



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS/IS 184

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K184

PRINCIPAL: LAMSON LAM

EMAIL: LLAM@SCHOOLS.NYC.GOV

SUPERINTENDENT: AINSLIE CUMBERBATCH

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
Lamson Lam	*Principal or Designee	
Denise Huggins	*UFT Chapter Leader or Designee	
Sheila Morrison	*PA/PTA President or Designated Co-President	
Ruby Coleman	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Felicia Davis	Member/ Chairperson	
Norah Edwards	Member/ Secretary	
Michelle Banyai	Member/Parent	
Crystal Graham	Member/Parent	
Jennifer Soto	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

By June 2013, we will increase the percentage of students performing at levels 3 and 4 by 19.7%, (from 30.3% to 50%), as measured by the NYS ELA exam.

Comprehensive needs assessment

- *Based on the 2011-12 School Report Card, 30.3% of our students were proficient in ELA in 2012. This represented a 3.5% increase in proficiency from 2011, but placed us in the 49th %ile in our Peer Group and the 30th %ile citywide.*

Instructional strategies/activities

CCLS-Aligned ELA Tasks: *Students will be engaged in at least 2 CCLS-aligned ELA tasks in each grade level from PK-8*

- *Staff Target Population: All ELA teachers and support staff*
- *Student Target Population: All students in grades PK-8*
- *Responsible Staff & Resources: Administrators, Instructional Leads, Data Specialist, Network Support Staff, Teachers.*
- *Decision-Making Structure: Teachers will adapt and plan tasks during common planning and teacher team meetings.*
- *Implementation Timeline: October 2012-June 2013*

Data Analysis and Collaborative Planning

Teachers will use Common Planning Periods and Teacher Team Meetings to engage in collaborative inquiry cycles in which they will review summative NYS Data, Acuity Data, Study Island Data, CCLS-aligned Tasks, classroom-based assessments and student work to determine class-wide trends and individual students' challenge areas and to collaboratively plan to improve student performance.

- *Target Population: All teachers and relevant service providers*
- *Responsible Staff & Resources: Administrators, Teacher Leaders, Data Specialists, Network Support Staff, all Teachers.*
- *Decision-Making Structure: Teachers will engage in collaborative inquiry and planning*
- *Implementation Timeline: October 2012-June 2013*

Academic Intervention: *All students not performing proficiently will be targeted for small group instruction during and after school in groups with a maximum Student-Teacher Ratio of 8:1*

- *Target Population: All students performing below Level 3 on the 2012 NYS ELA tests.*
- *Responsible Staff & Resources: Administrators, Instructional Leads, Teachers.*
- *Decision-Making Structure: Teachers will be able to flexibly refer students to and from AIS/Extended Day*
- *Implementation Timeline: October 2012-June 2013*

Use of Technology-based Interventions: *All teachers in grades 2-8 will use the Study Island program to address student challenge areas in ELA and Math through immediate data and targeted practice*

- *Target Population: All students in Grades 2-8*
- *Responsible Staff & Resources: Administrators, Teacher Leaders, Teachers, Parents*
- *Decision-Making Structure: Teachers will engage in collaborative inquiry and planning based on Study Island data*
- *Implementation Timeline: October 2012-June 2013*

Strategies to increase parental involvement

Our school will hold a Family Welcome Back event to orient parents to the school’s goals and expectations

- *The DOE Family Guidebook will be distributed to all families*
- *The PS/IS 184 Family Handbook will be distributed to all families*
- *The School will offer workshops for families on the following topics: “How to Read with Your Child at Home,” “ How to Help Your Child with Math Homework,” “How to Help Your Child Succeed on the NYS Tests,” “How to use ARIS Parent Link,” “How to Help Your Child Get Ahead this Summer”*
- *Outreach will be done via phone, email, School Messenger, backpack, and mail to all families who have Promotion in Doubt students.*
- *CEP Goals and Action Plans will be distributed or made available at all Parent Association Meetings and SLT meetings*

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Grants Other

If other is selected describe here:

Service and program coordination

- *Network support staff will provide support with professional development for administration, Instructional Leads and teachers.*
- *Partnerships have been established with the Italian American Civil Rights League for after school tutoring and programming. City Tech University for At Risk Mentoring, the City Parks Foundation for the BOKS Fitness program and the Learning Gardens program*

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

By June 2013, we will increase the percentage of students performing at levels 3 and 4 by 7.8% (from 42.2% to 50%), as measured by the NYS Math exam.

Comprehensive needs assessment

- *Based on the 2012-13 School Report Card, 42.2% of our students were proficient in ELA in 2012. This represents a 2.4% increase in proficiency from 2011 but placed us in the 49th %ile in our Peer Group and the 30th %ile citywide.*

Instructional strategies/activities

CCLS-Aligned Tasks: *Students will be engaged in at least 2 CCLS-aligned Math tasks in each grade level from PK-8*

- *Staff Target Population: All Math teachers and support staff*
- *Student Target Population: All students in grades PK-8*
- *Responsible Staff & Resources: Administrators, Instructional Leads, Data Specialist, Network Support Staff, Teachers.*
- *Decision-Making Structure: Teachers will adapt and plan tasks during common planning and teacher team meetings.*
- *Implementation Timeline: October 2012-June 2013*

Data Analysis and Collaborative Planning: *Teachers will use Common Planning Periods and Teacher Team Meetings to engage in collaborative inquiry cycles in which they will review summative NYS Data, Acuity Data, Study Island Data, CCLS-aligned Tasks, classroom-based assessments and student work to determine class-wide trends and individual students' challenge areas and to collaboratively plan to improve student performance.*

- *Staff Target Population: All teachers and support staff*
- *Student Target Population: All students in Grades 3-8 who performed below proficiency on the 2012 Math Exam*
- *Responsible Staff & Resources: Administrators, Teacher Leaders, Data Specialists, Network Support Staff, all Teachers.*
- *Decision-Making Structure: Teachers will engage in collaborative inquiry and planning*
- *Implementation Timeline: October 2012-June 2013*

Academic Intervention: *All students not performing proficiently will be targeted for small group instruction during and after school in groups with a maximum Student-Teacher Ratio of 10:1*

- *Target Population: All students performing below Level 3 on the 2012 NYS Math tests.*
- *Responsible Staff & Resources: Administrators, Teacher Leaders, Teachers.*
- *Decision-Making Structure: Teachers will be able to flexibly refer students to and from AIS/Extended Day*
- *Implementation Timeline: October 2012-June 2013*

Use of Technology-based Interventions: *All teachers in grades 2-8 will use the Study Island program to address student challenge areas in ELA and Math through immediate data and targeted practice*

- *Target Population: All students in Grades 2-8*
- *Responsible Staff & Resources: Administrators, Teacher Leaders, Teachers, Parents*
- *Decision-Making Structure: Teachers will engage in collaborative inquiry and planning based on Study Island data*
- *Implementation Timeline: October 2012-June 2013*

Strategies to increase parental involvement

Our school will hold a Family Welcome Back event to orient parents to the school's goals and expectations

- *The DOE Family Guidebook will be distributed to all families*
- *The PS/IS 184 Family Handbook will be distributed to all families*
- *The School will offer workshops for families on the following topics: "How to Read with Your Child at Home," "How to Help Your Child with Math Homework," "How to Help Your Child Succeed on the NYS Tests," "How to use ARIS Parent Link," "How to Help Your Child Get Ahead this Summer,"*
- *Outreach will be done via phone, email, School Messenger, backpack, and mail to all families who have Promotion in Doubt students.*
- *CEP Goals and Action Plans will be distributed or made available at all Parent Association Meetings and SLT meetings*

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- *Network support staff will provide support with professional development for administration, Instructional Leads and teachers.*
- *Partnerships have been established with the Italian American Civil Rights League for after school tutoring and programming. City Tech University for At Risk Mentoring, the City Parks Foundation for the BOKS Fitness program and the Learning Gardens program*

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

- By June 2013, all students in grades Pre-K-8 will experience 2 Common Core- aligned units of study in ELA and Math as evidenced by tasks, classroom observation, teacher-team collaboration and rubrics to evaluate student progress.

Comprehensive needs assessment

- This goal is aligned with a nationwide need for higher expectations, higher standards, increased academic rigor and greater college readiness
- According to our 2011-12 Progress Report, our former 8th Graders had a 51% 9th grade credit accumulation rate compared to 71% for our Peer Group and 80% for the city.

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:
 - strategies/activities that encompass the needs of identified student subgroups,
 - key personnel and other resources used to implement these strategies/activities,
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - timeline for implementation.

Instructional Leads: Instructional Leads were identified for ELA and Math in Grades K-2, 3-5 and 6-8, along with Special Education. They will be instrumental in building capacity through collaboration, professional development and teacher leadership. They will receive Network Support in the areas of CCLS planning and implementation, data analysis, and the Danielson Teacher Effectiveness Framework.

- *Staff Target Population: All teachers and Instructional Leads*
- *Student Target Population: All students in Grades PK-8*
- *Responsible Staff & Resources: Administrators, Instructional Leads, Data Specialist, Network Support Staff, all Teachers.*
- *Decision-Making Structure: Teachers will identify priority areas for further development in consultation with administration and/or Instructional Leads*
- *Implementation Timeline: October 2012-June 2013*

Danielson Teacher Effectiveness Framework: Administrators will use a Teacher Effectiveness Framework to provide Short Frequent Observations (SFOs) to teachers focused in the following three Danielson indicators: *1e Designing Coherent Instruction, 3b: Using Questioning and Discussion, and 3d: Using Assessment in Instruction.*

- *Instructional Leads will receive professional development on the Danielson Framework and turnkey it at teacher team meetings.*
- *Staff Target Population: All teachers and Instructional Leads*
- *Student Target Population: All students in Grades PK-8*
- *Responsible Staff & Resources: Administrators, Instructional Leads, Data Specialist, Network Support Staff, all Teachers.*
- *Decision-Making Structure: Teachers will identify priority areas for further development in consultation with administration and/or Instructional Leads*
- *Implementation Timeline: October 2012-June 2013*

Strategies to increase parental involvement

Our school will hold a Family Welcome Back event to orient parents to the school’s goals and expectations

- *The DOE Family Guidebook will be distributed to all families*
- *The PS/IS 184 Family Handbook will be distributed to all families*
- *The School will offer workshops for families on the following topics: “How to Read with Your Child at Home,” “ How to Help Your Child with Math Homework,” “How to Help Your Child Succeed on the NYS Tests,” “How to use ARIS Parent Link,” “How to Help Your Child Get Ahead this Summer,” “The Common Core Learning Standards: How to Help at Home.”*
- *Outreach will be done via phone, email, School Messenger, backpack, and mail to all families who have Promotion in Doubt students.*
- *CEP Goals and Action Plans will be distributed or made available at all Parent Association Meetings and SLT meetings*

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- *Network support staff will provide support with professional development for administration, Instructional Leads and teachers.*
- *Partnerships have been established with the Italian American Civil Rights League for after school tutoring and programming. City Tech University for At Risk Mentoring, the City Parks Foundation for the BOKS Fitness program and the Learning Gardens program*

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

By June 2013, we will Increase our student attendance 1.4% from 88.6%% to 90%

Comprehensive needs assessment

- According to our NYDOE 2011-12 Progress Report, our Student attendance was 88.6%, which represented a 0.6% increase from the previous year, but this was not higher than even 1% of our Peer Group or the City.

Instructional strategies/activities

Attendance Team: Our Attendance Team will include our Attendance Teacher, our Student Success Mentors, our Family Worker, Data Specialist, and Administration and its goal will be to raise attendance above 90% through incentives and outreach.

Incentives: Incentives will be given for Perfect Attendance, 90% Club, Best Class Attendance, and Most Improved Class Attendance

- *Target Population: All Students*
- *Responsible Staff & Resources: Attendance Teacher, Student Success Mentors, Parent Coordinator, Teachers, Administration*
- *Decision-Making Structure: Teachers will be involved in planning all incentives*
- *Implementation Timeline: October 2012-June 2013*

Outreach: Parent outreach will be targeted to 3 main groups of At-Risk Attendees

- *Target Population: 1.) Families of students who were classified as Chronically Absent or Severely Absent students for the 2011-12 school year.*
- *Responsible Staff & Resources: Administrators, Teacher Leaders, Data Specialists, Teachers*
- *Decision-Making Structure: Teachers will be involved in planning all incentives*
- *Implementation Timeline: November 2012-June 2013*

Strategies to increase parental involvement

Our school will hold a Family Welcome Back event to orient parents to the school's goals and expectations

- *The DOE Family Guidebook will be distributed to all families*
- *The PS/IS 184 Family Handbook will be distributed to all families*
- *The School will offer workshops for families on the following topics: "How to Read with Your Child at Home," "How to Help Your Child with Math Homework," "How to Help Your Child Succeed on the NYS Tests," "How to use ARIS Parent Link," "How to Help Your Child Get Ahead this Summer," "The Common Core Learning Standards: How to Help at Home."*
- *Our School will offer parent breakfast summits on Increasing Student Attendance.*
- Outreach will be done via phone, email, School Messenger, backpack, and mail to all families who have Promotion in Doubt students.
- CEP Goals and Action Plans will be distributed or made available at all Parent Association Meetings and SLT meetings

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants Other

If other is selected describe here: "Every Student, Every Day," Mayor's Interagency Task Force funding

Service and program coordination

- *Network support staff will provide support with professional development for Attendance Teacher, Student Success Mentors and school staff.*
- *Partnerships have been established with the New York City Department of the Aging, the Italian American Civil Rights League for after school tutoring and programming. City Tech University for At Risk Mentoring, the City Parks Foundation for the BOKS Fitness program and the Learning Gardens program*

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

By June 2013, the number of superintendent and principal suspensions will decrease by 10% from 131 during the 2011-12 school year to 118 or fewer for the 2012-13 school year.

Comprehensive needs assessment

- According to data from the Office for School and Youth Development website, our students had a combination of 131 Principal and Superintendent Suspensions during the 2012-13 School Year which represented a decrease of 24 suspensions from the previous year, but this number remains considerably high representing over 13 suspensions a month.

Instructional strategies/activities

PBIS: Incentives will be given to reward students, and classes for good behavior.

- *Target Population: All Students*
- *Responsible Staff and Resources: Administrators, Teachers, and Support Staff*
- *Decision-Making Structure: Teachers will be consulted for reward points and rewards*
- *Implementation Timeline: January 2012-June 2013*

Professional Development: Professional Development will be provided in the form of Guided Discipline, Restorative Practice, Peer Mediation and Conflict Resolution.

- *Target Population: All Staff*
- *Responsible Staff and Resources: Dean, Guidance Counselor, Administrators, Teachers,*
- *Decision-Making Structure: Teachers will be identified and recruited for support and leadership*
- *Implementation Timeline: January 2012-June 2013*

Peer Mediation: Mediators will be trained to resolve conflicts among their peers

- *Target Population: Students*
- *Responsible Staff and Resources: Guidance Counselor, Parent Coordinator, Dean, Administration*
- *Decision-Making Structure: Teachers will be able to refer students to become mediators and/or to receive mediation.*
- *Implementation Timeline: October 2012-June 2013*

Expansion of Extracurricular Programs: Our school has added several programs before and after school.

- The BOKS Fitness program
- CHAMPS Flag Football Program
- CHAMPS Flag Rugby Program
- CHAMPS Volleyball
- CHAMPS Basketball
- Italian-American Civil Rights League After School Programming

Strategies to increase parental involvement

- *Our school will hold a Family Welcome Back event to orient parents to the school's goals and expectations*
- *The NYCDOE Family Guidebook will be distributed to all families*
- *The NYCDOE Discipline Code will be distributed to all families*
- *Our school will offer workshops for families on improving student discipline*
- Parent Meetings will be scheduled to intervene before students become suspended and to re-integrate suspended students positively into the school community.
- CEP Goals and Action Plans will be distributed or made available at all Parent Association Meetings and SLT meetings

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- *Network support staff will provide support with professional development for Dean, Administration and teachers.*
- *Partnerships have been established with the Mobile Response Team, New York City Department of the Aging, the Italian American Civil Rights League for after school tutoring and programming. City Tech University for At Risk Mentoring, the City Parks Foundation for the BOKS Fitness program and the Learning Gardens program*

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Guided Reading • Conferencing • Shared Reading 	<ul style="list-style-type: none"> • Small Group Instruction 	<ul style="list-style-type: none"> • After School
Mathematics	<ul style="list-style-type: none"> • Problems of the day 	<ul style="list-style-type: none"> • Small Group Instruction 	<ul style="list-style-type: none"> • After School
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Our Guidance Counselor works with At-Risk students referred to her by teachers, discipline team, and administration. 		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- All recruited teachers will be appropriately certified and highly qualified ELA and/or special education teachers, with some limited flexibility, consistent with State regulations.
- Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- Professional development will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at grade conferences, monthly faculty conferences and through Network and DOE opportunities.
- The Principal in collaboration with the Children First Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns, hiring halls and through relationships with Colleges and Universities.
- Interview process is done in collaboration with Administration and Teachers
- Pupil Personnel secretary works closely with the Network HR person to ensure that any non-HQT meet all required documentation and assessment deadlines

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 will 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 prompting 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen/ Jean McKeon	District 23	Borough Brooklyn	School Number 184
School Name The Newport School			

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

Principal Lamson Lam	Assistant Principal Daliah Singh-Gurdon
Coach type here	Coach type here
ESL Teacher Lillian Cassidy	Guidance Counselor Lori Cristello
Teacher/Subject Area George Carter/ 4th grade	Parent Betsy Soto
Teacher/Subject Area Malissa McCants/MS ELA	Parent Coordinator Denise Lawrence
Related Service Provider P.MacDougall-Williams	Other type here
Network Leader Jean McKeon	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	560	Total Number of ELLs	31	ELLs as share of total student population (%)	5.54%
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Part II: ELL Identification Process

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

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

The initial identification of any student enrolling in NYC for the first time is administered the Home Language Identification Survey (HLIS). A school staff member is a trained pedagogue who holds a valid NYC teaching license to assist parents with the completion of the Home language Identification Survey (HLIS). The ESL teacher conducts an informal interview to further determine LAB-R eligibility and possible SIFE status. The ESL teacher administers the LAB-R within 10 days of enrollment to students deemed eligible. The Spanish LAB is administered to students who speak Spanish at home and score below proficiency on the LAB-R to determine language dominance. Annual assessments of ELLs involve administering NYSESLAT every spring to determine continued eligibility for services. The ESL teacher administers the NYSESLAT in the spring. Students who score Beginning, Intermediate or Advance Level continue services. The NYSESLAT is used to annually evaluate Ells and form groups. In addition, the NYSESLAT determines whether or not the student continues to be LEP. Useful reports for determining eligibility for testing through ATS are RADP- Admission and Discharge look for code 58 and 57(list noticed from Pre K) and RLER- LABR Eligibility Roster Other helpful reports are RNMR and RBPS. The ESL teacher ensures that the four components of the NYSESLAT are administered. Entitlement letters are distributed by the ESL teacher. Copies of the letters and forms are stored in the ESL teacher's classroom and kept on file.

Identified Ell students are placed in an ESL instructional program. Parents receive communication through letters of entitlement, placement, continued entitlement or non entitlement. The letters are made available in other languages. The structures that are in place within our school ensure that parents understand the program choices. Family Workshops for parents of Ells are presented by the English as a Second Language, ESL teacher. The ESL teacher conducts the orientation for parents of new Ells. Parent brochures, program selection forms, and the revised ELL Parent Information Case (EPIC) may be used at the parent orientation. Parents of newly enrolled ELLs view a video and then are given an overview and introduction of the three program choices. Translation services are made available if requested. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the Ells in the program (e.g., Spanish, Chinese, and Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available. The ESL teacher and Parent Coordinator work together to reach parents. Parents are also given assistance to complete Parent Surveys and Program Selection Forms. The school ensures that all Program Selection Forms are returned during the workshop/orientation. Also, the ESL teacher completes the ELPC screen in ATS, in which the NYSED requires DOE to monitor and ensure implementation of the required ELL program parent choice process. The ESL teacher completes this for each ELL new admit as soon as the student is placed in an ELL program, but no later than 10 days afterwards. The ESL teacher keeps a binder with copies of the entitlement letter records are maintained. The original Parent Survey and Program selection forms are filed in student's cumulative record. If a form is not returned, the default program for ELLs is Transitional Bilingual Education. The school does not have sufficient Ells in a grade or two continuous grades of the same language to offer this program. After the parents have selected the ELL program for their child, then we inform them what program we have in our

school. The free-standing ESL program is the program within this school. When parents choose a program that the school does not currently offer, our school keeps a record in order to notify parents when the program of choice opens. Placement letters are distributed and are maintained on file with the ESL teacher. In addition, continued entitlement letters are distributed in the Fall and copies of the letters sent are kept on file with the ESL teacher.

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0					0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0					0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0					0
Push-In	0	0	0	1	0	0	0	1	1					3
Total	0	0	0	1	0	0	0	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	5

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	21	0	1	5	0	1	5	0	2	31
Total	21	0	1	5	0	1	5	0	2	31

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
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	4	2	3	4	4	4	6	2					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	4	2	3	4	4	4	6	2	0	0	0	0	31

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

The ESL program model at P.S./I.S. 184 uses both pull-out and push-in methods depending on student needs. The levels are beginning, intermediate and advanced. Beginners and intermediate students receive ESL instruction for 360 minutes weekly while the advanced students get 180 minutes weekly. Beginner and intermediate students receive 8 periods of ESL instruction totaling 360 minutes weekly. Advanced students receive 4 periods of ESL instruction totaling 180 minutes of ESL instruction weekly and 180 minutes of ELA instruction.

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

When ELLs score below proficiency on the LAB-R , the ESL teacher will ensure they are appropriately evaluated in their native language using the Spanish LAB to determine language dominance.

There are 31 ELLs in total. The numbers of ELLs in subgroups are 21 ELLs receiving service in category 0-3 years (1 is in an ICT class) and 5 receiving service 4-6 years (1 is an ICT class) and 5 long term ELLs (2 are in a self-contained special education class). At the beginner's level there are 12 students, 6 at the intermediate level and 13 at the advanced level. There is one student who has achieved proficiency based on the NYSESLAT and ESL support services are extended for 2011-2012. The patterns in proficiency levels vary among the four modalities. Instructional decisions are based on grouping Grade K and 1st grade students by using a pull-out method for instruction. The ELLs who require 360 minutes are seen for 8 periods of ESL instruction per week. Students in Grades 2, 3, 4, and 5 include the intermediate and advanced ELLs. Grades 3, 6, and 7 have newcomers into the NYC school system. These students display a greater need in every area. Therefore, they receive both push-in and pull-out methods. The school's additional plan is to target these students in the extended day small group tutorial sessions. The targeted areas of instruction will focus on developing skills in comprehension, speaking, reading, writing and communicating in English. Native language support is provided through the use of Bilingual dictionaries, native language classroom libraries and the buddy system. The ESL teacher provides content area support for ELLs through the use of the Visions program which offers authentic literature with a balance of fiction and nonfiction, biographies, informational and content-based readings. ESL support services are extended for one year after the student has achieved a proficient level of English on the NYSESLAT. Moreover, the school will provide testing accommodations on New York State Examinations to former

A. Programming and Scheduling Information

limited English proficient/English language learners (LEP/Ells) for up to two years after they achieve proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT).

At present, the school does not have SIFE students. However, if SIFE students are identified, they will be screened for enrollment with the HLIS to determine LAB-R eligibility. If the home language is other than English or if the student’s native language is other than English, the ESL teacher will administer the LAB-R. If necessary, an informal student/parent interview will be conducted to discuss the proper program placement into the school’s program. Moreover, the ESL teacher has attended a Technical Assistance session on the identification of Students with Interrupted Formal Education (SIFE) using a diagnostic tool. The ALLD is an Academic Language and Literacy Diagnostic to be used for grades 6-8. SIFE students would be invited to attend our extended day program.

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

Courses Taught in Languages Other than English ⓘ

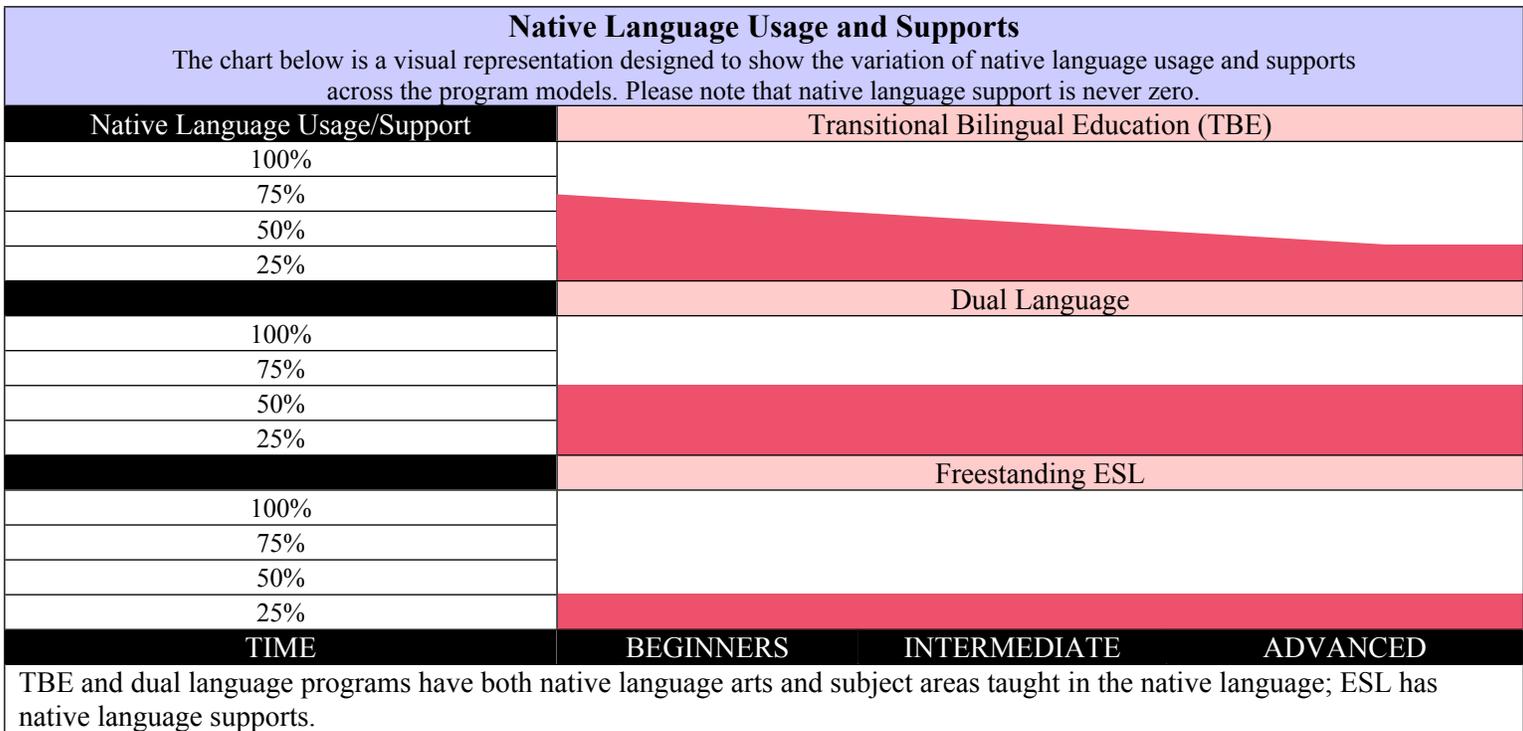
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

	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?

The program uses content-based instruction and follows the ESL state standards to achieve English proficiency. The NYSESLAT will measure the English Language Arts proficiency of ELLs from year to year each spring. School leadership and teachers use data from NYSESLAT, Periodic Assessments and student work to differentiate instruction to meet the needs of all students. The instruction is based upon language proficiency and grade level. The teachers implement interventions and change strategies during instruction to support student learning goals. The students display a greater need to develop reading comprehension and writing skills based on the LAB-R and NYSESLAT scores across all grade levels. The results of the ELL Periodic Assessments are shared with classroom teachers as well as the students in grades 3-8 through individual/small group conferences with the ESL teacher. The ELLs are assessed in Listening, Writing, and Reading twice a year with NYC ELL Periodic Assessment and Acuity. Instruction is based upon language proficiency and grade level. For ELLs who have reached proficiency on the NYSESLAT, the school will provide testing accommodations for up to two years. Transitional ELLs are invited to attend extended day to continue English Language support. Challenging material is introduced to advanced level students to stimulate increased academic language skills. ELLs participate in the full curriculum offered at PS/IS 184, including Literacy, Math, Social Studies, Science, technology, Art and Physical Education. ELLs attend extended day to receive small group instruction twice a week. A Title III ESL program is going to be offered to ELLs. Math and Science curriculums will supplement in class material and is taught using the literacy connections and manipulative. Literature and writing skills are taught using literacy prototype and ESL methodologies including hands-on activities to encourage higher order thinking and reading comprehension. Instructional materials that are used are Visions, Newcomer Phonics and Theme Links. Math software including Jumpstart and Reader Rabbit Math for grades K-3 and Mighty Math applications will be utilized by the students to reinforce math skills in the computer lab. Study Island, a computer adapted program will be implemented for grades 3-4 and 7-8. All ELLs participate in mathematics. Supplemental program for ELLs include Extended Time Session. The two days will include a one day focus on ELA and the second day will focus on Math. The SLT and administrative cabinet will include an assessment of the data generated by standardized, interim, teacher created, student portfolios, ECLAS - 2, EPAL, etc at all general meetings. In addition, both elementary and middle school level ESL classroom offers language support in the native language. Using native language support makes content comprehensible. The native language (Spanish) and English validates the prior knowledge students bring, and bolsters self-esteem. In the ESL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system. To assist newly enrolled ELL students before the beginning of the school year letters are sent in January, to provide information about important dates and activities that may take place. We will meet in June with the newly enrolled ELLs. We will provide them with support to work on during the summer months to better prepare themselves for the incoming school year. They will also be provided with information on programs that will be available throughout the summer through the New York City Department of Education for ELLs. Translation services are made available upon request. Spanish classes are offered to our middle school and includes all ELLs.

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)?

Not Applicable

D. Professional Development and Support for School Staff

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

Professional development is offered to ensure that staff will be able to articulate the Language Allocation Policy, LAP. The ESL teacher is equipped with appropriate teaching certifications and engages in professional development. In brief, ESL training topics include ESL content area methodologies and applications. Other topics may include recognizing and understanding the need of ELLs within a monolingual classroom. ESL is provided in the Special Education curriculum according to an ELLs' Individualized Education Plan (IEP). The ESL teacher attends ELL Workshops through the collaboration of the OELL, Citywide training through the networks, ELL Technical Assistance Session and Webinars. All teachers are encouraged to participate in professional development opportunities offered through the Department of Education's Office of English Language Learners. Teachers attending these workshops are asked to turn key the information to staff members during faculty conferences or teacher team meetings. The assistant principal, paraprofessionals, secretaries, guidance counselors, and parent coordinators attend professional development in school and are encouraged to attend workshops provided by the Department of Education. Teachers of ELLs, including the general education teachers, subject area teachers, ESL and special education teachers share common planning periods to facilitate professional development. Teachers also use these planning periods to look at student data and make decisions on instructional strategies based on student work. Topics generally include ELL Start-up procedures, Compliance, Planning for Instruction Using the ESL Standards, The Critical Role of Vocabulary Development for ELLs, ELLs and the Common Core standards and Developing Strategies to use on a daily basis. The workshops offer professional development support and allows the ESL teacher to turnkey information for staff who is in need of 7.5 hours of ELL training. Teachers should keep documentation of all training received and are responsible for maintaining their own records. In addition, if teachers have completed a 3 credit college course in ESL methodology that meets the 7.5 hours of ESL training.

As ELLs transition from elementary to middle and/or middle to high school the staff is aware of the needs of ELLs and former ELLs. Our guidance counselor, provides support to ELL students and their families as they consider their middle and high school options. The guidance counselor provides assistance in the completion of forms and offers parent information sessions, translated services are made available upon request. The RLAT is a useful report for accessing the last three years of NYSESLAT data from Automate the Schools (ATS) system. Collaborative planning utilizing the Learning Packages was used to develop knowledge about specific LAP principles utilizing the LAP Tool kit. Hence, the ESL teacher devotes part of the LAP meetings to report what was learned. The DVD was utilized by the ESL teacher to view "video visits" of classrooms that are at different stages of LAP implementation. Further development of the LAP will be sustained through ongoing sub-committee meetings at our school.

E. Parental Involvement

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

Parents are asked to fill out a questionnaire regarding their native language. This allows us to provide written and oral communication and translation services. The school utilizes the Language Interpretation Unit services as needed. Parents play a major role in working together with teachers to help ELLs achieve their academic and social potential. Parents play a key role in determining the program that best matches the academic and cultural needs of their child. Parents of ELLs meet with the ESL teacher to work together to make decisions based on the ELL's participation in school. At the orientation parents or guardians of newly enrolled ELLs are informed of the different ELL programs that are available. Parents have the opportunity to receive materials about ELL programs in their home language and are given the opportunity to ask questions about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that the parent is requesting. Parents are involved in various aspects of decision making at PS/IS 184. Parents of ELL's are represented on the school leadership team.

The school utilizes the Language Interpretation and Translation Unit services as needed. The ESL teacher is able to evaluate the needs of the student and parents.

Parents are invited to attend Parent Workshops provided by the parent coordinator. The parent coordinator is able to assist parents. Translation services are made available upon request. Some of the topics include, "ELA, Math, Lead Poisoning, Middle School Requirements, General School Policies and Procedures, Breast Cancer Awareness and ongoing information is available from the parent coordinator. Parent Association Meetings are scheduled in the morning and evening to accommodate parents. Other parent involvement activities offered are Welcome Back Family Meet & Greet Event and Family Fun Night. Parents are also invited to attend parent/teacher conferences twice a year. Translation services are made available as needed by the ESL teacher.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	0	2	2	1	3	1	1	0					12
Intermediate(I)	2	1	0	1	1	0	1	0	0					6
Advanced (A)	2	1	0	2	1	2	4	1	0					13
Total	6	2	2	5	3	5	6	2	0	0	0	0	0	31

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	2	1	0	1	1	0	1	0	0				
	A	1	1	0	2	2	1	2	1	0				
	P	0	0	0	0	0	0	2	0	0				

NYS ELA

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

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

To assess the early literacy skills of our Ells the ECLAS-2 is administered in grades 1-3 in fall and spring. Kindergarten students may take the assessment for the first time in fall along with students in grades 1-3. ECLAS-2 tracks students' development of early literacy knowledge and skills. The assessment is designed to show where a child is making progress and where he or she may need further instruction. The ECLAS-2 kit is based on nationally recognized end of the year benchmarks, or standards, that every child including Ells should meet in Kindergarten and grades 1, 2, and 3. These benchmarks are grounded in research and reflect the current New York State Literacy Standards. Data is shared with the ESL teacher and provides information to further develop an Ells' progress and instructional development. Ells are actively engaged in standards-based academic curriculum. Utilizing the RNMR report allows a plan for differentiated ESL instruction within the four modalities. Ell subgroups are grouped by Listening/Speaking and Reading/Writing modalities based on their NYSESLAT Combined Modality Report. Instructional decisions are implemented using the data from the RNMR report. Differentiated instruction is utilized to create flexible grouping among the Ells. The teacher is able to target the modalities where Ells are struggling. SMART goals are created to identify specific goals for the Ells. The data patterns reveal in the modality of Listening/Speaking Ells range from Intermediate to Advance in grades 1-6. The numbers of Ells in years 4-6 is Proficient in this modality. However, the data makes known their Reading/Writing modality is Intermediate. A grade K, 1, 3, 5, 6, 7 and 8 has Beginning and Intermediate in the Reading/Writing modality. The students display a greater need to develop reading comprehension and writing skills based on the LAB-R and NYSESLAT scores across all grade levels. Our newcomers in grades 3 and 6 are Beginning based on the LAB-R. The planning of the ESL schedule takes into account specific groups that may be formed to enhance an Ells' needs based on the patterns across NYSESLAT modalities. In order to address the need for improvement in the reading/writing the school is looking into purchasing a software program that addresses and improves literacy skills. Our Newcomers will be administered the NYS Math test in their native language as well as the NYS Science for our 4th grader this spring. In the past our Ells have done well scoring level 3 in the NYS Math and NYS Science taken in their native language and in English if the Ell is able to. ELLs These Ells in years 4-6 are struggling in writing. These students have not met the performance standard in writing. Services and funding has been extended for an additional three years through the request for extension of Services in the yearly CR Part 154 Data/Information Report. Interventions being implemented include Ells being supported through Extended Time Sessions (ETS) Tuesday-Wednesday. The Periodic Assessment for Ells is an optional assessment provided by the NYCDOE. The assessment is given to Ells in our school twice a year. It is intended to provide teachers with detailed information on their Ells' English language development. The assessment is available to all Ells in grades 3-12. Students are given the assessment at the appropriate grade level. Students who are in special education receive all accommodations/modifications listed in their IEP. Teachers are informed that their students' detailed results are available online shortly after administration. The results of the Ell Periodic Assessments are shared with classroom teachers as well as the students in grades 3-8 through individual/small group conferences with the ESL teacher. The Ells are assessed in Listening, Writing, and Reading. The results include item analysis to be used by school leadership and teachers. The reports are used for professional development at teacher conferences. The reports give detailed information regarding the strengths and needs of students in their acquisition of English language skills. The ESL teacher provides feedback to the Ells. In the ESL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system. In order to evaluate the success of our program for Ells our school needs to maintain the LAP as a systematic plan for language development that guides our students until they acquire academic proficiency in English. LAP principles are designed to create a plan to address the needs of our Ell population. The LAP is reviewed annually to determine its effectiveness. Our ESL program goals are to provide academic content-area instruction in English. Utilizing ESL methodology, instructional strategies, and native language support to make content comprehensible.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Newport School

School DBN: 23K184

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lamson Lam	Principal		1/1/01
Daliah Singh Gurdon	Assistant Principal		1/1/01
Denise Lawrence	Parent Coordinator		1/1/01
Lillian Cassidy	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lori Cristello	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 23K184 **School Name:** The Newport School

Cluster: 2 **Network:** 211

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

Part A: Needs Assessment Findings

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

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

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

Home Language Surveys indicate that Spanish is the predominant home language of the ELLs, with the exception of two Chinese students whose families speak Mandarin who are currently enrolled in Pre-k. Parents who need language assistance are encouraged to contact the school's Parent Coordinator. Parents are informed of the translation services available to them at PTA and parent/teacher conferences. The Translation and Interpretation Unit provides New York City Department of Education schools and offices with an internal resource for accessing written translation and oral interpretation services. The Unit is an important part of the Department's language access initiative which aims to

enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. Parent notification letters have been sent to parents of ELLs in the translated version when necessary.

Part B: Strategies and Activities

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

Parents determined to be in need of language assistance services are informed about specific translation services. The DOE Translation and Interpretation Unit offers distribution of critical communications into the covered languages including, but not limited to, the following areas such as, safety and health, conduct and discipline and English Language Learner program are made available. Providing parents who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate language. The available resources such as Parent Bill of Rights and Family Guide may be obtained in a translated version. Written translation services may be obtained through the DOE website for previous translated critical documents. In house school staff may also assist parents when request are placed to the parent coordinator. The primary language of each parent is maintained in ATS and on the student emergency card. This resource is available when parents complete the Home Language Survey and the Emergency Contact card.

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS/IS 184 Newport	DBN: 23K184
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

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: The Title III direct instruction component will be provided After School to support all English Language Learners (ELLs), with a particular focus on ELLs in Special Education, Long Term ELLs, and ELLs who have received services from 4-6 years.

Title III After School Literacy and Math Program

Students will be grouped by grade level and by ability level and each group will receive services after school 2 days a week, Tuesday and Wednesday, for 1.5 hours for 12 weeks. The program will run from January-April. There will be 3 groups of 10-12 students (K-2, 3-5 and 6-8). There will be 2 common branch teachers for the K-2 and 3-5 groups and a certified Math teacher for grades 6-8. The program will be focused on improving literacy (fluency, comprehension and writing) for ELLs in the lower grades and Math and Literacy in grades 6-8. The ESL teacher will push in for half an hour into each group to support the ELLs. On Thursday, from January to April, the ESL teacher will work with 1 group of 10-12 students in grades 6-8 to focus on Literacy for the ELA and NYSESLAT assessments for 1.5 hours for 10 weeks. Resources will be comprised of Imagine Learning (software) and Getting Ready for NYSESLAT and Beyond workbooks and student books. As well as Oxford Picture Dictionary, Idiom Dictionary, whiteboard sets and supplementary Math material.

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:

Our ESL teacher continues to attend all DOE, Cluster, and Network professional development sessions. The ESL teacher attends professional development on a monthly basis.

Topics include:

Preparing Instructional Programs for ELLs,

ELL Technical Assistance Session

Understanding AMAOs: Accountability for ELLs

Working with ELL Families in the School System

BESIS training

Future training topics include Differentiating for ELLs in Science. Additionally, the ESL teacher, and the Special Education School Improvement Specialist will provide PD to the rest of our staff on:

Part C: Professional Development

Universal Design for Learning
 The Common Core Learning Standards
 NYSESLAT
 Differentiation for the ELLs
 Looking at Data to Meet the Needs of the Students

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:

Families of ELL students will be targeted for Parent-Teacher Conferences, applicable Standardized Test Workshops, these workshops will focus on the format of the:

NYS Tests, what the students have done in school to prepare, and how families can help at home NYSESLAT workshops (these workshops will focus on the format of the NYSESLAT, typical challenges for students, and how families can help at home

These workshops will be provided 6-8 weeks before the applicable tests. Our ESL teacher and our ELA Teacher Leader will provide the workshops. The Parent Coordinator also offers various workshops throughout the school year such as:

- Housing Issues
- Applying for Health Care
- Community Based organizations
- Promotional Policy

Families of ESL students will be notified via flyer, and School Messenger (automated phone system) in English and Spanish. Interpretation will be made available at all workshops.

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		

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.
fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		