



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 184Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 25Q184

PRINCIPAL: DORA PANTELIS EMAIL: DPANTEL@SCHOOLS.NYC.GOV

SUPERINTENDENT: DANIELLE DIMANGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Dora Pantelis	*Principal or Designee	
Karen Scialo-Cohen	*UFT Chapter Leader or Designee	
Therese O’Connor	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Anna Dimilta	Member/Assistant Principal	
Patricia Black	Member/Teacher	
Ji Eun Lee	Member/Teacher	
Sylvia Adamek	Member/Parent	
JoAnne Moller	Member/Parent	
Charlene Burger	Member/Parent	
Janet Vucenik	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing a shared understanding of instructional excellence and providing teacher feedback

*By June 2012, school administrators will have developed and conducted 3 – 4 normed formative observations for 90% of staff using rubrics aligned to Danielson Domains (DD) 3, elements **3b Using Questioning and Discussion Techniques** and **3c Engaging Students in Learning**.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the NYCDOE Progress Report 2010-11, Student Performance was a level B, with a score of 12.7 out of a possible 25. On the NYC School Survey 2010-2011 Report the school scored 8:5 out of a possible 10 in Engagement when compared to city schools, a drop of .1 from 2009-2010. This goal addresses the need to more effectively engage students by improving instructional practices. Using questioning and discussion techniques will improve student engagement and address Student Performance. Providing effective low inference feedback to staff will improve teacher practice and engage students in learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

*School supervisors and two staff members attend CFN training sessions conducted during the Summer and Fall 2011 to learn implications of NYCDOE Instructional Initiatives.
(Summer – Fall 2011)*

School supervisors schedule and conduct Fall 2011 professional development sessions with a focus on the Danielson Domains (DD). (Fall)

School supervisors schedule and conduct professional development sessions with a focus on Depth of Knowledge (DOK) which informs development of high level questions.(Fall)

School supervisors schedule a minimum of two common preparation periods per grade per week, and one additional period per month, to maximize teacher planning. (Fall 2011)

School supervisors meet with Curriculum Team to discuss the process of providing effective feedback to teachers on DD 3b and DD 3c.(Monthly)

School supervisors issue Curriculum Bulletins pertaining to DD 3b and DD 3c to memorialize best practices in the school.(Fall 2011 and as needed)

School supervisors begin rounds of classroom walks together, focusing on one grade at a time, to ensure norming of feedback to teachers. (Early Fall)

School supervisors develop schedule of observations throughout the year to ensure 3-4 normed observations for all staff members. (Early Fall, Late Fall, mid-Winter, Spring)

School supervisors provide oral and written feedback to teachers within two days of classroom visits. (ongoing)

Teachers act on feedback and implement suggested best practices. (ongong)

Teachers develop and implement grade level rubrics with students for effective discussion in the classrooms. (Fall)

School supervisors schedule CFN Literacy Achievement Coach to support classroom teachers in informal class visits. (Late Fall, mid-Winter)

Teacher teams create high level questions to align with CCS text exemplars. (Fall through Spring)

Teachers use ARIS to inform development of good questioning techniques and strategies.(ongoing)

Teachers develop content area lessons with a variety of opportunities for students to engage in discussion. (ongoing)

Teachers use Shared Reading of high level short text and non-fiction content text to prompt class discussions.(ongoing)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness in literacy instruction by aligning literacy/content area curriculum maps to the CCS text exemplars

*By June 2012, teachers on grades K – 5, working collaboratively, will update literacy/content area curriculum maps to include CCS fiction and non-fiction mentor texts with identified vocabulary and levels 2 and 3 of **Depth of Knowledge (DOK)** questions (Danielson’s Domain **1e Designing Coherent Instruction** and Domain **3b Using Questioning and Discussion Techniques**) for the purpose of more effective instruction.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the NYCDOE Progress Report 2010-11, Student Progress was a level B with a score of 31.5 out of 60; Student Performance was a level B, with a score of 12.7 out of a possible 25. In order to improve scores, the school needs to carefully examine the rigors of the CCS, how they impact on the school literacy/content area curriculum and to make necessary adjustments to instructional practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Purchase CCS text exemplars for every teacher on grades K – 5. (Summer)

School supervisors schedule a minimum of two common preparation periods per grade per week, and one additional period per month, to maximize teacher planning. (Fall)

School supervisors schedule professional development sessions with a focus on Depth of Knowledge (DOK) which informs development of high level questions. (Fall, early Winter)

Teachers create lesson plans using CCS text exemplars for instruction in the content areas. (ongoing)

Students will respond in writing to prompts connected to CCS texts and high level nonfiction text. (bimonthly)

School supervisors designate specific classroom visits for the purpose of observing and providing feedback on use of CCS texts for questioning and discussion techniques. (ongoing)

School supervisors schedule CFN ELL Specialist to provide professional development in ‘Juicy Sentences’ to support DOK and DD 3b. (early Winter)

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing and administering rigorous literacy tasks and rubrics aligned to the CCS

By June 2012, 100% of staff, working in collaborative Inquiry Teams, will have created and administered at least two (2) school-designed literacy tasks aligned to the CCS for the purpose of elevating the level of teacher planning and instructional practices and strategies.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the NYCDOE Progress Report 2010-11, Student Progress was a level B with a score of 31.5 out of 60; Student Performance was a level B, with a score of 12.7 out of a possible 25. In order to improve scores, the school needs to carefully examine the rigors of the CCLS and how it impacts the school literacy curriculum and also to make necessary adjustments to instructional practices.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Principal, SLT and UFT approve an SBO providing a two-day per week Extended Day program for students and one-day per week staff Inquiry Team meeting for the purpose of effective teacher team Inquiry work. (Fall)

School supervisors schedule professional development sessions for Inquiry Teams to look at format for grade specific NYCDOE literacy tasks. (Fall)

School supervisors schedule Inquiry work providing every grade approximately $\frac{3}{4}$ of school year, approximately six (6) to eight (8) months, devoted to literacy tasks, instruction and student work. (Fall)

Assistant Principal provides professional development on accessing, analyzing and formulating two (2) school-designed, grade appropriate, literacy tasks. (Fall)

Technology/Computer teacher provides professional development and grade level assistance in accessing appropriate grade-level tasks. (Fall)

Teacher teams develop and administer school-wide pre-assessment of student response to literacy task. (Fall)

Teacher teams analyze pre-assessment results. (Fall)

Teacher teams create and administer two rigorous literacy tasks imbedded in literacy/content area curriculum. (January, May 2012)

Inquiry sessions focus on student work and teacher practice based on requirements of literacy tasks. (weekly)

Inquiry Teams review sample student work with attached remarks, teacher observation and notes, etc. (weekly)

School supervisors schedule CFN Achievement Coach to support Inquiry Team work. (Fall)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness in literacy instruction by adopting the Fountas and Pinnell leveling system to assess student reading levels

By June 2012, 100% of teachers on grades K – 5 will have utilized the Fountas and Pinnell (F & P) leveling program to assess student reading levels for the purpose of student grouping and differentiation of literacy instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the NYCDOE Progress Report 2010-11, Student Progress in literacy was a level B with the Median Adjusted Growth Percentile of 67.0. Student Performance was a level B, with a score 77.6% of students at levels 3 and 4. In order to improve scores, the school needs to carefully assess student reading levels using both fiction and nonfiction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Principal allocates school funding for the purchase of the F & P leveling program. (Spring 2011)

Principal allocates school funding for professional development for 100% of classroom teachers in understanding the components and administration of the leveling system. (Spring 2011)

Assistant Principal schedules professional development for 100% of classroom teachers. (Spring 2011)

School supervisors meet with school Curriculum Team to determine focus and key elements of system to administer (fiction leveling on grades K – 2, non-fiction leveling on grades 3 – 5) building on the 2010-2011 PPR goal of focus on non-fiction text. (Spring 2011)

School supervisors schedule blocks of time on full-day professional development days for grade level collaboration regarding the leveling process. (Spring 2011)

School supervisors allocate funding to provide additional teacher support and training in use of the F & P leveling system. (Fall)

School supervisors schedule additional professional development, based on individual teacher need/request, pending sufficient funding. (Fall, ongoing)

School supervisors develop a schedule and template for submission of student reading levels at least three (3) times per year. (Fall)

Curriculum Team analyzes results of student reading levels, grade by grade, to determine grade level expectations for evaluating students in reading and assign scoring of level 1– 4. (Fall)

School supervisors develop a P.S. 184 Reading Level chart for the purpose of grouping students for instruction. (Fall)

Teachers plan and document differentiated small group instruction (SWD, ELL, bottom third) based on results of leveling. (ongoing)

Teachers use the P.S. 184 Reading Level chart to inform grading of students in literacy on report cards. (ongoing)

Results of analysis are shared with the SLT, PTA, and all school constituents via parent letters. (monthly)

Principal issues the P.S. 184 Reading Level chart to parents and guardians, in letter form, emphasizing higher expectations and standards as per CCS and NYCDOE. (Fall)

Assistant Principal conducts Parent Workshop for purpose of explaining the F & P leveling system. (Fall)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness in math instruction by developing rigorous tasks and rubrics aligned to the CCS

By June 2012, 100% of teachers on grades K – 5 will have collaboratively created and administered at least one (1) math task aligned to the CCS for the purpose of more effective lesson planning and delivery of instruction.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

On the NYCDOE Progress Report 2010-11, Student Progress was a level B with a score of 31.5 out of 60; Student Performance was a level B, with a score of 12.7 out of a possible 25. In order to improve math scores, teacher teams must begin to address the rigors of math tasks aligned to CCS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

School supervisors schedule professional development sessions during common preparation periods, faculty and grade conferences to understand requirements of math tasks and rubrics aligned to the CCS. (Fall)

Assistant Principal schedules sessions with CFN Math Achievement Coach to support staff in developing one (1) school-designed math task and rubric per grade and to analyze student work. (Fall)

Staff member/s attends monthly math workshops conducted by CFN Math Specialist. (monthly)

Staff member/s turnkeys CFN math workshop information during grade, faculty conferences, or during Inquiry sessions. (monthly)

School supervisors schedule Inquiry work providing every grade approximately ¼ of school year, two months, devoted to math tasks and analyzing student work. (Fall)

Inquiry sessions focus on student math work and teacher practice based on requirements and expectations of CCS aligned math tasks. (Dependent on IT schedule)

Inquiry Teams review student math work products with attached with attached remarks, teacher observation, rubric, etc. (Dependent on IT schedule)

Teachers display student math work aligned to math tasks. (ongoing)

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	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	2	0	0	0
1	15	15	N/A	N/A	0	1	0	0
2	20	14	N/A	N/A	2	0	0	1
3	17	12	N/A	N/A	5	0	0	8
4	27	25			7	0	1	4
5	17	11			4	0	0	6
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<i>The P.S. 184 Extended Day program is conducted after school on Tuesdays and Thursdays. A total of 96 students in grades 1 through 5, including Mandated (M) and Voluntary (V), receive academic intervention services in literacy provided by pedagogues in small groups and one to one tutoring. In Kindergarten, each teacher identifies 5 students for AIS, for a total of 15; service is provided during the school day. Materials include comprehension kits, guided reading materials and skills-based consumables.</i>
Mathematics	<i>In the Extended Day Program a total of 77 students in grades 1 through 5, including both Mandated (M) and Voluntary (V), receive academic intervention services in math provided by pedagogues in small groups and one to one tutoring. In Kindergarten, each teacher identifies 5 students for AIS, for a total of 15; service is provided during the school day. Materials include manipulatives and skills-based consumables. Math kits are used for math instruction during the program.</i>
Science	<input type="checkbox"/> <i>No students in this category.</i>
Social Studies	<i>No students in this category.</i>
At-risk Services provided by the Guidance Counselor	<i>The Guidance Counselor meets with students in need of at-risk services for short term intervention as recommended by the Pupil Personnel Team for a number of reasons (behavioral, family issues, social issues, etc.)</i>
At-risk Services provided by the School Psychologist	<i>The school Psychologist meets with students in need of at-risk services for short term intervention as recommended by the Pupil Personnel Team for a number of reasons (behavioral, family issues, social issues, etc.)</i>

At-risk Services provided by the Social Worker	<i>The school Social Worker meets with students in need of at-risk services for short term intervention as recommended by the Pupil Personnel Team for a number of reasons (behavioral, family issues, social issues, etc.)</i>
At-risk Health-related Services	<i>The school nurse closely monitors 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. Also, she provides open airway sessions to students with asthma.</i>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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, our school, 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. Our school'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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school'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 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, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a 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.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. 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 the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- 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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

III. 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;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Diane Foley	District 25	Borough Queens	School Number 184
School Name Flushing Manor School			

B. Language Allocation Policy Team Composition [?](#)

Principal Dora Pantelis	Assistant Principal Anna Dimilta I.A.
Coach type here	Coach type here
ESL Teacher Amalia Dee Paolino	Guidance Counselor Brooke McHugh
Teacher/Subject Area Viki Sotiriou/Grade 1	Parent Therese O'Connor
Teacher/Subject Area Rachel Feinman/Grade 4	Parent Coordinator Meg Baker
Related Service Provider Linda Pittelli	Other type here
Network Leader Diane Foley	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	478	Total Number of ELLs	50	ELLs as share of total student population (%)	10.46%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

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, oral interview conducted by a pedagogue (with translation if needed),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, orientation and placement is also completed within the ten (10) day deadline. When applicable, Spanish speaking students are administered the Spanish LAB, within 10 (ten) days. 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.

1b. The trained pedagogues, ESL Specialist, Principal and Assistant Principal are trained on assisting in the oral interview for the HLIS.

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 on survey, 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. Orientation is conducted and placement procedures are explained to parents, with translators, if needed. 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*
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	14	8	8	4	7	9								50
Total	14	8	8	4	7	9	0	0	0	0	0	0	0	50

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	2
SIFE		ELLs receiving service 4-6 years	7	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	43		2	7						50
Total	43	0	2	7	0	0	0	0	0	50

Number of ELLs in a TBE program who are in alternate placement: 1

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													0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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	3	1	0	1	7								14
Chinese	8	4	6	3	6	1								28
Russian														0
Bengali														0
Urdu		1												1
Arabic	1													1
Haitian														0
French														0
Korean	1			1										2
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	2		1			1								4
TOTAL	14	8	8	4	7	9	0	50						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 heterogenous 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 with classroom teacher ensures alignment with the curriculum.

2. see response to #1

3. Content area instruction is provided by classroom teacher, ELL teacher and teacher specialists. Teachers work together to deliver content area lessons and the ELL teacher provides various levels of support during instructional period. Support includes use of pictures and text to enhance vocabulary development, shared reading, writing and speaking and listening activities, and guided reading, writing and math instruction.

4. All eligible ELLs are given the Spanish Lab using a native language speaker. P.S. 184Q does not have Bilingual or Dual Language programs but if there were, a native language speaker would administer the appropriate assessments to determine native language ability. Translated editions or oral translations are provided for Standardized Exams, when applicable.

A. Programming and Scheduling Information

- 5.a. P.S. 184Q does not have Students with Interrupted Formal Education (SIFE). There is one Alternate placement student who has a paraprofessional assigned to her. There are no long term ELLS in school year 2011-2012.
- 5.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.
- 5.c.d.e P.S. 184Q does not have long-term ELLs (more than 6 years). In the event that the school has long-term ELL students, 6 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. Students 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.
6. The NYC DOE Core Curriculum in Content Areas is used for instruction in grades K-5. Modifications for ELLs are included in the Teacher Manual, as well as, supplemental materials. Additionally, we use tradebooks to enhance vocabulary development. Lily Wong Filmore based materials and practices which are curriculum and grade level based are implemented throughout the school. An individualized computer-based literacy program (Imagine Learning) has been purchased and is used regularly by ELL students to individualize and facilitate language acquisition.
7. Placement of ELL students in one class per grade allows for efficient collaboration and instruction using a co-teaching model, whenever possible, while modifying program structure based on needs of students. ELL specialist is included in common planning periods, inquiry teams and all curriculum based meetings.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

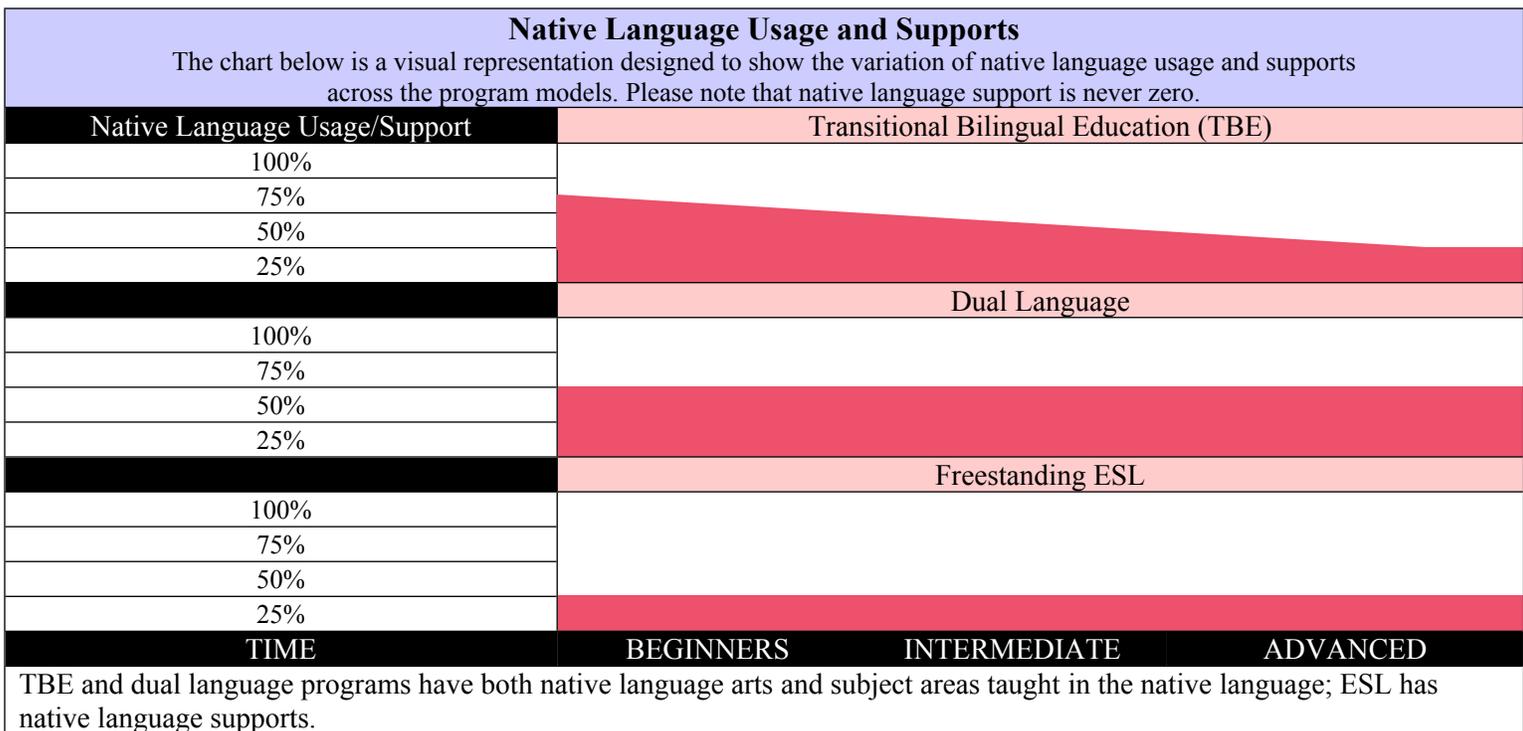
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



B. Programming and Scheduling Information--Continued

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

8. Intervention for targeted ELLs in ELA, Math and other content areas is as follows based on classroom teacher and ELL specialist assessment:

small group instruction in the classroom

B. Programming and Scheduling Information--Continued

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

8. Intervention for targeted ELLs in ELA, Math and other content areas is as follows based on classroom teacher and ELL specialist assessment:

- small group instruction in the classroom
- one-on-one support provided as needed
- extended day program
- star period activities

9. Children who score out of the program may receive transitional services, if needed. They will receive at-risk ESL services at teacher request. Former ELLs who are eligible for testing modifications are given time and a half and third read of listening passages. Additionally any other modifications required are administered.

10. Imagine Learning, a technology based program will be implemented. Additionally an ESL teacher, or teacher with successful ESL record and experience, may provide instruction to small groups of ELL students beyond that provided by ELL teacher twice per week.

11. No existing programs will be discontinued this year.

12. ELL students are afforded equal access to all school programs, after school and supplemental services. See 5c.d.e., 6, 7, 8.

13. 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. All ELLs in grades are enrolled in the Imagine Learning computer program. Kindergarten ELLs are also included on a case by case basis.

14. Bilingual libraries are available in classrooms. Peer language support is encouraged. Additionally, bilingual student teachers assist in classrooms as needed.

15. Yes.

16. 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.

17. 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

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.

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 CFN support specialist also provides ongoing professional development sessions which are attended by the ELL teacher: Deconstruct and Construct for Comprehension, Vocabulary Field Trips, Math Tasks, Bundling and Unbundling, etc. Additionally, classroom teachers providing instruction for ELL students are given ongoing support and professional development pertaining to the needs of their students. Differentiation techniques are modeled by the ESL teacher and continuous articulation opportunities are scheduled in the school year. Training sessions and planning meetings include CCLS, turnkey training of ESL methodologies and procedures are conducted.

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 2011-2012 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 NYSELAT – 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?

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. Parents are invited on a regular basis to attend instructional celebrations, recognitions assemblies and regularly scheduled Open School Week. 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 well. School's website, home page, and other communication methods are used to keep parents informed. P.S. 184Q

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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

All of these workshops are geared towards assisting parents to navigate the school system and assist their child in succeeding academically. In addition, through the school website and email distribution lists, parents are alerted to various venues that offer Adult English classes and workshops. Letters sent to parents are sent in the native language (or preferred language) of all ELL students when required. Translating is available for all activities and communications using: Parent translators, Pedagogues, DOE translating services and DOE telephone translating system.

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

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)	6	5	1	2	4	0								18
Intermediate(I)	0	2	1	2	0	1								6
Advanced (A)	8	1	6	0	3	8								26
Total	14	8	8	4	7	9	0	0	0	0	0	0	0	50

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

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
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

School Name: Flushing Manor

School DBN: 25Q184

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dora Pantelis	Principal		10/13/11
Anna Dimilta I.A.	Assistant Principal		10/13/11
Meg Baker	Parent Coordinator		10/13/11
Amalia DeePaolino	ESL Teacher		10/13/11
Therese O'Connor	Parent		10/13/11
Viki Sotiriou	Teacher/Subject Area		10/13/11
Rachel Feinman	Teacher/Subject Area		10/13/11
	Coach		10/13/11
	Coach		10/13/11
Brooke McHugh	Guidance Counselor		10/13/11
Diane Foley	Network Leader		10/13/11
Linda Pittelli	Other <u>SETTS</u>		10/13/11
	Other		10/13/11
	Other		10/13/11
	Other		10/13/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25q18 School Name: P.S. 184 Flushing Manor

Cluster: 2 Network: 204

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, student 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.

When oral interpretation is required, translation services are provided by the NYC DOE by phone. Additionally, when possible, in-house translation is provided by staff members fluent in the appropriate language. Finally, when necessary, an interpreter hired from a contracted vendor is requested by the Parent Coordinator.

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 information gathered from the sources listed in Part A, 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.

Parents are provided with a copy of the Bill of parent rights and responsibilities, in their primary language, at the time of registration. Copies are made available at ELL orientation sessions with the ELL teacher.

DOE website and other state websites are used as a resource for generating the necessary primary language translations of documents and signs. Additionally, a compilation of form letters and memos have been sent to a DOE approved translating service to ensure accurate translation. 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. One translator for each language, Chinese, Korean, and Spanish, will be on call 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 ELL teacher will identify families requiring translated school letters and notices using ATS OTELE report, HLIS forms. NYCDOE documents such as the Bill of Parent Rights and Responsibilities and other school letters and documents are translated and provided for families of ELL students. Translators are hired for various school functions in languages such as 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, and 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. The safety plan includes a provision specifically providing access to main office and administrative staff as needed by parents and families of ELL students. Translated signs describing interpretation services are posted by security in primary languages.

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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 184 Q	DBN: 25Q184
Cluster Leader: Charles Amundsen	Network Leader: Diane Foley
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: During school day
Total # of ELLs to be served: 22 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Analysis of the NYSESLAT, ECLAS 2 and Fountas and Pinnell Leveling results indicate that our ELL students need support in improving their listening and speaking skills, in addition to their reading and writing skills. In order to achieve proficiency in literacy and test out of the ELL program more intensive small group instruction is needed. Additionally, the new demands of the common core learning standards along with the NYCDOE expectations are placing even greater emphasis on providing meaningful and effective supports for our ELL students. Many of these students will be first time test takers in NYSELA and NYSMath. Others in grades 4 and 5 have taken the exams before. Data shows better performance in mathematics for ELL students therefore, the focus of our Title III plan is Literacy Instruction. The NYS ELA exams are becoming more and more challenging. Our goal is to provide specific, data driven support for the ELL students by providing small group instruction in balanced literacy, focusing specifically on non-fiction and content area text. This support will be provided by a highly qualified ELL teacher who is pursuing a Professional Degree in TESOL at Queens College. She has completed 2 semesters of ELL classroom observation and will have completed 30 credits in TESOL by December 2011. Most of our ELL students are unable to attend an after school or Saturday program because of busing constraints, with both public and private buses. Many parents of ELL 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. Due to these constraints, P.S. 184 proposes creating a Title III position for a per diem teacher with strong literacy background to support ELL achievement. This program will provide instruction above and beyond the services provided by the ELL teacher. The focus will be on the intermediate and Advanced ELL students. Additional 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 2-3 days per week during the school day. The program will run from December through June 2011. Small group instruction in speaking, listening, reading and writing, utilizing the balanced literacy practices of read aloud followed by discussion, shared reading and writing and guided reading and writing will be the model for the program. Folders will be maintained for each student.

An additional portion of the support for the ELLs includes the use of the Imagine Learning software as a portion of the instruction. This individualized computer based literacy program provides ongoing data for the teacher to use in adjusting lessons to meet the needs of the students. Imagine Learning English is a software program that teaches children to both read and speak English. It uses engaging multimedia to deliver individualized instruction to English learners. It provides students with a safe environment for learning while teaching them the skills they need to succeed in the classroom and beyond. Imagine Learning English provides background knowledge to ensure understanding. Crucial vocabulary is taught

Part B: Direct Instruction Supplemental Program Information

prior to reading content selections, and selections are paired in order to build background knowledge.

The Title III provider will work in the building 2 days per week and provide a combination of push in and pull out support based on student need. Students in all groups will be serviced 2 times per week except where indicated by asterick, those will be serviced 3 times per . The Title III provider will also join grade 5 inquiry in order to support the work and target the ELL poulation on the grade.The schedule will look as follows:

Period	Wednesday	Thursday
Period 1	5-220A Push-In (4 students)	Push-In 2-214 w/ 2-217 student (5 students)
Period 2	3-208 (4 students)*	5-220A Push-In (4 students)
STAR	3-208(4 students same as above)*	2-214 (4 students)
Period 3	5-220B Push-In (4 students)	3-208 (4 students)*
Period 4	Push-In 2-214 w/ 2-217 student(5 student)	Lunch
Period 5	Lunch	Push in 4-218 w/ 4-202 student(5)*
Period 6	Prep	5-220B Push-In (4 students)
Period 7	Push-In 4-218 w/ 4-202 student(5 students)*	Prep
Extended Day	Grade 5 Inquiry	4-218 (5 students)*

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: A variety of Professional Development activities will be planned. A portion of professional development will take place in the form of articulation, with time set aside for classroom teachers to meet with the Title III service provider, the regular ELL teacher and the assistant principal. During these sessions, staff will examine data and student work and collaborate in content area

Part C: Professional Development

planning, identifying appropriate instructional next steps for individual ELL students. Strategies and assessments reflecting the criteria for success on the NYSESLAT will then be identified and created. Close examination of tasks and rubrics along with examination of student work will drive additions to curriculum maps which will include differentiated instruction for ELL students. DOE Tasks and Bundles with supports for ELL students will also be examined. Additionally, the CFN Network Support Specialist (NSS) for ELL instruction, will provide and/or arrange for professional development for staff members involved in the program. One teacher and administrator will attend America's Choice Training provided by the CFN to support ELL students. The teacher and administrator will turn-key the information from the sessions specifically for those teachers who work directly with the ELLs on a daily basis. Additional professional development in using the Imagine Learning program and analyzing the data from the program usage will also be planned. These PD sessions will be in addition to those planned for other staff members in the building. The all day PD sessions will be scheduled for late February and Early May.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELL students are invited to participate in schoolwide events using translated documents. Additionally, parent workshops will be planned every two months to assist parents of ELL students in understanding the instructional expectations for their children. The workshops will provide specific ways that parents can support their children's learning at home. Topics to be covered include the following: Parenting Skills, Early Literacy Skills, Imagine Learning at Home, Family Activities to Support your Child's Progress, Communicating with Your Child's Teacher. At these workshops materials such as bilingual books and trade books and books on tape are distributed to parents. Workshops will be conducted by the ELL Teacher, Title III Provider and the Assistant Principal. Parents will be notified of these activities using translated flyers, emails and telephone reminders.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,280	This funding will be used for 43 per diem days. A certified ELL teacher will provide literacy support to ELL students in grades 2-5.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,680	This funding will be used for 10 per diem days. Late February and Early May dates will be selected. Classroom teachers of ELL students will receive professional development during these days in order to enhance and improve instructional practices resulting in improved student performance and progress. The CFN is offering training by America's Choice to support ELL students. The teacher and administrator being trained will turn-key to staff members who work directly with ELL students.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$680	Basic supplies and materials: <ul style="list-style-type: none"> •Bilingual books •Audio books •Trade books - fiction and non-fiction •ELA and Math test sophistication materials •Classroom supplies •Paper, folders
Educational Software (Object Code 199)	\$1,560	Imagine Learning Software will be purchased for ELL students to use during additional literacy periods. This software allows students to participate in individualized literacy instruction. Data obtained from the use of the program will drive instruction for students by the Title III provider.
Travel	\$0	
Other	\$0	

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

TOTAL	\$11,200	
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