



**P.S. 184 FLUSHING MANOR**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 342500010184 **SCHOOL NAME:** P.S. 184 Flushing Manor

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

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

**SCHOOL CONTACT PERSON:** DORA PANTELIS **EMAIL ADDRESS:** DPantel@schools.nyc.gov

**POSITION / TITLE** **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Christine Kavadias

**PRINCIPAL:** DORA PANTELIS

**UFT CHAPTER LEADER:** Karen Cohen

**PARENTS' ASSOCIATION PRESIDENT:** Joann Moller

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 25 **CHILDREN FIRST NETWORK (CFN):** Cluster 2

**NETWORK LEADER:** DIANE FOLEY

**SUPERINTENDENT:** DIANE KAY

**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
Dora Pantelis	Principal	Electronic Signature Approved. Comments: The SLT met on December 20, 2010. All members approved CEP. Approved by Principal, Dora Pantelis
Anna Dimilta	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Karen Cohen	UFT Chapter Leader	Electronic Signature Approved. Comments: Approved Approved
Shari Pappalardo	Title I Parent Representative	Electronic Signature Approved. Comments: Approved Approved
Sylvia Adamek	Parent	Electronic Signature Approved. Comments: approved Approved
Theresa O'Connor	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: Approved Approved
Christine Kavadias	UFT Member	Electronic Signature Approved. Comments: Approved Approved
Joanne Moller	Parent	Electronic Signature Approved. Comments: Approved Approved

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

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

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

P.S. 184Q, Flushing Manor, is located in Whitestone, Queens, New York. This Pre-K-5 elementary school serves a population of approximately 500 students from culturally diverse backgrounds. The school is an integral part of the community for the students and their families.

P.S. 184 is a Title I school with 41% of students eligible for free or reduced price lunch. The student body is of 52.69% white, 28.34% Asian, .59% Black, 18.16% Hispanic and .19% multiracial. Approximately 14.22% of the students are Special Education with Individualized Education Plans (IEPs). All students with IEPs receive the full continuum of services, within ICT classes on grades 1, 2 and 3. SETSS, Speech, OT, PT and counseling services are provided as indicated by IEPs. English Language Learners, 9.0% of students, receive mandated services according to the requisites of Language Allocation Policy.

In 2008-2009 and 2009-2010 Flushing Manor received a score of **A** on the NYC DOE Progress Report. The school was recognized by the U.S. Department of Education as a 2007 *No Child Left Behind – Blue Ribbon School*. In the same school year, the school became a National Winner of *the broad prize for urban education*. The school implements successful teaching practices, methods, strategies, and reinforcement techniques. Ongoing professional development in pedagogy and data support this work.

At Flushing Manor literacy instruction adheres to a Balanced Literacy model. In mathematics, a hands-on, manipulative based program is aligned to standards with the use of the Everyday Mathematics program. Curriculum mapping is ongoing. All staff members are involved in Inquiry Team work with a focus on the Common Core State Standards (CCSS). Smartboard technologys in eleven classrooms enhances the instructional program.

Students at P.S.184 have traditionally demonstrated strong performance on the NYSELA and NYS Math with a high percentage of students achieving proficiency levels 3 and 4, attributed to s mall group differentiated instruction, based on formal and informal data,in literacy and mathematics, two groups each. The Extended Day program held on Tuesdays and Thursdays weekly supports students in lower third of class in grades 1 - 5. In 2010 - 2011 ESL services are provided in push in, pull out model.

Students in grades PreK-5 participate in specialty programs provided by other than classroom personnel: Computer Technology, Media/Library, Physical Education and Visual Arts. Creative arts programs are provided by CitiCenter for dance and the Brooklyn Conservatory of Music for recorder instruction. Title I monies also support arts instruction.

Flushing Manor has a strong, active PTA which provides a myriad of activities for families and students. The Parent Coordinator works with administration, parents and staff to communicate and increase parental participation and support of school initiatives.

P.S. 184 is a high achieving, well-maintained and attractive school.

## SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 184 Flushing Manor								
<b>District:</b>	25	<b>DBN #:</b>	25Q184	<b>School BEDS Code:</b>					
DEMOGRAPHICS									
<b>Grades Served:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	37	36	36		96.3	95.7	TBD		
Kindergarten	68	76	79						
Grade 1	67	70	76	<b>Student Stability - % of Enrollment:</b>					
Grade 2	71	68	69	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	54	66	71		96.9	96.19	TBD		
Grade 4	80	60	76						
Grade 5	74	77	64	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		23.7	27.6	41		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	3	TBD		
Grade 12	0	0	0						
Ungraded	2	0	0	<b>Recent Immigrants - Total Number:</b>					
Total	453	453	471	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	3	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	16	17	32	Superintendent Suspensions	0	0	TBD		
Number all others	38	40	34						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	39	33	35	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	4	Number of Teachers	30	31	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	8	8	TBD
				Number of Educational Paraprofessionals	2	1	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	90	87.1	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	80	77.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	97	94	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	0.7	1.3	1.3				
Hispanic or Latino	15.4	15	15.7				
Asian or Native Hawaiian/Other Pacific Isl.	32	29.1	27.6				
White	51.9	54.5	53.9				
Multi-racial							
<b>Male</b>	47.2	46.6	48.8				
<b>Female</b>	52.8	53.4	51.2				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b>		<b>If yes, area(s) of SURR identification:</b>					
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>							
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√	-				
White	√	√					
Multiracial							
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5	1				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	90.9	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

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

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

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

## 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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

On the NYC Department of Education 2009-2010 Progress Report, P.S. 184 received an Overall Score of A as it had in 08-09. The Progress Report indicated 11.1 out of 15 for a gain of .7 in School Environment. Additionally, the report indicates 2.8 out of 15 points of Additional Credit where none had been received in 08-09.

However, in subsection Student Performance the school experienced a drop in scores. This drop is indicative of the newly established (June 2010) New York State higher standards and different scoring norms for the NYSELA and NYS Math. On the NYSELA the Percentage of Students at Proficiency (Level 3 or 4) was 73.6% in 09-10 as compared to 94.1% in 08-09; the Median Student Proficiency was 3.22 out of 4.50 in 09-10 as compared to 3.51 in 08-09 .

On the NYS Math the Percentage of Students at Proficiency was 84.8% as compared to 99.0% in 08-09. The Median Student Proficiency was 3.68 out of 4.50 as compared to 4.03 om 08-09. When compared with the Peer Horizon and City Horizon, the school did not make sufficient progress. In effect this means that although students are scoring at high levels, the Median Student Proficiency for Math is not increasing.

In subsection Student Progress the school experienced similar drops. On the NYS ELA the Median Growth Percentile was 68.0. On the NYS Math the Median Growth Percentile was 75.0. Again, when compared with the Peer Horizon and City Horizon, the school did not make sufficient progress. As with the NYSELA, this means that although students are scoring at high levels on the NYS Math, the Median Student Proficiency for is not increasing.

In analyzing these results, clearly, the school must place its efforts in using relevant available data, formal and informal, to accurately assess student progress in ELA and Math in order to provide focused instruction to raise student achievement. The school community must ensure that this data is being used to drive instruction. The school must provide continuous training and opportunities for staff to use data websites, such as nyStart, ARIS and Acuity t o access data. Additionally, there must be an increased effort to differentiate instruction to provide our students with an optimal learning environment.

The New York City Department of Education requires all schools to participate in Inquiry Work. This school year Inquiry Teams at the school will align the newly adopted Common Core State Standards(CCSS) with current curriculum mapping in the major content areas of literacy, math, Social Studies and Scienceto improve educational practices in our efforts to achieve higher levels of student achievement. The major focus for Inquiry Teams on deeper instruction in realistic fiction and nonfiction with an emphasis on building student academic language. Professional development activities will also address this focus.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 90% of teachers (20) will incorporate differentiated instruction in mathematics lessons as evidenced by formal and informal classroom visits, walkthroughs, and bulletin boards.	<input type="checkbox"/> To deepen differentiated instruction in math through a variety of instructional practices
<input type="checkbox"/> By June 2011, 95% of grade 2 - 5 teachers (14) will create and use rubrics and checklists to assess students' writing in persuasive/argumentative pieces; 80% of students will complete two persuasive/argumentative pieces achieving at least a level 3 based on rubric aligned with the Common Core State Standards (CCSS)	<input type="checkbox"/> To develop rigorous expectations for high level standards in student writing in grades 2 - 5 in persuasive/argumentative pieces. Rubrics and checklists will be developed to align with the CCSS for this genre. (Expansion on 2009-2010 CEP Goal for grades 3 - 5)
<input type="checkbox"/> By June 2011, 45% of students in grades 4-5 will achieve a higher proficiency rating (student performance) on the NYSELA resulting in a higher median proficiency rating as reflected on the NYC School Progress Report.	<input type="checkbox"/> To provide targeted instruction for students in grades 4-5 in order to achieve higher student achievement in ELA
<input type="checkbox"/> By June 2011, 90% of all teachers (18) in grades K-5 will incorporate the protocol of accountable talk among students to ensure student engagement and understanding.	<input type="checkbox"/> To ensure the instructional program incorporates accountable talk in a structured <i>Share</i> at the end of lessons in the major content areas
<input type="checkbox"/> By June 2011, 100% of classroom teachers servicing grades K - 5 (21) will have begun the alignment of reading instruction with the CCSS requirements.	<input type="checkbox"/> To develop rigorous expectations for high level standards in reading through use of realistic fiction and nonfiction text



## 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**

**Mathematics**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 90% of teachers (20) will incorporate differentiated instruction in mathematics lessons as evidenced by formal and informal classroom visits, walkthroughs, and bulletin boards.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Administrators will schedule monthly grade conferences and monthly planning periods to train staff members in differentiated instructional practices and strategies</li> <li>• CFN staff, Network Support Specialists, will be scheduled to provide professional development to administrators, Data Specialist, and other school-based staff on analyzing and using student data to inform grouping for instruction</li> <li>• Teachers will use a variety of assessments to identify and group students for instruction</li> <li>• Staff Developer will provide individual and small group professional development for teachers on differentiation of instruction</li> <li>• Teachers will begin to align math lesson plans with the Common Core State Standards (CCSS)</li> <li>• Administrators will schedule intervisitations to observe model math lessons that incorporate differentiation strategies</li> <li>• Teacher lesson plans for mathematics will incorporate at least three (3) differentiated instructional activities for key math concepts</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Tax Levy (TL)</p> <p>Title I ARRA SWP</p> <p>C4E</p> <p>C4E funding for Staff Developer</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Observations and Reports by administrators will be conducted in Math and will reflect differentiation of instruction.</p> <p>Administrative classroom/walkthrough checklists will indicate differentiation of instruction on a bi-monthly basis as evidenced by corridor bulletin boards.</p> <p>Review of teacher lesson plans will reflect alignment with CCSS.</p> <p>Classroom and corridor bulletin boards will provide evidence of differentiated instruction.</p> <p>Informal student assessments such as Exit Slips and Math Journal entries will reflect differentiated instruction.</p>

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**Subject Area  
(where relevant) :**

**Literacy - Writing**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 95% of grade 2 - 5 teachers (14) will create and use rubrics and checklists to assess students' writing in persuasive/argumentative pieces; 80% of students will complete two persuasive/argumentative pieces achieving at least a level 3 based on rubric aligned with the Common Core State Standards (CCSS)</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Schedule CFN staff, Network Support Specialists and Staff Developer for development of grade specific rubrics for persuasive/argumentative genre</li> <li>• Teachers will utilize and share grade level rubrics to drive instruction in writing</li> <li>• Rubric development will be included on grade conference agendas</li> <li>• Student ELA goals will use rubric driven goals</li> <li>• Teachers will include rubrics for student writing in their Assessment Instructional Binder (AIB) for ELA</li> <li>• Student writing work will be displayed on classroom and corridor bulletin boards with the rubric used for assessment</li> <li>• Rubrics will address the new CCSS</li> <li>• Staff will revise and update Writing curriculum maps to align with CCSS</li> <li>• Staff will review and monitor 'on demand' student writing three to four (3-4) times per year</li> </ul>

<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>  Tax Levy (TL)</p> <p>Title I ARRA SWP</p> <p>C4E</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/>80% of students on grades 2-5will complete two persuasive/argumentative pieces achieving at least a level 3 based on rubric aligned with the Common Core State Standards (CCSS)</p>

**Subject Area**  
**(where relevant) :**

**Literacy - Reading**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>By June 2011, 45% of students in grades 4-5 will achieve a higher proficiency rating (student performance) on the NYSELA resulting in a higher median proficiencly rating as reflected on the NYC School Progress Report.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Provide professional development opportunities for staff members to examine student data on the NYC School Progress Report, nyStart, ARIS, ATS (RSCE),</li> <li>• Provide professional development opportunitie, both in-house and out of school building, for staff members to learn about the Common Core State Standards (CCSS) for literacy</li> <li>• Schedule CFN staff, Network Support and CEIS Specialists, to support school level Inquiry Team work aligned with CCSS</li> <li>• Identify students on grades 4-5 who achieved proficiency levels 3 and 4 but dropped or did not make proficiency growth</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop lessons for targeted small group instruction for these students</li> <li>• Purchase realistic fiction and nonfiction text for whole class and small group instruction</li> <li>• Continue to use NYC data provided by ITAs and Predictive assessments to monitor student reading progress</li> <li>• Teacher conference notes will indicate grouping for instruction and student progress</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<input type="checkbox"/> Tax Levy (TL)  Title I ARRA SWP  C4E
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Professional development agendas, CFN specialists and Staff Developer logs will indicate at least three sessions with a focus on CCSS</li> <li>• Professional development agendas, Data Specialist and Staff Developer logs will indicate at least three sessions with a focus on analyzing and using data to drive instruction</li> <li>• Review of student running records 4 to 5 times during the school year by administrators and staff</li> <li>• NYC School Report Card for 2010-2011 will indicate indicate progress in sub-categories of Student Performance and Student Progress</li> </ul>

**Subject Area**  
(where relevant) :

**Listening and Speaking**

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<p><b>Annual Goal</b>  Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</p>	<input type="checkbox"/> By June 2011, 90% of all teachers (18) in grades K-5 will incorporate the protocol of accountable talk among students to ensure student engagement and understanding.
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<i>Time-bound.</i>	
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• Staff Developer will provide professional development in accountable talk aligned with the Listening and Speaking standards in the CCSS</li> <li>• Teachers will develop and use a grade level checklist for accountable talk</li> <li>• Supervisors will facilitate interclass visitation opportunities</li> <li>• Teachers will actively plan for the <i>Share</i> portion of lessons in major content areas</li> <li>• Student goals (issued three times per year) will reflect their progress in using accountable talk</li> <li>• Grade level meetings to develop lessons incorporating accountable talk and the <i>Share</i></li> <li>• Provide curriculum mapping opportunities to include accountable talk in literacy lessons</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> <p>Tax Levy (TL)</p> <p>Title I ARRA SWP</p> <p>C4E</p>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> 95% of students in grades K-5 will have accountable talk reflected as one of their student goals (sent home to parents)</li> </ul>

**Subject Area**  
(where relevant) :

**Literacy**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, 100% of classroom teachers servicing grades K - 5 (21) will have begun the alignment of reading instruction with the CCSS requirements.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Administrators will schedule common planning times during the school day for teachers to participate in professional development on the Common Core State Standards (CCSS)</li> <li>• Align Inquiry Team work with the CCSS for literacy</li> <li>• IT Core Team (Principal, Staff Developer, teachers) will meet on a regular basis to develop plans of action by grade for literacy</li> <li>• ITs will be supported by ICI Network Support Specialists, NSS, in their work</li> <li>• Provide opportunities for teachers to attend CFN scheduled workshops on CCSS</li> <li>• Data Specialist will support IT teachers by assisting in providing and analyzing student data - formal and informal assessments</li> <li>• Administrators will provide <i>Alternative to the Observation</i> opportunities for Inquiry Work aligned with the CCSS</li> <li>• Staff Developer will facilitate the work of the IT Core Team</li> <li>• Grade level and IT members will research and use a variety of best practices to improve their instruction</li> <li>• Staff members will visit colleagues' classrooms to observe best practices in action</li> <li>• Staff members will modify instructional practices based on results of student assessments</li> <li>• Administrators will schedule funding for Data Specialist and ITs per session activities</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>Tax Levy (TL)</p> <p>Children First CFN</p> <p>TL Fair Student Funding</p> <p>Title I ARRA SWP</p> <p>C4E</p>

	<p>TL Fair Student Funding for CFN Network Support Specialists (NSS)</p> <p>TL Children First IT funding for teachers and supervisor per session IT work ( if available)</p> <p>Title I ARRA SWP and C4E funding for Staff Developer</p> <p>TL Fair Student Funding for IT teachers during school day</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• Review of student reading levels four times per year will indicate growth.</li> <li>• Analysis of Predictive and ITAs will indicate student gains in literacy.</li> </ul>

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

**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	15	15	N/A	N/A				
1	15	15	N/A	N/A	2			
2	15	15	N/A	N/A	1			
3	15	15	N/A	N/A	3			
4	20	10						
5	16	10	1		3			1
6								
7								
8								
9								
10								
11								
12								

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

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

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

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> The P.S. 184 Extended Day program is conducted after school on Tuesdays and Thursdays. Fifty-seven (57) mandated (M) students and an additional thirty-five (35) voluntary (V) students receive academic intervention services provided by pedagogues in small groups and one to one tutoring. Materials include comprehension kits and skills-based consumables. Math kits are used for math instruction during the program. On grade 4 the Wilson program is conducted by the SETSS teacher.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/></p> <p>In the Extended Day Program all 57 mandated students (M), and an additional 35 voluntary (V) students receive academic intervention services provided by pedagogues in small groups and one to one tutoring. Materials include manipulatives and skills-based consumables.</p> <p>Students in need of academic intervention are also supported by trained Learning Leaders.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Students receive Science academic intervention services in the classrooms provided by the classroom teacher during the school day. Students are organized in small groups based on data and teacher observation. NYC CORE Curriculum materials on grades K – 5 including FOSS materials are used for instruction. Nonfiction Science trade books are also utilized. Additionally, the Science program is supported by the Computer Technology specialist.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> N/A</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> The Guidance Counselor meets one on one and in small groups based on each child's specific need. She meets with mandated students as indicated on their IEPs as well as with students who need short-term intervention for a number of reasons (behavior, family issues, self-esteem, etc.) Students are recommended by staff as well as family members.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><input type="checkbox"/> N/A</p>

<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> N/A
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> The school nurse closely monitors the students that have been identified at at-risk for health conditions, i.e. diabetes, asthma, etc. She conducts training for staff members in the use of the epi-pen. Finally, she provides open airway sessions to students with asthma.

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

*NCLB/SED requirement for all schools*

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

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

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

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

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

**Grade Level(s)**

**Grades 2-5**

**Number of Students to be Served:**

**LEP Approximately 22 students**

**Non-LEP Approximately 10 students**

**Number of Teachers 1**

**Other Staff (Specify) Regular ESL Teacher, Supervisor, Staff Developer, Classroom Teachers**

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

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

**Language Instruction Program**

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

An analysis of the NYSESLAT and ECLAS 2 results indicates that our ESL students need to grow in the Listening and Speaking, in addition to demonstrating growth in Reading and Writing, to achieve proficiency and test out of the ESL program. The lower scores in Listening and Speaking are of concern to the school. Many of these students will be first time test takers in NYSELA and NYSMath. Most of our ESL students are unable to attend the Extended Day program because of busing constraints, both public and private buses. Many parents of ESL students are working and enroll their children in Chinese and Korean after-school and weekend programs for babysitting, homework, etc. Programs previously designed by P.S. 184 for after-school or the weekend have been very poorly attended. Therefore, additional in-school services are necessary to support their growth, particularly in Listening and Speaking.

Recognizing these constraints, this year P.S. 184 proposes creating a Title III position for a per diem ESL teacher with strong literacy instructional practices to support ELL achievement. Title III funding will purchase appropriate materials, fund professional development for staff and support parental involvement activities.

Identified ELLs will participate in an intensive literacy based content area program 2 to 3 days per week during the school day. The program will run from January through June 2011. Small group instruction in English, utilizing the use of literacy practices of Shared Reading, Shared Writing and accountable talk will be the model for the program. Folders will be maintained for each student.

### **Professional Development Program**

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

Professional development will take the form of articulation with time set aside for classroom teachers to meet with the Title III service provider, regular ESL teacher and the Staff Developer. During these sessions, staff will collaborate in content area planning, identifying with appropriate instructional strategies and developing appropriate assessments geared to the criteria of the NYSESLAT. Additionally, the CFN Network Support Specialist (NSS) for ELL instruction, will provide professional development for staff members involved in the program.

**Section III. Title III Budget**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	10,416	<input type="checkbox"/> One per diem teacher, two to three days per week, at \$168 per day for a total of 62 days.
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$1,500	<input type="checkbox"/> Per diem days for articulation time with classroom teachers.
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2,284	<input type="checkbox"/> Basic supplies and materials: <ul style="list-style-type: none"> <li>• Bilingual books</li> <li>• Audio books</li> <li>• Trade books - fiction and non-fiction</li> <li>• Benchmark content leveled readers</li> <li>• ELA and Math test sophistication materials</li> <li>• Classroom supplies</li> <li>• Paper</li> </ul>
<b>Educational Software (Object Code 199)</b>	At this time, it is not necessary to allocate monies to this category.	<input type="checkbox"/> No additional educational software is required for the Title III program.

<b>Travel</b>	\$0	<input type="checkbox"/> At this time, it is not necessary to allocate monies to this category.
<b>Other</b>	\$800	<input type="checkbox"/> Parental Involvement: <ul style="list-style-type: none"> <li>• Translation Services</li> <li>• Parent Workshops</li> <li>• Supplies for Parent Workshops</li> <li>• Books on tape to distribute for parent home use</li> </ul>
<b>TOTAL</b>	<b>0</b>	

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

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

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

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

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

The ATS OTELE language code forms, emergency cards, ARIS site, teacher surveys and Parent Coordinator input are used to determine which parents, and which languages, have need of translated documents and/or translators. Translated versions of all NYC DOE documents, handbooks, etc. are routinely distributed. Translated versions of parent letters on the NYC webs are utilized as well.

Translation services are provided by the NYC DOE by phone. When necessary, an interpreter is requested by the Parent Coordinator from a contracted vendor.

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

Using the above data, it was determined that P.S. 184 required translation/translators for Chinese, Korean, Urdu and Spanish. This information was reported to the SLT and the PTA Executive Board by the Principal. Additionally, the Parent Coordinator addresses the translation and interpretation needs of the school to the NYC DOE and others. It was found, that even though the school's ELL population is less than 10%, many parents of non-ELL students have requested translation of parent documents.

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

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

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

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

The school will hire translators from DOE approved translating agencies. Three (3) translators for Chinese, Korean, and Spanish will be on call for Open School nights for Parent Teacher Conferences held in the fall and spring of the school year. Translators will also be available for Kindergarten Orientation conducted in the fall. Parent volunteers and bilingual (Korean and Spanish) staff members provide translation for immediate needs on an ongoing basis. In addition, the school also makes use of the NYC DOE telephone translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The Pupil Personnel Secretary and the ESL teacher will identify families requiring translated school letters and notices using ATS OTELE report, HLIS forms. NYC DOE documents and school letters and documents are translated. Translators are hired for various school functions in Chinese, Korean and Spanish. Services are offered from August 2010 through June 2011. Onsite translation services for Parent Teacher Conferences in the fall and spring, Kindergarten Orientation in the spring are offered. Ongoing translation of printed matters are offered on a weekly, monthly and daily basis as needed with the DOE telephone translation services used as necessary. A team of school based staff, including administration, ESL teacher, Guidance Counselor, Pupil Personnel Secretary implements the Translation Plan.

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

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$0	\$ 158,783	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,587		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	Not applicable.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	Not applicable.	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
100%

6. If the percentage of high quality teachers during 2009-2010 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.

Not applicable.

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

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

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

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

□

### Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 184Q’s, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. PS184Q’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team (SLT), Parent Teacher Association (PTA), and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. PS 184Q will support parents and families of Title I students by:

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

PS 184Q’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of

the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 184Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS 184Q will:

[1]dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct an annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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

- supporting or hosting OFEA District Family Day events.

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

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



## Section II: School-Parent Compact

PS 184Q, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS 184Q staff and the parents of students participating in activities and programs funded by Title I agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve NY State Standards on NYS assessments.

### School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to NY State Standards and the Common Core State Standards
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

**Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

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

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

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

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

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

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

P.S. 184Q actively gathers data and information in order to assess and address the needs of all students. Periodic review of many indicators is conducted and instruction is driven based on the results. These indicators include but are not limited to Early Grade checklists, ECLAS2, running records, individual and small group conference notes, student writing samples, Acuity ITA and Predictive Assessments, NYS assessment results (on grades 3-5), item and skill analysis data for ELA and Math, NYSESLAT scores, etc. The ARIS system includes most of this data and is accessed regularly by all staff members. Individual student proficiency levels and student progress data is examined carefully in order to ensure that all students are working toward meeting or exceeding state standards. Additionally, a needs assessment is distributed to teachers on a regular basis in order to provide current and relevant professional development that will support instruction and ultimately result into more effective student learning.

2. Schoolwide reform strategies that:

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

P.S. 184Q uses the workshop model of instruction to cover NYS and NYC content area curriculum. All students are actively engaged in the learning process. Administrators monitor and support instruction through planned curriculum mapping sessions, Inquiry Team meetings, class visits and walkthroughs, formal observations, grade and faculty conferences, grade level meetings, outside professional development opportunities, etc. Strategic scheduling optimizes learning and is a major responsibility of the administration. Teachers meet and plan

regularly with the Staff Developer, and colleagues on the grade, to ensure best practices in major content areas as well as consistency of content and coherence of instruction.

The Staff Developer and CFN Support Specialists provide in class demonstrations of effective teaching practices in literacy, mathematics, ESL instruction and other content areas. High expectations and rigorous instructional practices result in academic progress for all students. Students in need of academic support receive scheduled instruction in the form of small group instruction as well in the Extended Day program. The program is offered to mandated students who are approaching grade level standards, and voluntary, for those students who have been identified by teachers as needing extra support based on other factors. The school has incorporated small group instruction in both literacy and math instruction in daily lessons for students requiring additional support. There is an additional enrichment group selected in mathematics. This group consists of those students who are exceeding the standards. Teachers provide accelerated or enriching work and meet with these students once a week. This instruction is provided during the school day. Target student data is regularly gathered and used to drive the instruction for these students.

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

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

P.S. 184Q ensures quality learning time is increased on a daily by making effective use of available instructional time. A bell schedule ensures that all staff members adhere to a maximum time frame for each period.

A Saturday Test Sophistication program is offered to all students in grades 3-5 in preparation for the NYS ELA and Math assessments. This program provides test readiness skills in a creative and interesting way.

Students are provided with materials over the summer break that support, review and maintain skills in preparation for the next grade. Teachers review key concepts and skills in September. Additionally, the Parent Coordinator distributes information regarding learning opportunities in the local community, and throughout NYC, available during the summer.

o Help provide an enriched and accelerated curriculum.

P.S. 184Q students receive the benefit of differentiated instruction in order to provide remediation, acceleration and enrichment. Students are grouped in variety of ways including by their abilities and interests. In literacy, students read at their own independent reading level and are grouped according to these levels for instruction. In mathematics, students exceeding the standards are grouped and are provided with

individualized and group experiences that provide acceleration and enrichment. In the content areas students work cooperatively taking on different roles and often choosing areas of interest to pursue.

All students receive art instruction provided by a licensed art teacher once per week. Pending funding, a series of other arts related experiences ranging from dance, recorder and vocal classes, will be offered.

o Meet the educational needs of historically underserved populations.

P.S. 184Q strives to meet the needs of all students. Data is gathered to examine male and female performance on exams and assessments. Results are used to put appropriate behaviors and practices in place that will benefit both male and female students in all academic areas. Black and Hispanic students are given instruction as needed based on the data and information collected on individual students. All teachers have high expectations in place for students. English Language Learners are supported by one full time ESL teacher as well as classroom and cluster teachers. Materials are purchased to support ELLs. A combined push in, pull out approach is used to provide small group instruction in English language skills as well as in the content areas.

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

The ongoing gathering of data and information relevant to student progress dictates the level of support that is provided by P.S. 184Q for all students especially our lower academic performing students. Intervention is provided during the Extended Day program as well as during the school day in small group and differentiated instruction. The rigorous instructional programs at P.S. 184 are supported by the services of a part time guidance counselor and SBST team and teachers of related services.

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

Not applicable.

3. Instruction by highly qualified staff.

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

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

The Principal, Staff Developer and teachers attend workshops provided by Central, DOE Protraxx, and the CFN. Staff members turn-key the information to other colleagues at grade and faculty conferences. The CFN Network Support Specialist (NSS) provides professional development in mathematics instruction. The Staff Developer provides ongoing professional development in research-based best instructional practices on professional development days, grade conferences and common planning periods. The Parent Coordinator also attends outside training sessions in order provide effective parent workshops.

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

As needed, P.S. 184Q recruits highly qualified teachers through the Open Market system, recommendations, interviews and demonstration lessons. P.S. 184Q attracts many applicants as a result of consistently high scores on the NYS and NYC report cards.

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

Parent workshops are offered before, during and after school. They focus on parents and children learning together. These include reading together, hands-on math activities/games and test taking skills. Workshops are geared for parental information regarding the school program: literacy, EveryDay Math, test sophistication, ARIS training, Learning Leaders, etc. The Parent Coordinator plans holiday parent and child arts and crafts workshops. The Parent Coordinator serves an excellent liaison between the school and families. School rituals, such as the Student of the Month, classroom celebrations focusing on content area learning, and other special assemblies bring many parents into the school building throughout the year.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S.184Q aligns curriculum across grades PreK through 5. Staff members participate in professional development held within and outside of the school building. Our in-house PreK students are included in the school's meal programs, gym, media, computer, and assembly program schedules.

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

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

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

- The Extended Day program, 50 minutes x 2 days per week, is used to provide all at-risk students with additional assistance in literacy and math
- Wilson's Foundation program provides phonics instruction for at-risk grade 4 students
- Classroom teachers provide additional assistance in literacy and math using small group instruction in all classes
- ICT teachers differentiate instruction to meet the needs of all students
- Mandated summer school instruction is provided for students not meeting promotional criteria
- Title III supports ELL students in raising their academic achievement

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

- Nutrition Committee
- Counseling groups involving students and guidance counselor
- Parent Involvement activities
- ELL/Bilingual parent involvement for intervention



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

### Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA.

The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source ( <i>i.e., Federal, State, or Local</i> )	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool ( <i>Refer to Galaxy for school allocation amounts</i> )	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (ARRA)	Federal	Yes			157,195	True	Goals 1 - 5
Title II	Federal	Yes			13,100	True	Goals 1 - 3
Title III	Federal	Yes			15,000	True	Goals 3 - 5
Tax Levy	Local	Yes			2,288,897	True	Goals 1 - 5

<sup>1</sup>**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.

<sup>2</sup>**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.

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

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

1. Use program resources to help participating children meet the State standards.  
Not Applicable
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
Not Applicable
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;  
Not Applicable

b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
Not Applicable

c. Minimize removing children from the regular classroom during regular school hours;  
Not Applicable

4. Coordinate with and support the regular educational program;  
Not Applicable

5. Provide instruction by highly qualified teachers;  
Not Applicable

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;  
Not Applicable

7. Provide strategies to increase parental involvement; and  
Not Applicable

8. Coordinate and integrate Federal, State and local services and programs.  
Not Applicable

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
0
2. Please describe the services you are planning to provide to the STH population.

### **Part B:**

#### **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).  
0

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.



## **CEP RELATED ATTACHMENTS**

## **Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'**

### ***File Name - 28\_25Q184\_102610-151859.doc***

P.S. 184 is a multicultural community of approximately 500 students. Many languages are spoken at home by our students, both ELLs and non-ELLs: Korean, Chinese, Greek, Spanish, Italian, Farsi, Albanian, Bengali and Urdu. A Parent Orientation is conducted in the spring and then again when new students enter the school. Our Parent Coordinator arranges for translators when meetings take place. Parents in our school overwhelmingly want an ESL program. If a Program Selection form is not returned after the second attempt, a phone call is made to the parent in order to expedite the process. However, all children are placed in the appropriate and available program within ten days of their admittance.

The free-standing ESL program at P.S. 184 services all ESL students in English language acquisition and proficiency. Forty-three (43) students are serviced through a pull-out and push-in model. Beginners and Intermediates are serviced eight times a week and Advanced are serviced four times. This is determined by the scores on the NYSESLAT of the previous year. Each session is forty-five (45) minutes. There is one ESL teacher servicing forty-three (43) students. There are six different classes: 2 Kindergarten (8 students), Grade 1 (13 students), grade 2 (4 students), grades 3/4/5 (8/6/4 students). The program is monitored by the administrative staff and ESL teacher to ensure that all Beginners and Intermediate students receive 360 minutes of instruction and Advanced students receive 180 minutes of instruction.

After reviewing the NYSESLAT 2010 and the Lab-R 2010, it has been determined that our students require support in the modalities of reading and writing. These two modalities are weak, even when listening and speaking are advanced. This confirms the theory that language is acquired more readily in the modalities of speaking and listening. One particular group, third grade indicates the need for more oral (listening) reinforcement.

Instructional emphasis will be placed on balanced literacy and content area reading and writing with the third grade receiving an emphasis on listening skills. Newcomers (under three years) attend classes during the day and also Extended Day program. Additionally, multi-media materials, peer-buddy support and adaptation of content area are used to enhance language acquisition. Informal and formal assessments are utilized as needed.

Children who score out of the program may receive transitional services, if needed. They may be placed in an at-risk ESL class during the day and they may receive support services such as, Extended Day (Literacy and Math) and peer tutoring.

There is a very strong system of articulation between the classroom teachers and the ESL teacher, a certified/licensed teacher with 27 years experience in ESL. Due to this established, ongoing articulation process between the ESL teacher, classroom teachers, and other staff members in P.S. 184, children are consistently assessed in order to identify specific needs. Instructional planning to meet the needs of each child is ongoing, often as a by-product of the articulation sessions. Articulation ensures alignment with the curriculum, especially in literacy. Students are expected to meet the ELA and ESL standards in an

instructional program that emphasizes speaking, listening, reading and writing. Students participate in activities which integrate technology in their daily lessons.

ESL students are required to pass New York State assessments, so the school offers programs to address their different needs: Title III Literacy program, Extended Day, and various parent workshops. The school has an extensive ESL lending library with many books on tape/CD to allow aural English practice at home and to give children the opportunity to read books on higher levels. Many different types of materials are used to increase reading skills and reading strategies. Some of these are: English at your Command (an ESL writing process series), trade books, True Stories (a non-fiction series) and Reading Rods kits (a tactile reading kit).

The ESL teacher has attended workshops in the literacy workshop model for reading and writing. The ESL program supports the classroom content areas in Math, Social Studies and Science. The series Scott Foresman ESL is used to align the ESL curriculum to the appropriate grade level in content areas.

In P.S. 184 we offer many staff development opportunities at various conferences and Professional Development sessions. Some of the topics to be covered in 2010-2011 are:

- Eligibility for ESL services,
- The ELL student in the Workshop Model
- The Multicultural Classroom
- Virtual Vocabulary Methodology
- Deconstruct / Reconstruct Strategies
- Tiered Words – Vocabulary
- Closing the Gap in Reading Comprehension

The school also enlists specialists outside of the school, the CFN Network Support Specialist (NSS), to conduct workshops.

The ESL teacher is available to meet with staff members to address instructional strategies for ELLs. Teachers are given staff development in ESL methodologies and techniques, along with information on how to adapt content area and workshop model lessons for the ELL. The school is in the process of developing an extensive ESL reference and resource library open to all staff members. There is a strong articulation system in place to assist classroom teachers with ELLs in the class.

To ensure that our ELL Special Education students are receiving the appropriate services, the ESL teacher is on the Pupil Personnel Team and articulates with the School Based Support Team and classroom teachers. Once needs have been identified, appropriate and differentiated instruction is used. The peer-buddy system and the purchase of books on tape enhance the literacy experience.

At this time, there are no alternative placement students in the school. If this were the case, students would receive appropriate ESL services including the assistance of a Bilingual paraprofessional.

The school does not have SIFE students. However, our plan is to assign children to buddies for school introduction tours, small group instruction in class, AIS/Extended Day programs and introduce a buddy reading program where upper grade children read with lower grade children.

In P.S. 184 there are no long-term ELLs (in program more than 6 years). If this were the case, the students would be frequently assessed by the ESL specialist, classroom teacher and members of the Academic Support Team and Pupil Personnel Team.

Consistent monitoring of ELL progress and appropriate modifications of instructional strategies provide long term ELLs better opportunity to advance in the classroom setting.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 184 Flushing Manor					
<b>District:</b>	25	<b>DBN:</b>	25Q184	<b>School</b>		342500010184

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	36		96.3	95.7	96.4
Kindergarten	76	79	74				
Grade 1	70	76	83	<b>Student Stability - % of Enrollment:</b>			
Grade 2	68	69	77	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	66	71	79		96.9	96.2	95.7
Grade 4	60	76	76				
Grade 5	77	64	76	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		23.7	41.0	46.0
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	3	16
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	453	471	501	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	3	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	2	0	0
# in Collaborative Team Teaching (CTT) Classes	17	32	25	Superintendent Suspensions	0	0	0
Number all others	40	34	35				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	31	32
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	4
# receiving ESL services only	33	35	TBD				
# ELLs with IEPs	2	4	TBD	Number of Educational Paraprofessionals	2	1	5

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	90.0	87.1	78.1
				% more than 5 years teaching anywhere	80.0	77.4	78.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	94.0	90.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	97.0
Black or African American	1.3	1.3	0.6				
Hispanic or Latino	15.0	15.7	18.0				
Asian or Native Hawaiian/Other Pacific	29.1	27.6	28.3				
White	54.5	53.9	52.9				
<b>Male</b>	46.6	48.8	44.5				
<b>Female</b>	53.4	51.2	55.5				

#### 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

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	58.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	11.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

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

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>204</b>	District <b>25</b>	School Number <b>184</b>	School Name <b>Flushing Manor</b>
Principal <b>Dora Pantelis</b>		Assistant Principal <b>none</b>	
Coach <b>Anna Dimilta</b>		Coach <b>none</b>	
Teacher/Subject Area <b>Amalia DeePaolino / ESL</b>		Guidance Counselor <b>Brooke McHugh</b>	
Teacher/Subject Area <b>Bari Dahan - grade 1</b>		Parent <b>Therese O'Connor</b>	
Teacher/Subject Area <b>Denise Dwyer - grade 3</b>		Parent Coordinator <b>Margaret McKeon-Baker</b>	
Related Service Provider <b>Linda Pittelli</b>		Other <b>type here</b>	
Network Leader <b>Diane Foley</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>465</b>	Total Number of ELLs	<b>43</b>	ELLs as Share of Total Student Population (%)	<b>9.25%</b>
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## Part II: ELL Identification Process

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

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

1. P.S. 184Q has implemented appropriate structures to identify ELL students.. At time of student registration, conducted in the main office, the school secretary provides a Home Language Identification Survey, HLIS, in the appropriate translated language to each parent. A pedagogue provides assistance in the completion of this document. At this initial registration meeting, the home language is determined and entered in ATS. Parent orientation is offered to all possible ELL parents. If at this time translation is required, the school makes immediate outreach to staff, parents in the school community, and staff in neighboring schools, as well as using the Translation and Interpretation Unit of the NYC DoE. Based on the information provided on the HLIS, the ELL teacher determines which new registrants to the NYC school system need assessment for an ELL program. The children are assessed with the LAB R within ten (10) days of admission into the school. Annually, all ELL students are assessed using the NYSESLAT during the appropriate testing period. Eligibility for continuing ELL services is determined by the results of the most recent NYSESLAT score.

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

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

4. Based on Parent Survey and Program Selection forms, children are placed in appropriate programs within the school. If a parental request is made for a program not available at the school, outreach is made to the CFN and OSE for availability of seats and possible placement in another school. If parental requests meet Part 154 criteria, an appropriate class would be formed.

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

- 2008 – 2009 Of the five (5) parent surveys, two (2) selected freestanding ELL program, and three (3) selected bilingual. When offered placement in a bilingual program at another site, the parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.

- 2009– 2010 Of the 12 (12) parent surveys, seven (7) selected freestanding ELL program, five (5) dual language, including one special education child with a bilingual paraprofessional.

2010-2011 Of the ten (10) parent surveys, seven (7) selected freestanding ELL program, two (2) selected dual language, one (1) selected transitional bilingual.

6. Program models offered at our school are aligned with parental requests. P. S.184 does not have sufficient numbers of students to establish bilingual or dual language programs. When parents are informed of their rights in selecting a program for language acquisition not offered at P.S. 184Q, they unanimously elect to remain in the building having their children attend the freestanding ELL program offered in the building.

## Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	8	13	4	8	6	4								43
<b>Total</b>	8	13	4	8	6	4	0	0	0	0	0	0	0	43

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	1
SIFE		ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	35		1	8							43
<b>Total</b>	<b>35</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

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

**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
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
<b>TOTAL</b>	<b>0</b>													

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1		2	5									10
Chinese	4	9	4	6		4								27
Russian														0
Bengali														0
Urdu	1													1
Arabic														0
Haitian														0
French														0
Korean	1	2												3
Punjabi														0
Polish														0
Albanian														0
Other		1			1									2
<b>TOTAL</b>	<b>8</b>	<b>13</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>43</b>						

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol>
<p>Paste response to questions 1-4 here</p> <p>Response is indicated on page 7.</p>

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

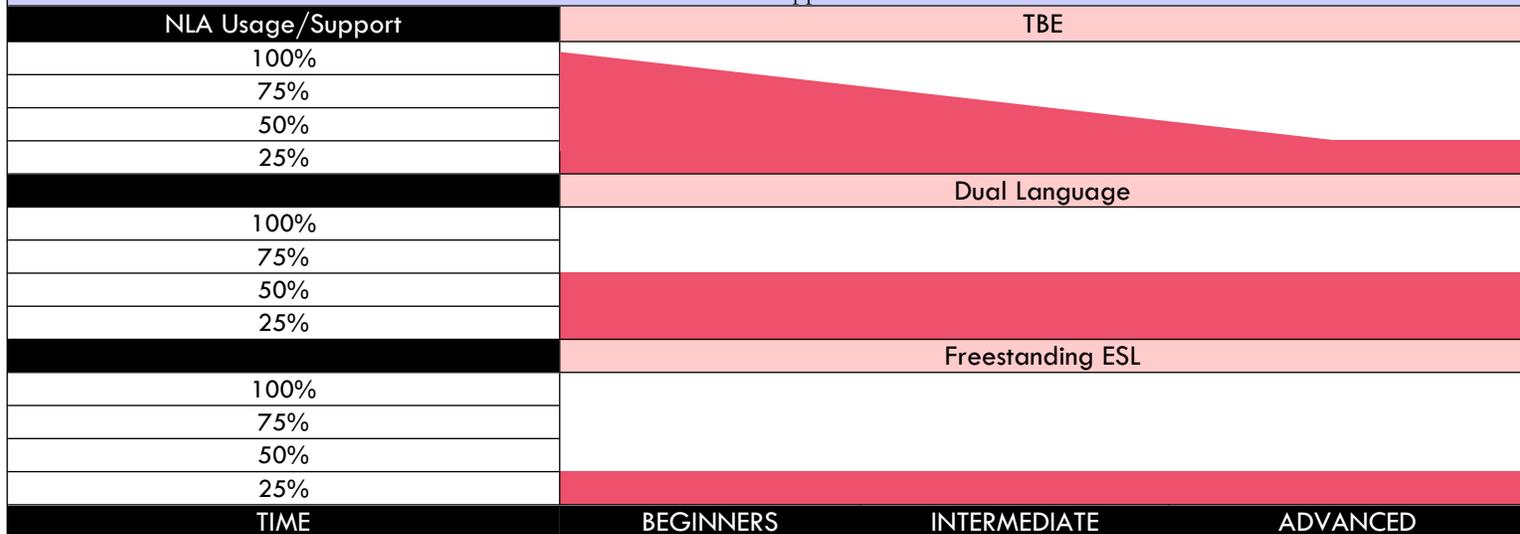
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## 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?

1. The school's ELL program is a Freestanding ESL program; all ELL students are in 100% English classrooms. A push-in co-teaching model for ESL instruction is implemented by the school's one (1) ELL teacher. The ELL teacher uses the pull out model for Beginners as needed. Beginners and Intermediates are serviced eight times a week, and Advanced are serviced four times. In order to provide the full compliance mandated instructional periods, students are grouped by the ELL teacher into forty-eight (48) sessions.

1.b. ELL students are placed in small groups of 8 -12 children. There are 7 co-teaching push in classes for each of grades K - 5. Students are consistently assessed in order to identify specific needs. Additionally, articulation ensures alignment with the curriculum.

2. see response to #1

3. Content area instruction is provided by classroom teacher, ELL teacher and teacher specialists.

4.a. P.S. 184Q does not have Students with Interrupted Formal Education (SIFE) Alternate placement students or long term ELLs in school year 2009-2010.

4.b. Thirty-one (31) of our students are in the New York City public school system for three (3) years or less and four (4) have attended from four (4) to six (6) year. Additionally, two (2) students are in Collaborative Team Teaching classes.

4.c.d.e P.S. 184Q does not have long-term ELLs ( 4-6 years or more than 6 years). In the event that the school has long-term ELL students, 4 or more years, the children are assessed by the ELL specialist and classroom teacher. Additionally, a teacher request is forwarded to the School Based Support Team (SBST) and the Pupil Personnel Team (PPT). Informal and formal bilingual evaluations are conducted by SBST and PPT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents. These students would receive additional small group instruction for literacy and math during school hours and offered the twice per week, 50 minutes instruction, in the Extended Day Program.

5. ELL students are grouped by grade in the same class. The ELL specialist pushes in on a daily basis for content area support focusing on literacy and language acquisition. Classroom teachers also meet with ELL students in targeted small group instruction. The Extended Day Program is offered to students.

6. Children who score out of the program may receive transitional services, if needed. They will receive at-risk ESL services at teacher request. Also, see #5.

7. Title III will be implemented pending funding. An ESL teacher, or teacher with successful ESL record and experience, will provide instruction to small groups of ELL students twice per week.

8. Title III after school and Saturday programs will be discontinued because of poor student attendance. Families of ELL students live far from the school and rely solely on public transportation. Also, many students attend private programs at end of school day and Saturdays.

9. ELL students are afforded equal access to all school programs, after school and supplemental services. See 4c.d.e., 5, 6, 7.

10. The school has an extensive ESL lending library, books and books on CD for in class listening centers and at home use. A variety of materials are used to increase literacy skills: English at Your Command, realistic fiction and nonfiction trade books for Social Studies and Science, True Stories (nonfiction series) and Reading Rods kits (tactile reading kit). Each class with the ESL group on the grade has its own bilingual library in languages corresponding to those of students. Computers in classroom are used; ELL teacher has provided list of appropriate websites for ELL students targeting literacy and content area knowledge and skills.

11. Bilingual libraries are available in classrooms. Peer language support is encouraged.

12. Yes.

13. ELL specialist and Parent Coordinator make outreach to new ELL families. Specific ELL Parent workshops, as well as other parent workshops are offered, such as Cool Culture, Navigating the NYC DOE, arts and crafts, etc.

14. P.S. 184 does not have language electives as part of its school program.

### 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 and Support for School Staff

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

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

3. Professional development, meeting the 7.5 hours of ELL training for all staff as per Jose P. is provided at grade and faculty conferences. Workshops are conducted in-house as well as off-site (DoE, private vendors). Professional development sessions are provided by the ELL specialist, the ICI Network Support Specialist (NSS), and the Staff Developer. The following workshops have been planned for the 2010-2011 school year:

- The ELL Newcomer – ongoing throughout the month of September – all grades
- Vocabulary in the Content Area (Science) – October – May – grades 3 – 5
- ELL Instruction: Vocabulary Visits for Content Vocabulary Development/Virtual Vocabulary – September – May – grades K – 2
- Preparing ELL Students for the NYSELA – grades 3 – 5
- Preparing ELL Students for the NYS Math – grades 3 - 5
- Interpreting the NYSESLAT Data – fall and spring
- Additional workshops in ELL Instruction and Literacy – DOE, CFN and Private Vendors - September – May – all grades

- Annual TESOL Conference – depending on location

## 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?

### Parental Involvement

1. The parents of P.S. 184Q play an active role in our school community. The PTA holds numerous activities throughout the year for students and their parents. Some of these activities include, evening Halloween Parties, Movie Nights, Barnes and Nobles Night, and various other fund raisers. The school's Parent Coordinator provides workshops for parents. Topics for these workshops include, accessing ARIS and understanding the Integrated Collaborative Team Teaching model. She is available to assist parents throughout the school year. Autodial is used to inform parents of events that take place in the school and translated letters are available as needed. School information and copies of parent letters can also be found the on the school website. P.S. 184Q encourages parents to act as "class parents", chaperone class trips, and attend classroom celebrations on a variety of subjects. Parents are encouraged to act as Learning Leaders, volunteering to assist in classrooms.

2. To provide programs and workshops to ELL parents, P.S. 184Q partners with the following organizations or agencies:

- Cool Culture
- Learning Leaders
- Dial-a-Teacher Workshops
- Piano School of New York

3. At registration parents indicate what language they wish to receive correspondence in. PTA meetings offer the parents an opportunity to express their needs and this information is conveyed to the school administrator and staff through the School Leadership Team meetings.

4. P.S. 184 offers ELL parents a variety of workshops during the year on topics they have expressed an interest in:

- ICT classes
- Preparing for Parent Teacher Conferences
- Understanding the language of an IEP
- How the ELL program works with their child
- Strategies for "painless" Homework

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

## Part 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)	4	5	2	2	2	3								18
Intermediate(I)		6	2	3	1	1								13

Advanced (A)	4	2		3	3									12
Total	8	13	4	8	6	4	0	0	0	0	0	0	0	43

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

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

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

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

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

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

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

**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.

**Part IV: Assessment Analysis**

1. P.S. 184Q uses the LAB-R, ECLAS-2 and Fountas and Pinnell leveling system to assess early literacy. This data provides information on the following: students' ability to recognize letters, phonemic awareness, decoding skills, fluency and reading comprehension. The results determine student's reading level and class grouping for instruction. The teacher is able to also determine the type of method of reading instruction that will best meet the needs of the students.
2. The LAB -R and NYSESLAT results were used to examine patterns of ELL students across the modalities of listening, speaking, reading and writing. In the listening and speaking modalities our ELL children are high performing with the majority being advanced and proficient. This pattern is apparent in grades 1 – 4.
3. After reviewing the NYSESLAT 2010 and the LAB-R 2010, it has been determined that our students require support in the modalities of reading and writing; listening and speaking are advanced. P.S. 184 adheres to NYS mandates in amount of required hours for the three ELL levels.
4. a.b.c. Not Applicable. P.S. 184 has only a free-standing ESL program. The school has a high level of English proficiency based on the NYSESLAT results and overall the children do well on standardized assessments. The school therefore has chosen not to administer ELL Periodic Assessments.
5. N/A
6. The classroom teachers maintain student records including ongoing reading levels. The ELL teacher also maintains student records and articulates often with classroom colleagues. The NYSESLAT and NYS ELA exams are also indicators of the success of the ELL students at P.S. 184.

**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		11/1/10
	Assistant Principal		—
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		11/1/10
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		11/1/10
	Other		