continuing entitlement to ESL services, the NYSESLAT test is administered annually to all ELLs. If the student scores below the state designated proficiency level, they remain in the ESL program. ESL instruction is provided based on the student proficiency level as required by NYSED CR-Part 154 regulations.

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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	1	4	3	6	2	5	4	6	0	0	0	0	33
Total	2	1	4	3	6	2	5	4	6	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	9
SIFE	4	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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										
	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	Total
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="26"/>	<input type="text" value="4"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="33"/>
Total	<input type="text" value="26"/>	<input type="text" value="4"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="0"/>	<input type="text" value="3"/>	<input type="text" value="1"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="33"/>

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	2	1	4	3	3	2	4	3	3					25
Chinese							1							1
Russian														0
Bengali														0
Urdu					1									1
Arabic									1					1
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other					2			1	1					4
TOTAL	2	1	4	3	6	2	5	4	6	0	0	0	0	33

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.

Paste response to questions 1-4 herePart 4

Program and Schedule Information

The ESL program at PS/MS 183Q is designed as a free standing pull-out heterogeneous program that provides all language arts and subject matter instructions in English through the use of specific instructional strategies and native language support. The program is available for ELLs in all grades and at all levels. The ESL teacher works closely with the classroom teacher. There are ELLs in all grades at all levels: Beginning, Intermediate, and Advanced. The home languages of the students are Spanish, French, Amharic, Urdu, Arabic, and Chinese. Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing, and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out ESL groups.

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, additional instruction is provided for academic intervention services through the daily Monday through Thursday extended 37 and ½ minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think pair share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences,

listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach.

Instruction is provided throughout the school in English, however, there are textbooks available in the native language of Spanish in the content areas of Math, Social Studies and ELA. Additionally, there are glossaries available online for the students in Math and Science in Urdu, Spanish and Chinese. Translation dictionaries are also available in Urdu, Chinese, Spanish and Amharic. Libraries of National Geographic in Spanish and English are used by Ms. Mossen to support the content areas of Social Studies and Science. Also available is a listening library in Chinese focusing on the content area of ELA. A variety of non-fiction books addressing such topics as Health; Science and Social Studies, in addition to fiction for grades K-3 are available in the school library for all to use.

Content area performance data indicate that ELLs have made improvement. Several students have moved from low-level 2's to high-level 2's. Also, students have made improvement on the ELA and Math Exams. The teachers use various assessments to drive instruction. These assessments include Regional Practice Exams, Predictive and ITA Exams, ECLAS and teacher made assessments. The result of the Interim Assessments are shared with teachers in an effort to use a variety of instructional techniques as a way of developing, cognitive and study skills in English. ELLs can effectively participate in the learning process through an instructional approach designed around Balanced Literacy.

Dr. Richard R. Green, PS/MS 183Q English as a Second Language program consists of the pull-out model in which a certified ESL teacher provides explicit ESL instruction as per CR Part 154 instructional unit requirements. Students are heterogeneously grouped with mixed proficiency levels for instructional purposes. ESL instruction is modeled after the Balanced Literacy Program and/or Reading First. Students receive instruction in guided reading, shared reading, read-alouds with note taking and writing. Students review editing and grammar skills. Also, students use the four-square writing method to improve their writing skills.

The allotted time for ESL instruction is determined by the students' English language proficiency levels. Beginning and intermediate students receive 360 minutes of instruction weekly, while Advanced students receive 180 minutes per week.

There are 33 ELLs presently on register at PS/MS 183Q. The ELLs are spread across all grades: Kindergarten- Eighth. Most of the ELLs speak Spanish as their first language. The breakdown of ELLs across the grades is as follows:

Grade	K	1	2	3	4	5	6	7	8
Number of ELLs	2	1	4	3	6	2	5	4	6

Number of ELLs in ESL Pull-Out Education Programs by grade proficiency level is:

Grade	Beginner	Intermediate	Advanced
K	0	0	2
1	0	1	0
2	3	1	0
3	0	2	1
4	2	3	1
5	0	2	0
6	2	1	2
7	0	4	0
8	1	2	3

Most ELLs at PS/MS 183 are speakers of Spanish.

Language Groups Represented at PS/MS 183Q are:

Grade	Arabic	Amharic	Chinese	French	Spanish	Urdu		
K	0	0	0	0	0	2	0	
1	0	0	0	0	0	1	0	
2	0	0	0	0	0	4	0	
3	0	0	0	0	0	3	0	
4	0	2	0	0	0	3	1	
5	0	0	0	0	0	2	0	
6	0	0	1	1	0	4	0	
7	0	1	0	0	0	3	0	
8	1	1	0	0	1	3	0	

Beginner Cherif, AHmed

Period 1

8:50-10:02am Period 2 Period 3 Period 4 Period 5 Period 6 Period 7

Monday ESL ELA Math Math Sci Lunch Advisor

Tuesday ESL ELA Math FL Math Lunch Science

Wednesday ESL ELA Math Math SS Lunch SCI

Thursday ESL ELA MATH Math SS Lunch GYM

Friday ESL ELA LIB Math Math Lunch Social

Studies

As a Beginner, students receive 360 minutes of ESL instruction from Ms. Mossen, the ESL teacher, using native language support when necessary. The remaining 90 ELA minutes will be provided by the classroom teacher.

Intermediate Lopez, Rosa

Period 1

8:50-

10:02am Period 2 Period 3 Period 4 Period 5 Period 6 Period 7

Monday ESL ELA SPAN GYM Math Lunch ADVISORY

Tuesday ESL ELA SCI SS Math Lunch MATH

Wednesday ESL ELA ELA SS Math Lunch MATH

Thursday ESL ELA GYM Math SPAN Lunch MATH

Friday ESL ELA MATH SCI TECH Lunch MATH

As an Intermediate, students receive 360 minutes of ESL instruction from Ms. Mossen, the ESL teacher, using native language support when necessary. The remaining 90 ELA minutes will be provided by the classroom teacher.

Advanced Faican, Kelvin

Period 1

8:50-

9:35AM Period 2 Period 3 Period 4 Period 5 Period 6 Period 7

Monday	ESL	ELA	SPAN	GYM	Math	Lunch	ADVISORY
Tuesday	ESL	ELA	SCI	SS	Math	Lunch	MATH
Wednesday		ELA	ELA	ELA	SS	Math	Lunch MATH
Thursday		ESL	ELA	GYM	Math	SPAN	Lunch MATH
Friday	ESL	ELA	MATH	SCI	TECH	Lunch	MATH

As an Advanced, students receive 180 minutes of ESL instruction from Ms. Mossen, the ESL teacher, using native language support when necessary. The remaining 270 ELA minutes will be provided by the classroom teacher.

All ELL students are afforded equal access to all school programs in that they partake in the same instructional classes as their native English speaking classmates and are provided with the same application for participation in any extra-curricular activity sponsored by the school.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measure by writing samples and general assessments taken on a regular basis. Input is also sought from the student's classroom teachers to further tailor the class to students' needs. Focus of the program is an improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers, and by providing dictionaries, glossaries and books in the native languages. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Plan for ELLs in school 4-6 years:

The ESL teacher uses scaffolding and realia. With these approaches the students will develop interpersonal communication skills(the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (subject matter may be modified so that it is comprehensible to the ELL students).

The ESL Pull-Out Program at PS/MS 183 focuses on the following for all ELLs:

- 1 Academic Rigor;
- 2 The use of ESL methodologies during instruction;
- 3 Alignment of all instruction with the NYS/NYC standards

Plans for ELLs in school 6 years completed or more/ Long term ELLs

Long term ELLs will continue to receive their mandated ESL services and or ELA instruction as required under CR Part 154. Additionally, long-term ELLs will receive small group instruction provided by AIS teachers and tutoring from SES providers. The Extended Day Program will provide an additional service to long-term ELLs.

Plans for ELL Special Needs Students

For those students with Special needs, the goals stated on their IEPs are taken into consideration as well as their need as indicated by their NYSESLAT or LAB-R scores. They will continue to receive their mandated ESL services plus additional support that will be provided through AIS, Related Services, and AM Tutoring .

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

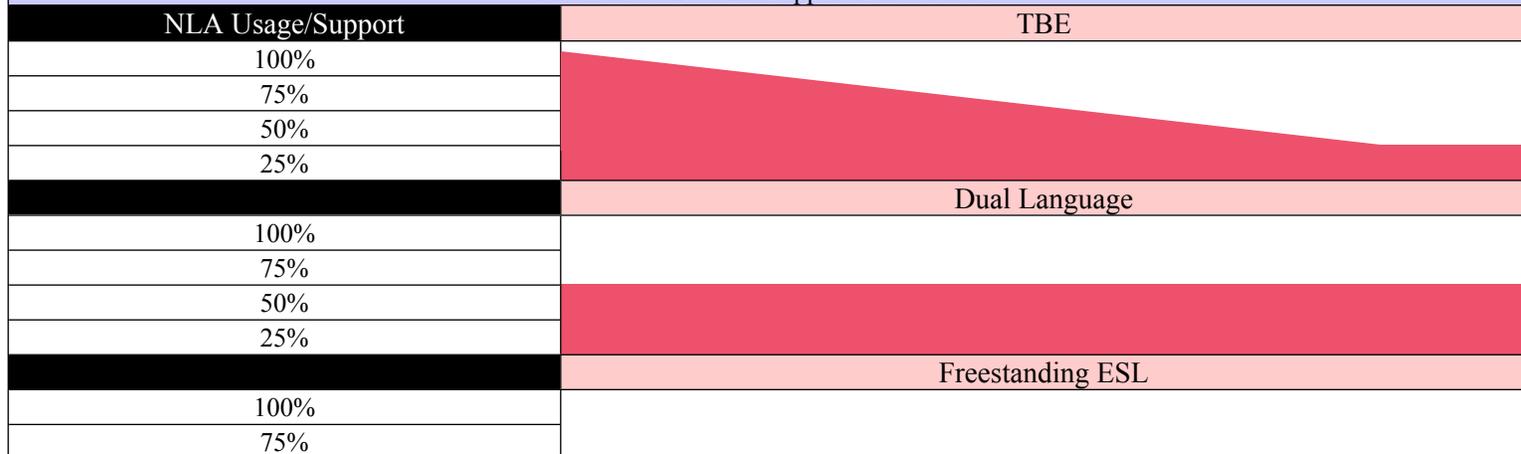
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here Intervention Program for ELLS(AIS)Part 4(Questions 5-)

Intervention Program for ELLS(AIS)

Targeted Academic intervention Services are provided to students daily and during the extended day program. ELLs are offered academic intervention services in English with native language support as follows:

1. Small group instruction provided by AIS teacher in all content areas
2. Extended Day Program available to all ELL students Monday-Thursday from 8:00 a.m. – 8:37 a.m. focusing on all content areas, ie. ELA, math, social studies, and science.

Transitional Student Support Plan

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Our plan is to provide one transitional period of ESL instruction as permitted by the caseload of ESL instructor. In addition, they are invited to participate in small group instruction provided by the AIS teacher and the Extended Day Program as all middle school students are mandated to attend Monday through Thursday and elementary are invited/recommended to attend. Former ELL's are permitted to have testing accommodations for up to 2 years after testing out on the NYSESLAT.

Programming and Scheduling Information

Targeted Intervention Program for ELLS(AIS)

Targeted Academic intervention Services are provided to students daily and during the extended day program. ELLs are offered academic intervention services in English with native language support as follows:

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Transitional Student Support Plan

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Our plan is to provide one transitional period of ESL instruction as permitted by the caseload of ESL instructor. In addition, they are invited to participate in small group instruction provided by the AIS teacher and the Extended Day Program as all middle school students are mandated to attend Monday through Thursday and elementary are invited/recommended to attend. Former ELL's are permitted to have testing accommodations for up to 2 years after testing out on the NYSESLAT.

Future Plans for ELL Programs-

We currently offer an ESL program. However, in the future, if enough parents request a Transitional Bilingual Program (15 students with the same Home language, within two consecutive grades) we will provide the program.

After school tutoring programs will be discontinued because our budget won't allow it.

The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking, using CALLA. The allotted time for ESL instruction is determined by the students English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly.

Equity and Access for ELLs to all programs

ELL students are provided with the opportunity to participate in the AM Tutoring program and are scheduled for AIS as are all students at PS/MS 183Q.

After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students. Unfortunately, this year we will not offer an after school program because our budget won't allow it.

Instructional materials including technology/instructional materials in Content Areas

PS/MS 183 utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities.

We have used PCEN LEP funding to support the learning of ELLs. The following materials were purchased:

1. Listening Center- Books with tapes, tape recorders and headphones (available in English, Spanish and Chinese)
2. Library Books (English, Spanish, Chinese and Urdu)

3. Knowledge Industries Multicultural Book Sets (K-3, 4-8)
4. NYSESLAT Practice materials
5. Dictionaries (Spanish, French, Chinese, Urdu and Amharic)

Technology is a major support and resource used within the school. The technology lab is available to all ELL students in addition to the fact that every classroom is equipped with either PC's or laptops. Students in grades K-5 have the opportunity to participate in the Ticket to Read Literacy Program both here in school and at home as they are issued passwords that can be used in either place. Additionally, ELL students in grades 3-8 will be participating in the Achieve 3000 Literacy Program which is available in English. Ticket to Read and Achieve 3000 also used to bolster student ability and use of technology.

Materials:

1. Listening Center- Books with tapes, tape recorders and headphones (available in English, Spanish and Chinese)
2. Library Books (English, Spanish, Chinese and Urdu)
3. Knowledge Industries Multicultural Book Sets (K-3, 4-8)
4. NYSESLAT Practice materials
5. Dictionaries (Spanish, French, Chinese, Urdu and Amharic)

In addition to the materials listed above, students use the following in the various content areas:

1. Everyday Math (English and Spanish)
2. Impact Math (English and Spanish)
3. Glencoe Science Curriculum
4. Holt McDougal Social Studies Program (English and Spanish)
5. Harcourt Brace Social Studies
6. Houghton Mifflin Harcourt Social Studies
7. Core Knowledge
8. McGraw Hill- Como Te Va

Native Language Support

Native Language Support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries, glossaries, use of internet and texts in Spanish and Chinese whenever needed.

Support Services

All ESL students have the support of their teachers, administration, the parent coordinator, Ms. Stillwell, two guidance counselors, Ms. Peykarian and Ms. Efron, and staff members. The guidance counselor, Ms. Efron assists our middle school ELLs with middle school and high school requirements.

The parent coordinator, Ms. Stillwell, works closely with parents to facilitate a positive home school relationship for all students including ELLs. Information, written and oral, is provided to parents in their native language to ensure effective communication and parent involvement.

Assisting Newly Enrolled ELL Students Before The Beginning of The School Year

In the event that a parent/student indicates their intention to register in the school prior to the beginning of the school year, a Welcome Packet including Community Resources; Parent Handbook; Translation and Interpretation Unit information and Parent Coordinator's

contact info is given to the parent/guardian along with official registration info and materials.

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)?

Paste response to questions 1-5 here

Not Applicable

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.

Paste response to questions 1-3 here

Professional Development Professional Development and Support for School Staff

The ESL teacher attends monthly ESL meetings provided by the CFN network, BETAC and other workshops offered through the Office of ELLs. The professional development focuses on topics of compliance and issues dealing with curriculum and instruction such as the ESL Adaptive Balanced Literacy, ESL Standards, QTEL, Math and Science instruction for ELLs as per the ELL/Math and ELL/Science initiatives.

Professional Development is done monthly by the professional development team. The professional development team includes the Principal, Assistant Principals, CFN and Reading First Coach. Also, we are training Learning Leaders to work one-on-one with struggling ELL students.

Classroom teachers receive on-going professional development on how to differentiate instruction to meet the academic needs of ELL students. Professional development occurs during grade conferences, faculty conferences and monthly professional development sessions. For example, distribution of the Eight LAP Principles along with a brief overview and example of what they might look like in the classroom, would be presented by Ms. Mossen our ESL teacher. Demonstrations and modeling will be the focus of much of the instructional presentation. The following Program models will be introduced: Sheltered Instruction Observation Protocol and Cognitive Academic Language Learning Approach. Academic Language Scaffolding, realia strategies, including culture are topics that are discussed Staff development will include training for all teachers in ESL methodologies. Training will be done by the CFN Specialist for ELL Curriculum and Instruction.

A review of teacher records will be conducted to assess need for the training to staff. Teachers presently working at our school are long time staff members, many of which were trained. For those teachers that must fulfill the training requirement, training will be provided on site during Lunch and Learns or professional periods by the ESL teacher or the ELL Specialist of the LSO.

Ms. Mossen works collaboratively with all staff to provide support in assisting our ELL students as they transition from one school level to the next. Our ESL teacher will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

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?

Paste response to questions 1-4 here Parental Involvement

We provide ongoing parent orientation sessions for parents or guardians of newly enrolled ELLs to inform them of the different ELL programs that are available in order to determine the program that best matches the academic and cultural needs of their child. During the orientation sessions, parents have the opportunity to receive materials and view a video about ELL programs in their home language. Translator assistance is used, if necessary.

In addition to the Parent Orientation given within the first 10 days of enrollment, our Parent Coordinator, Mrs. Stillwell, sponsors GED during the school day. Parents/ guardians are provided with the information needed to utilize the Translation Services available, in addition to the support provided by school staff on impromptu visits.

At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs

Parenting workshops are also provided through the EPIC Program that focus on basic educational concerns, health care, and financial planning and parenting skills.

Parents are encouraged to attend PA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

Parents will be invited to attend culminating celebrations.

Student of the month celebrations will be held in conjunction with PA meetings.

GED programs are also offered weekly for parents in room 139.

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		2		2		1					8
Intermediate(I)		1	1	2	3	2	1	4	2					16
Advanced (A)	2			1	1		2		3					9
Total	2	1	4	3	6	2	5	4	6	0	0	0	0	33

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									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 <u>Integrated</u>	2		2	
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

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

Paste response to questions 1-6 here

Analyzing the Data

The assessment tool used to assess the Early Literacy Skills of ELL students is the ECLAS-2 and DIBELS. The information gained from these assessments helps to identify the student's areas of strength and weakness. Students are identified as either Strategic; Intensive or Benchmark. From there groups are designed to meet the individual needs of the students. Results show that our students' area of strength is communication and weakness is writing and reading.

LAB-R, NYSESLAT, ELL Periodic Assessment results are used to drive instruction. Data patterns across the NYSESLAT modalities indicate that reading and writing are areas of weakness. This information is then used both in class and with the ESL teacher, Ms. Mossen.

In analyzing the results of the tests taken by ELL students in English as compared to the native language it should be noted that the students who are proficient in their native language and who tested in their native language did well. Those who tested in their native language but were not proficient in it fared about the same as those taking the test in English. The one third grade student who scored a level 1 in both ELA and Math is a Special Needs student and a holdover. Similarly, the 8th grade student who scored a level 1 on the Math is a hold-over, over-age and remains at the Beginner level in Reading/Writing with serious attendance issues. Also noted in the analysis of the data is the decline in students achieving a level 3 or higher in Math when you look from 3rd to 8th grade. This directly corresponds to the number of ELL students still testing at the beginner level in the upper grades.

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and reading ability, by the comfort levels of ELLs in using English in everyday setting including academic activities and by the performance of ELLs on state assessments.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		