Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: P.S. 183

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M183

PRINCIPAL: TARA NAPOLEONI EMAIL: TDUDEK@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Tara Napoleoni	*Principal or Designee	
Veronica Humphreys	*UFT Chapter Leader or Designee	
Adrienne Saccone	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Josh Peirez	Member/Parent	
Mark Schattner	Member/Parent	
Derek Stoldt	Member/Parent	
Kim Banks	Member/Teacher	
Susan Beshel	Member/Teacher	
Kathy Spergl	Member/Teacher	
Suzie Kerker-Small	Member/Parent	

** 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

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

By June 2013, classroom teachers will participate in monthly literacy cohort meetings where they will engage in a structured process of studying "accountable responses" by looking at student work aligned with the CCSS, and analyzing student outcomes to inform next steps. Each reading unit will be revised to incorporate "accountable responses" as evidenced by:

- *Artifacts from teacher team meetings, professional development.*
- *Across subject areas and grades student responses will improve for at least 85% of students between the fall and the spring as identified on performance task.*
- *Lesson plans that demonstrate strategic opportunities for genuine discussion among students and student-to-student discussion along with student goal documentation.*
- *Student achievement data from the 2013 state ELA exam.*

Comprehensive needs assessment

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

We continue to increase our percentage of proficient students performing at Levels 3 & 4 from 74.4% 2010, 79.6% 2011 to now 83.3% 2012. We will continue the third year of our inquiry into the discrepancy between our high level readers who perform at an average proficiency of 3.41. Last year's study of Shared Reading and the student work from the performance tasks, along with observations by school leaders where discussion was primarily between teacher and student, revealed a need to deepen students' accountable talk and writing about reading skills.

Instructional strategies/activities

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

- *Join Teachers College Reading and Writing Project. (Included: Curriculum maps and Project resources, 20 staff development days, 3 Specialty study groups, Principal and AP conferences, 30 workshop days) -Funding allocated in Per-Diem and Project membership*
- *Sarah McLaughlin, our new literacy coach, will continue to attend professional development provided by our network and TCRWP to increase our implementation of the TC curriculum with alignment to CCS-Fair Student Funding (F-Status 3 days)*
- *Monthly literacy cohort meetings will be scheduled for each grade team.*

- *Performance tasks will be created and used periodically throughout the year, (minimum of 4x) and results will be analyzed by teachers to inform our instructional next steps.*
- *Grades K-5 will continue to use Google Docs to document student literacy outcomes on periodic and predictive assessments including Independent Reading Levels 4x a year.*
- *Professional texts about accountable talk and writing about reading will be ordered for staff book clubs to support our "accountable response" study.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

PS 183 is fortunate to have an involved and vibrant parent body. While we are not a Title 1 school, we consistently seek opportunities to involve our parents in the educational life of their children. We have dedicated workshops during PTA meetings, including one focused on literacy education as well as another meeting focused in part on the ELA exam. We also provide regular updates in our weekly update and monthly newsletter. We focus on literacy education in these publications periodically throughout the year. Updates on our progress are discussed at SLT.

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.

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

If other is selected describe here: Professional Texts purchased with PTA funds.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- *We allocated Fair Student Funding towards a full time literacy staff developer.*
- *We allocated Fair Student Funding towards a full time early literacy intervention teacher*
- *We use our TL IEP funding and Fair Student Funding towards two full time Special Education teachers so we can increase our intervention and targeted services provided to meet student's needs*
- *OTPS funds for aligned professional texts, shared reading texts and classroom library books.*
- *Per Diem allocations to cover substitute teacher costs during workshops and planning days*
- *Professional development with hired consultants and professional texts using PTA funds*

- *Various enrichment programs (National Dance Institute, NYC Chess, Band & Chorus, Track…) provide students opportunities for engagement, motivation and support for academic development.*
- *Grants are obtained from afterschool programs for extended enrichment for STH*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2013, we will align math lessons to the Common Core Standards by increasing the ability of student's justifying their conclusions, communicating them to others and responding to the arguments of others, (Standards for Practice 3) as evidenced by:

- Increase of students above the 70% growth percentile by 3%.
- All teachers in each grade level team will implement "accountable talk and writing about math" routines as evidenced by observations and teacher team discussions.
- Teacher Team Planning Sheets will identify unit modifications for the top 1/3 of students in class.
- Review of student work will show an increase of students' ability to explain their thinking by comparing baseline and benchmark work.
- Student achievement data from 2013 state math exam.

Comprehensive needs assessment

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

We increased the percentage of Levels 3 & 4 students from 84.8 % in 2011 to 90.4% in 2012. Our median growth percentile is at 63 and there are 87 students below the 70th percentile however; the majority are performing at Level 4 with a mean of 3.74. Review of student work from our 2011-12 math study we notice a need to deepen students ability to explain their thinking to represent their mathematical understanding.

Instructional strategies/activities

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

  - *Create an inquiry looking a daily mathematics instruction for the students who are identified as performing below the 70th percentile.*
  - *Further align the expectations of the CCS while revising the pacing calendar to allow for greater depth in the domains of focus.*
  - *Susan Beshel, our math coach, will continue to attend professional development facilitated by Kerry Cunningham, network-CFN 103, along with a second grade teacher. (Coach allocation-Fair Student Funding)*
  - *Susan will continue our partnership with Kate Abel, CFN 102, creating performance tasks and deepening understanding of*

CCS. (participation with Kate-Fair Student Funding)

- *Monthly math cohort meetings will be scheduled for each grade team increasing teacher understanding of CCS.*
- *Susan will provide grade teams with a planning template for the current/upcoming unit of study focusing on unit vocabulary and accountable talk goals.*
- *Planning Sheet will identify specific focus for the top 1/3 of each class.*
- *Purchase professional texts for book clubs on talking and writing about math. (NYSTL-textbooks)*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

PS 183 is fortunate to have an involved and vibrant parent body. While we are not a Title 1 school, we consistently seek opportunities to involve our parents in the educational life of their children. We have dedicated workshops during PTA meetings, including one focused on math education as well as another meeting focused in part on the NYS math exam. We also provide regular updates in our weekly update and monthly newsletter. We focus on math education in these publications periodically throughout the year.

Given our close proximity to area hospitals, we are particularly lucky to have many parents who are focused on mathematics and science. As a result, during 2010 and 2011 our SLT focused on the area of math enrichment through a sub-committee. In addition to other programs, the SLT and our math coach launched a math team as a pilot in 2010-2011. Close to 70 students participated in the weekly league, where students were supervised by parents and competed internally and gained experience with the Common Core Standards of Practice. We have moved to a full launch this year with the 3rd grade team competing nationally with the Continental Math League and the 4th and 5th grade teams competing in the Math Olympiad Contests. Again this year, the team has support from parents and now PhD students from the surrounding hospitals. Feedback during our 2011 parent survey was extremely positive about the math team.

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.

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

If other is selected describe here: Professional Texts purchased with PTA funds. Instructional materials for enrichment purchased using PTA funds.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - *We allocated Fair Student Funding towards a full time math staff developer.*

- *We use our TL IEP funding and Fair Student Funding towards two full time Special Education teachers so we can increase our intervention and targeted services provided to meet student's needs*
- *Per Diem allocations to cover substitute teacher costs during workshops and planning days*
- *PTA funds for aligned professional texts, and manipulatives*
- *Grants are obtained from afterschool programs for extended enrichment for STH*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

During the 2012-13 school year Peace Project commitment, all students will engage in opportunities that focus on cultivating kindness at both the classroom and school-wide level as measured by:

- *Monthly Peace Project meeting agendas*
- *Book of the Month grade-level curriculum plans for 9 of the 10 instructional months*
- *Two (fall and spring) school-wide assembly plans*
- *SLT survey indicating an increase of positive teacher feedback*

Comprehensive needs assessment

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

We have determined that an important part of our children's education is that they learn to be caring, empathetic and polite people. We have received feedback through informal discussion as well as from our annual SLT parent and teacher surveys that we should focus on these important aspects of educating "the whole child". In particular we want to see a decrease in reported incidences of negative behavior by children towards the school, teachers and other students, as well as an increase in the sense of community throughout our school. For this reason we launched our Peace Project in 2010 and are continuing into the third year- 2012-2013.

Instructional strategies/activities

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

- *Continue to invite new members to the Peace Project Committee.*
- *Continue monthly committee meetings.*
- *Develop school-wide initiatives that will encourage and recognize kindness at the classroom and school-wide level. (And possibly even the greater community level.)*
- *Reflect on and increase parental participation and knowledge of school-wide expectations aligned to the Citywide Standards of Discipline and Intervention Measures.*

- *Continue 5th grade Peace Patrol which provides opportunities for students to take on responsibility and provide acts of kindness in the school.*
- *Implement monthly school-wide read alouds around the theme of taking care of each other.*
- *Plan and implement school-wide assembly around the theme of "courage"-standing up to bullying.*
- *Continue school-wide service project work with local community organizations.*
- *Initiate conversation during Peace Project Committee meetings as to ways we can implement the idea of appreciating differences for the 2012/2013 school year.*
- *Solicit ideas from the school staff on how they cultivate the idea of appreciating differences, what it means and what it looks like for the students they work with.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The Peace Project grew out of a subcommittee formed by our SLT to focus on how to round out the education of our children in areas related to empathy and care. Our SLT created the Community of Care campaign in 2010 and we have deepened and developed our work in this area each year since then. Our parents continue to be integrally involved in this initiative through the SLT and the Peace Project Committee. We provide regular updates in our weekly update and monthly newsletter, focusing on different components of our Peace Project in these publications.

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.

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

If other is selected describe here:
PTA funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - *TL NYSTL funds for professional resources on classroom management and community building and book of the month for each classroom.*
  - *PTA funds to support school-wide assemblies and performances*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

During the 2012-2013 school year,100% of pedagogues will engage in weekly Response to Intervention sessions where they will participate in a study of executive functions while analyzing students' needs while sharing resources and expertise with colleagues as measured by weekly sign-up sheets and teacher created materials.

Comprehensive needs assessment

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

Each year we survey our parent and teacher communities on their perspective of various elements of the educational and community life at PS 183. Our SLT survey indicated that teachers continue to cite the need for further professional development in ways to support struggling learners. They expressed interest in continuing to develop intervention opportunities at the Tier 1 and 2 levels. Based on classroom observations by administration and conversations at our weekly Pupil Personnel Team meetings we recognize the need for this dedicated time to analyzing students' needs and creating targeted supports to enhance their learning.

Instructional strategies/activities

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

- *Continue to provide the weekly Wednesday Response to Intervention work sessions.*
- *Introduce teachers to a range of intervention strategies/programs such as Wilson, Social Thinking, and Sounds in Motion...*
- *Encourage teachers to facilitate study groups and PD sessions in areas of their expertise.*
- *Create a system for teachers to sign-up for weekly sessions that tailor to their needs to support the students in their class.*
- *Highlight the ways teachers are using this time to extend the ideas and opportunities to staff*
- *Survey staff on the effectiveness of the sessions and the impact on student learning.*
- *Observe implementation of the supports and materials created during informal and formal observations.*
- *Network RtI professional development*
- *Use a consistent school-wide monitoring system for students requiring intervention to measure the effectiveness of support provided.*

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

While we are not a Title 1 school, we consistently seek opportunities to involve our parents in the educational life of their children. We have dedicated workshops during PTA meetings, including one focused on how we respond to students in need of intervention. Our literacy intervention teacher meets with classroom teachers regularly and with families to work together to increase student outcomes. Anytime a student is receiving intervention we provide notification to the family and schedule times to meet to discuss progress and ways to support their child at home. Translators are provided if necessary during conferences.

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.

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

If other is selected describe here:
PTA funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

  - *We allocated Fair Student Funding towards a full time literacy and math staff developer.*
  - *We allocated Fair Student Funding towards a full time early literacy intervention teacher*
  - *We use our TL IEP funding and Fair Student Funding towards two full time Special Education teachers so we can increase our intervention and targeted services provided to meet student's needs*
  - *OTPS funds for aligned resources.*
  - *Per Diem allocations to cover substitute teacher costs during workshops and planning days.*
  - *PTA funds for professional development opportunities outside of the DOE*
  - *Grants are obtained from afterschool programs for extended enrichment for STH*

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	**Differentiated instruction in all classes – Tier I Includes:** a. Repeated exposure to practice skills b. Pre-teaching concepts c. Guided Reading/Strategy Lessons d. Conferences e. Modified materials	a. Small group b. Small group c. Small group d. One to one e. Group/one to one	School day and after school
	Tier II intervention: a. Wilson b. Just Words c. Fountas and Pinnell Intervention Program *Extended Day sessions, 2 days weekly for further support* In-direct services are provided to support teachers and the PPT team to determine appropriate services and continuation of support as well conduct a “child study” model.	a. Small group b. Small group c. One to one	School day and after school
Mathematics	**Differentiated instruction in all classes – Tier I Includes:** a. Repeated exposure to practice skills	a. Small group b. Small group	School day and after school

	b. Pre-teaching concepts c. Guided Math/Strategy Lessons d. Conferences e. Modified materials **Tier II intervention:** a. At-risk instruction with SETSS teacher b. In-direct support with staff developer and teacher to create modified materials	c. Small group d. One to one e. Small groups Small group	School day and after school
Science	**Differentiated instruction in all classes – Tier I Includes:** a. Repeated exposure to practice skills b. Conferences c. Modified materials	a. Small group b. One to one c. Small group	School day
Social Studies	**Differentiated instruction in all classes – Tier I Includes:** a. Pre-teaching content b. Presenting information through different learning styles c. Guided Reading/Strategy Lessons d. Conferences e. Modified materials	a. Small group b. Small group c. Small group d. One to one e. Small group	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Cycle of sessions with guidance counselor Rainbows for student who have single parent/non-parent homes	Group and one to one Group	School day After school

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 staff currently working at the school are highly qualified and appropriately certified*
- *We review open market and look at teaching experience and documentation available via the open market*
- *We look forward to the hiring restrictions being lifted so we can recruit from the talented pool of student teachers that have worked alongside our staff*
- *We have a rigorous interview process that consists of a panel of staff and administrators. We ask each candidate to participate in a writing sample along with math problems for the committee to assess.*
- *Mentors/Staff Developers are assigned to support new teachers to our school*

P.S. 183 Parent Compact
2012-2013 School Year

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;
- identify housing situations of families to help provide services that they may be entitled to receive under the McKinney-Vento 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;
- 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;
- Ensuring that all non or 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 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 School-Parent Compact is 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; Tea and Talks with Tara and additional workshops;

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 i.e. PTA meetings in the morning and evenings on a rotating basis);
- 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;

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;
- 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;
- 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;
- 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;
- participate in PTA meetings and school workshops and when applicable city-wide events;
- take part in the school's Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., School Leadership Team;
- 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 Yuet Chu	District 02	Borough Manhattan	School Number 183
School Name P.S. 183 Robert Louis Stevenson School			

B. Language Allocation Policy Team Composition ⓘ

Principal Tara Napoleoni	Assistant Principal Jennifer Leventhal
Coach Susan Beshel	Coach Hillary Casado
ESL Teacher Annette Burton	Guidance Counselor Jara Milman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator LuAnn Propper
Related Service Provider type here	Other type here
Network Leader	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	2	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	610	Total Number of ELLs	31	ELLs as share of total student population (%)	4.92%

Part II: ELL Identification Process

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

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

At registration, families fill out and sign a home language questionnaire that inquires about the child's earlier school experience and language of instruction. A pedagogue is on call to assist the parents and ensure they understand the questions. The school secretary of the parent coordinator calls an ESL teacher to meet new international parents to conduct informal interviews to ascertain whether translation assistance is needed. Our school's ESL teachers have masters degrees in applied linguisitics and are fully certified by the state of New York. These individuals' other languages include French, German, Greek, Italian, and Spanish. Other pedagogues in our school building who are available when needed speak Albanian, American Sign Language, Arabic, Cantonese, Haitian Creole, Hindi, and Korean. Upon review of the survey, if answers meet the New York City criteria that certain questions be answered with a language other than English, the child is eligible to be given the LAB-R test. Each HLIS is checked by a fully certified ESL teacher to determine 1. the student's native language, and 2. whether or not they should be administered the LAB-R, which is done within 10 days of registration. After testing, the hand-scored results of the screening battery and the date of test administration are notated on each HLIS by an ESL teacher. From the HLIS copies, a roster of LAB-R eligible students is compiled and checked against a current ATS RLER. All Spanish-speaking ELLs are then given the Spanish LAB to determine L1 competency and to prove language dominance. Each ELL is evaluated again the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT).

Also within the above-mentioned 10 days following a child's registration, as soon as the LAB-R test results are known, written information in various languages is immediately sent home to inform parents of various language acquisition models available to them in the city. Parents' email addresses are compiled during registration, and the same day the written information goes home, an email with a link to videos in various languages to preview online is sent to all ELL parents. A schoolwide ELL parent meeting is scheduled before the school's open house, usually in the third week of September, at which this video is shown to the parents again. The program choices are explained by the ESL teachers again at the meeting, and any questions answered. The ESL teachers followup yet again with all parents electronically, especially those whose names are not on the signup sheets circulated at the schoolwide ELL meeting, offering them private showings of the video, and appointments with them are made. Occasionally it is necessary to make phone calls to parents as well, when all previous efforts at informing them of their options have not resulted in their returning the survey and bilingual program option forms. All this takes place before the end of the first month of school.

Parents of LAB-R testees are sent a letter informing them of state guidelines on language screening just as soon as the HLIS documents have been examined. Three subsequent packets of information are prepared: one for each child eligible for services based on LAB-R results; one for each child continuing to be eligible based on the previous spring's NYSESLAT scores; and a separate one for each child deemed ineligible according to test scores. A checklist is prepared with each child's name followed by a column for each entitlement letter, meeting notice, score notification, preference form, email form, a PS183 ELL information questionnaire, date of testing, student number, and class assignment. When a form is sent home, a check is entered in the appropriate cell of the table; then when the form is returned signed, the check is marked as an X. If the form is not returned the parents continue to be sent reminders until all paperwork has been returned. On rare occasions the parents are approached with replacement forms to sign when they pick their child up after school.

Free parent classes have been held weekly in the school in order to improve adult language skills and help families network socially within the school milieu. The school has an ongoing international parent network that shares contact information for the purpose of enabling parents of the same language to ease newcomers' transition into the school community. Lesson topics in the adult classes are determined by the parents themselves.

One hundred percent of the parents for as many years as they've had the choice have requested that their children receive only ESL instruction. Our school has never had enough speakers of a single language to have self-contained bilingual classes, and further, bilingual programs elsewhere in the city don't match the needs of the large number of low-incidence languages in our community. Nearly half the ELLs' languages fall into the "other" category instead of the city's high-incidence ones.

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

Our schools' parents have always been happy with the free-standing ESL program we have in place, and the school's academic success as evidenced by exam performance, and our linguistic and cultural diversity have created a positive word-of-mouth reputation, not infrequently even before arrival in the country. Previously, every fall there have been some parents who request their transitional students (i.e., those who have exit scores) be allowed to continue advanced ESL instruction as enrichment.

New entrants later in the year when individually informed of program availability, waive entitlement to bilingual service in their language elsewhere; moreover, analysis of the language array at our school clearly shows that instruction in most of our students' languages are not taught in the city because of their low incidence.

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Self-Contained														0
Push-In	5	5	5	5	5	5								30
Total	5	5	5	5	5	5	0	0	0	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	29		7	2		1				31
Total	29	0	7	2	0	1	0	0	0	31
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	0	2	1	2	2	2								**9**
Chinese	1	1	1	0	0	0								**3**
Russian	0	1	0	0	0	0								**1**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Korean	0	0	0	0	2	0								**2**
Punjabi														**0**
Polish														**0**
Albanian	0	0	1	1	0	0								**2**
Other	5	3	3	1	2	0								**14**
TOTAL	**6**	**7**	**6**	**4**	**6**	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**31**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. PS183's free-standing ESL program includes push-in and pull-out instruction: push-in is used when possible, but some students requiring more individualized instruction are pulled out for private tutoring as well. There are five groups of kindergarten and first graders, and five groups of second through fifth graders, all grouped according to linguistic needs and when possible according to academic level; however, linguistic considerations take priority and some groupings cross grade levels. The number of times per week students work with the ESL teachers is determined by the students' test scores. This varies from four 50-minute periods to seven, depending upon need.

2. The school regularly has new non-speakers enter later in the year, so a significant number of students are mandated to receive three hours of explicit ESL per week. That we have one full-time ESL teacher, and one part-time ESL teacher employed, neither of whom is required to do other duties, makes it possible for one to meet all mandates of the kindergartners and first graders including push-in and pull-out periods, and the other to cover the other four grades with a combination of push-in and pull-out classes. At the beginning of the 2011-2012 school year, half of the students are mandated for 360 minutes a week; of these, more than 2/3 are newcomers and the others are students whose disabilities affect their performance on the stringent NYSESLAT exit exam. Generally speaking, advanced students who are mandated to require only 180 minutes have an ESL teacher push into their mainstream rooms four 50-minute periods a week.

A. Programming and Scheduling Information

Students who are mandated for twice that amount are pulled out for small-group instruction another three periods. In addition, all have one special lunch session with a fully certified ESL teacher each week during which there is story-telling or a read-aloud, or there is a stop-and-question movie shown. This schedule allows students to receive at least their mandated minutes and in some cases more.

3. Laptops have been issued to older nonspeakers, with the homepage set up as a translator for use by classroom teachers as well as the students. The first language translation can be either audible or written. Teachers regularly push in to language-intense classes such as science, to ensure that the nonspeakers are able to access content-specific vocabulary. The ESL teachers use electronic translation for younger students as well during push-in when necessary. For those students who have begun to acquire basic English fluency, the teachers use context-rich methods such as drawings, pantomime, and simplified syntax and lexicon, e.g., to ensure the students' comprehension. Native languages of those with double mandates currently include Macedonian, Wolof, Thai, Hebrew and Japanese, in addition to Korean, Chinese, Russian, Spanish and Albanian. Advanced speakers include those as well as Portuguese, Tagalog, and Swedish.

To ensure the teaching of content areas to ELLs, an ESL teacher pushes into the science classroom four periods per week in grades two, three, and four. Classes are all taught in English so the ESL teacher and ELLs use the electronic translation programs and bilingual dictionaries to aid comprehension of topics being presented. With the ability to understand and use content vocabulary, ELLs are not only more comfortable but also more successful in content areas.

5a. The few students with interrupted education (SIFEs), who arrive in upper grades without literacy skills, and the few long-term ELLs, work one-on-one with Learning Leaders, with graduate student teachers (many of them already experienced teachers), and with a retired ESL teacher, to supplement classroom and ESL class instruction. Since many materials used in the ESL class are teacher-created, it is easy to differentiate activities for various levels, and to tailor materials for the needs of a given cohort of students during any out-of-classroom sessions.

4. ELLs' L1 literacy is informally assessed by the ESL teachers as soon as instruction begins in the fall, but even before that time all teachers have read what parents stated on the HLIS regarding the child's L1 literacy and oracy. Additionally, each parent fills out a questionnaire designed to reveal other factors in the home, such as computer or television use, communication with grandparents, any articulation problems in the L1, etc.

All ELLs take state tests with allowable accommodations: they are allowed longer testing times, locations separate from their monolingual classmates, use of bilingual glossaries, translated exams when available, and when unavailable (for low-incidence languages) the services of adult translators are arranged.

5a. We have no SIFE students. If we did, we would employ the services not only of the ESL teachers to intensify instruction to help the students make up for what they have missed in prior years' interruptions, but we would provide the services of all the other pedagogues mentioned above. The ESL department has already purchased special materials designed, for example, to teach the alphabet and basic literacy to older children.

5b. Many of our students reenter home country schools after only a year or two in this country, since a significant number of their parents are here only on temporary work visas, often doing scientific research at surrounding teaching hospitals, with no intention of staying in the United States. Quite a few children from these highly educated families do have time to acquire enough English skills to test out of ESL very quickly; as a matter of fact, 17 of 24 ELLs, or 71%, who tested out of ESL on the 2010 NYSESLAT, were newcomers here for less than 3 years. Instruction for first-year ELLs focuses on maintaining rudimentary content progress during acquisition of English orthography and literacy, and basic interpersonal conversation skills. In the second and third years in this country, the students are pointed toward enhancing performance on the ELA with test preparation especially in the mechanics of test taking (bubbling, question vocabulary, etc.), while continuing work on literacy skills (use of graphic organizers, paragraph construction, etc.).

5c. Those students on the other hand who have received ESL services for a longer period of time receive special attention in an effort to determine and address the individual issues preventing their doing well enough on the spring exam to leave the program. This may take the form of intervention by at-risk specialists, or tutoring sessions in one-on-one sessions with ESL teachers and TESOL graduate students, or participation in after-school programs run by certified pedagogues. Our school's extended day program targets small subgroups of students below grade level in content areas, and there are also pedagogues available through the schoolweek who work with at-risk students. A

A. Programming and Scheduling Information

Pupil Personnel Team consisting of service provider specialists meets two hours weekly, where students of concern are discussed and recommendations made for early intervention, before any full-scale individual evaluations are begun.

5d. Our school has no students who have completed 6 years as ELLs, since we only go through 5th grade. If we were to have a fifth grader who had been held over but never been able to exit by scoring high enough on the NYSESLAT, that child would have received the specialized attention described in 5c, and would probably be referred for evaluation to diagnose specific disabilities better addressed by specialists with training other than the ESL teachers' advanced degrees in applied linguistics.

6. ELL-SWDs' teachers already modify content to accommodate their students' individual needs as specified in their IEPs. Additionally these teachers work closely with the linguistics specialists so these specified modifications accommodate language-learning goals as well as content-acquisition goals. There is a healthy symbiotic working relationship between the linguists and special education teachers, all striving toward the end of each child's working to full potential.

7. Our school's ESL teachers push in to content area classes as well as general classroom times. They conduct ESL lunch-bunch clubs at each grade level to provide a relaxed and pleasant change of scenery for social interaction supplemental to ordinary unsupervised lunch sessions. Lunch bunch activities include story-telling, read-alouds, children's news magazines (Weekly Readers or Time for Kids), and guided experience-sharing to elicit speech from quieter speakers hesitant to vie for space under other circumstances.

ESL teachers make every effort not to interfere with ELLs' participation in the schools' enrichment activities such as art, music, drama, computer, dance, etc., even to the point of in one instance scheduling their own lunch period after school. Curriculum is simplified when necessary in order not to exceed Krashen's i+1 formula. During push-in periods the ESL teachers sometimes work at a separate table with ELLs and sometimes circulate; during pair work with non-ELLs the ESL teacher may restate what's being said, or give help to the non-ELL in order to provide a model for the ELL, etc.

Courses Taught in Languages Other than English

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

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

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

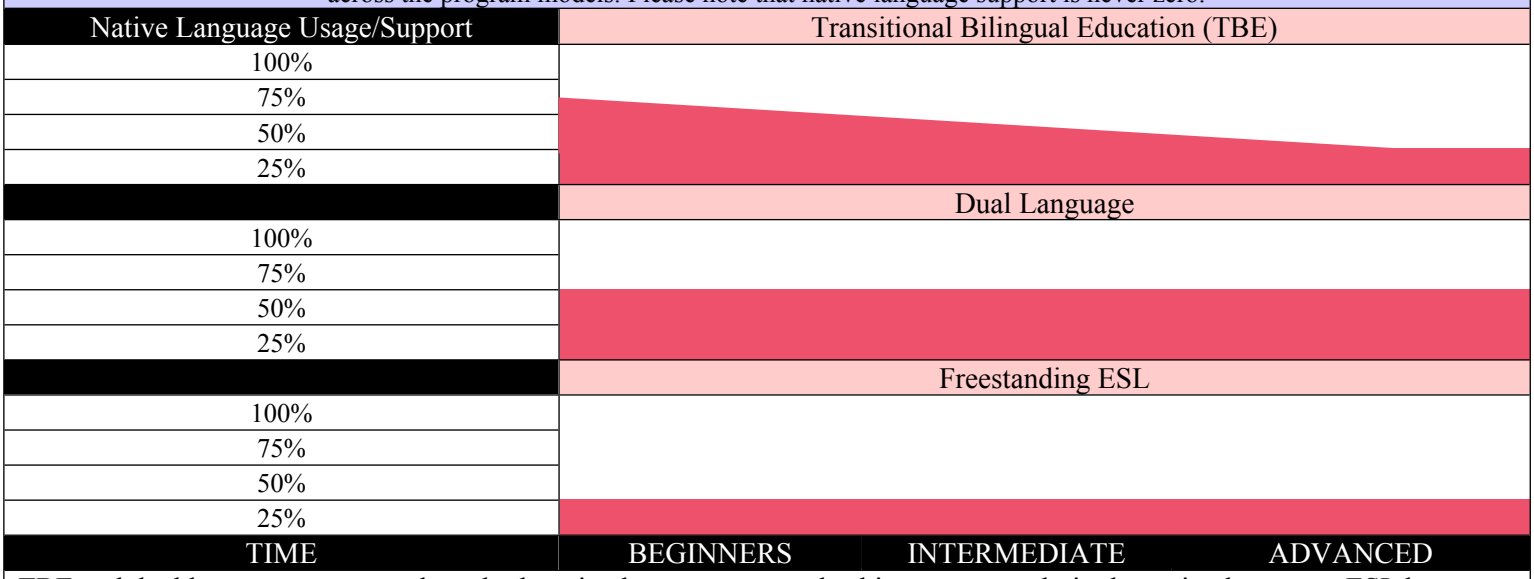
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. PS183 has staff who work specifically with students in need of academic support especially in math, language arts, or science. Classroom teachers use classroom supports for Tier 1 intervention, while out-of-classroom support staff work with students at the Tier 2 level. Our pupil personal team (PPT) meets for two hours every week to discuss students (including ELLs) deemed at-risk, in order to put in place targeted intervention. Each child is assigned a PPT member to shepherd and coordinate individual interventions. Our newly formed Wednesday after-school professional development sessions provide time for teachers to plan and create resources for all students in need of extra support, as well as provide professional development conducted by the ESL teachers for the mainstream pedagogues the first Wednesday of every month throughout the year. Extended day sessions after school hours two days a week are open to ELLs as well. These extended day sessions target students' particular intervention needs, with each teacher in the building working with small groups with similar needs. Those who need ELA interventions spend the sessions on reading and writing; those who need math interventions do guided work in their specified math weaknesses; students who are having difficulty with science work with our fulltime science teacher during those sessions; and those who need more help catching up on the social studies curriculum they perhaps missed while in school in another country during early grades work specifically on geography and history skills. All intervention services at our school are conducted in English, although translator or interpreter assistance is provided for any parents who need it. A number of our staff speak second or third languages. There are 34 adults in the building who speak at least one other language in addition to English.

9 The two-year plan for transitional students who tested out of ESL includes their doing test preparation in the regular classroom but then taking the tests with special accommodations: they are allowed longer testing times, locations separate from their monolingual classmates, use of bilingual glossaries, translated exams when available, and when unavailable (for low-incidence languages) the services of adult translators are arranged. The plan for transitional former ELLs is for the ESL teacher to follow their progress in the mainstream classroom by means of conferences and email exchanges with current teachers.

10 For the first time, this year our school has almost all ESL services being delivered in a push-in program, which allows students to stay with their classmates and get additional classwork assistance from the ESL teacher. It also affords the ESL specialist the opportunity to observe ELLs in their homeroom environment, as they interact with the teacher and participating (or not) in whole-group activities, instead witnessing only their response only during the less-typical small pull-out group. Children thus have more exposure to monolingual class discussions and peer conversation.
11 This year a third period per week of extended day, formerly used as student enrichment, was dropped, in favor of devoting it to professional development and teacher enquiry groups. This change affords the chance for the ESL teachers to work more closely with classroom pedagogues and other service providers.

12. PS183's afterschool programs include instruction in chess, drama, Spanish, and art, as well as various sports. At the beginning of the schoolyear, tables are set up with information on the various programs, flyers are sent home in backpack mail, and information is available on the school website. The parent coordinator is readily available, with her office space near the building's front entrance, to answer ELL parents' questions about the programs available and to seek translation assistance if needed. Groups are small, so that ELLs participating in their activity of choice receive plenty of individual attention and help from the coaches and teachers.

The Club Wingspan afterschool model, for example, is tailored specifically to our diverse school community. Site Directors and assistants

facilitate daily program management, and talented teaching artists focus on the media instruction that they do best. All students have equal opportunity to broaden their learning, with classes such as Rock Band, Karate, Mini Musical, Pop Art, or inline skating favorites of ELLs. Any ELLs whose families are unable to pay for these contracted afterschool programs may apply for assistance through the school parent coordinator. All these programs are conducted in the school building.

13. While students are still new nonspeakers, push-in teachers carry laptops with them into the classroom where they use Google Translate to ensure students' comprehension of the content under discussion and of homework assignments. Written translations of the material are printed out for the students to study from, and emailed home as well. This keeps parents up-to-date on what is being studied in the school, so that they may support the students' schoolwork better at home. Students are taught to use bilingual dictionaries purchased in each language by the school. This both supports L1 maintenance, and encourages the students to use available technology to bridge to the time their L2 comprehension has improved. Incoming beginning and intermediate speakers to our school are given the Rosetta Stone program on laptops to work on independently in their classroom. Younger ELLs are given in-school tutorials of free English language websites such as starfall.com and britishcouncil.org/kids. Parents of ELLS receive monthly newsletters and emails about these and other new internet sites to try at home. Our younger k/1 ESL students participate in a computer program lending library in which they may borrow an educational computer program for a two-week period (e.g., Reader Rabbit, Math Blaster, etc.). Our school has a subscription to an online Discovery website, unitedstreaming.org. All parents of ESL students receive a user name and password giving them access to an online library with over 9000 content-related video clips.

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

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

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

15 One of the challenging aspects of delivering ESL instruction across six grade levels is to tailor it according to the developmental level of the array of students served, including what is typical of each age and grade, as well as that of students identified as having atypical cognitive needs. Continuous informal assessment throughout the term quickly reveals any mismatch between materials and methodology being used and the needs of any ELL student. Using these assessments assures that required services and resources do indeed correspond to appropriate ages and grades.

16. There are currently no formal activities to assist newly enrolled students before the new school year begins. However, at the end of each year, via email and flyers, the ESL teacher establishes connections between ELL families and appropriate summer opportunities such as day camps.

17 Language electives are not offered during the schoolday at the school; however, there are neighborhood programs such as the Iberian American Institute, that some of our students attend. Additionally, since of our school's ELLs plan not to remain in this country but instead to return to school in their home countries after one to three years, many of them attend Saturday schools to maintain academic progress in their native languages.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers of PS183's ELLs, as well as assistant principals, paraprofessionals, psychologists, secretaries, and the parent coordinator, have been offered per session pay for attending and participating in a balanced literacy professional development opportunity specifically targeted for teaching ESL students. Teachers who previously participated in pd sessions read ancillary materials on their own time and subsequently met to codify various strategies they had developed and tried out in their classrooms; these strategies were published as a resource guide for colleagues. This guide is distributed annually to new faculty, administrators, and other service providers, and additional copies are available in the school's professional library. This handbook has proven invaluable for working with PS 183's unique ESL population. It includes tips for instructing students of different English levels, assessing them, and communicating effectively with their parents, and it is divided into grade levels and into content area sections.

This school year, on the nine first Wednesdays of every month, teachers, administrators, service providers, paraprofessionals, and the secretary have an opportunity to participate in 50-minute inquiry sessions immediately following dismissal,. The dates for these sessions are October 5, November 2, and December 7 in 2011; January 4, February 1, March 7, April 4, May 2, and June 6, in 2012.
Some of the topics to be covered include Parent Outreach, Avoiding Cultural Misunderstandings, and Making Information More ESL-Friendly.

The ESL teachers themselves are active members of local, state, and global organizations for Teachers of English to Speakers of Other Languages, and whenever possible they attend conferences to present to colleagues, and to continue their own professional growth.

Five years ago, this school's ESL teachers organized a monthly dinner meeting of regional ESL colleagues. After dinner the participants present lessons and share materials and ideas, and the table conversation invariably delves into current professional issues. In the 18 years the senior ESL teacher has taught at PS183, sometimes as many as five graduate students per year have done their student teaching here, and a number of these teachers are employed near enough to attend the dinners regularly.

Finally, for four years, PS183's ESL department has organized and hosted professional development seminars for other city ESL teachers in November and June.

2. The PS183 staff is provided links on their staff wiki to information on middle school transition, and all teachers of fifth graders work closely with the guidance couselor with the purpose of helping families make the best possible match of child and middle school. Classroom teachers and ESL teachers confer to establish deeper insights for each ELL in that important last year of elementary school. Recently graduated ELLs regularly return to describe to their former teachers their new school experiences, and these anecdotes combined with very helpful online guides (e.g., http://schools.nyc.gov/NR/rdonlyres/192E1CA7-2800-4F54-A355-DB6E91EFAA56/0/District2MSD.pdf) enable the teachers to counsel their graduating students with greater confidence.

3. Every teacher is involved in Professional Development activities in professional planning periods, in weekly grade level team meetings, Wednesday curriculum development and enquiry meetings, and monthly faculty meetings. ESL teachers are involved in the planning, facilitation and delivery of PD to integrate meeting language learners' linguistic and academic needs. Therefore, teachers easily meet the required 7.5 hours of ELL training over the course of the school year. Files of attendance and agendas for these various meetings are maintained by the principal and assistant principal.

E. Parental Involvement

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

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

2. Parents are polled for interest in parent classes and given information about free ESL classes provided by the city's public libraries. NYU graduate students assist at the parent-orientations in November and March, and serve as translators as needed. The parent coordinator organizes and accompanies groups of ELL parents to city-sponsored conferences specifically designed for ELL adults, where they are provided breakfast, lunch, transportation reimbursement, and translator services.

3. A fall ELL parent meeting is scheduled before the school's open house curriculum night; parents adjourn to their children's classroom orientation meetings, and then to a PTA meeting. All parents are later emailed a summary of the meeting, including any questions and answers that arose. A sign-in sheet records which parents attended, and completed surveys are collected. Classroom teachers speak daily with their students' parents at dismissal, and they consult with the ESL teachers in order to ease international families' transition, and to facilitate choosing the right middle school for their children. Classroom teachers and ESL teachers are in constant contact with parents, especially via email. Parent-teacher conferences are held in November and March, with follow-up to check on student progress and parent concerns.

The school parent coordinator creates a welcoming school environment for parents, attending ELL parent meetings to ensure hers is a familiar and approachable face to the parents. She identifies parent concerns at the school and serves as a liaison in communicating those concerns to school personnel. She conducts outreach in being sure ELL parents are notified in a timely manner of citywide ELL parent events; and even accompanying groups of parents to those events. It is our parent coordinator who accesses the New York City Department of Education Translation and Interpretation Unit for translation of written communication as well as interpretation for the oral. She also taps into the generosity of our school community in donating their time to translate and interpret for both children and their parents as needed. Under the principal's supervision, our Parent Coordinator partners with the PTA, the School Leadership Team, community groups and parent advisory councils. She is an invaluable part of the integration of our ELL parents into the school community.

4. Title III funding provides an F-status former ESL teacher, Mrs. Weisberg, to work with a parent group as well as with select individual ESL students who need one on one literacy tutoring beyond what their mandated ESL classes can accomplish in the group setting. She confers with relevant school staff in making decisions about ELL families' academic needs and the integration of the parents in their children's school progress . The language used for instruction on both the after-school programs and the individual ESL tutoring is English. Monthly math workshops, co-taught when possible by an ESL teacher, help parents support the PS 183 math curriculum at home and help them feel more comfortable with the differences between prevailing math approaches here and those in their home countries. ELL parents can view our school website in translation (most of our parents now are quite sophisticated computer users).

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)	0	2	0	0	1	0								3
Intermediate(I)	4	1	1	0	0	0								6
Advanced (A)	2	2	2	5	1	2								14
Total	6	5	3	5	2	2	0	0	0	0	0	0	0	23

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	3	6	0	9
4	0	2	5	0	7
5	0	2	1	0	3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	1		2	0	3	0	3	0	9
4	1	0	0	0	5	0	3	0	9
5	0	0	3	0	1	0	0	0	4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. PS183 uses Columbia University Teacher's College Assessments for the K/1/2 student literacy profile. In kindergarten and first grade, we first test children's ability with Concepts of Print, followed by use of sightword lists. For all grades, we use running records. Every student in the school is given a spelling inventory. Classroom libraries have been indexed according to Fountas & Pinnell's leveling system, to make it possible to match students to appropriate books at their individual independent and instructional levels. In addition to formal assessments four times a year, other assessments are conducted as needed in order to measure progress towards benchmarks and to plan instruction accordingly.

These assessments are valuable in disclosing to classroom teachers that many of our ELLs, already quite literate in their home languages, and some precociously so, quickly acquire English language decoding skills that far outpace their capacity to comprehend what they're reading, since their mental lexicons take far longer to develop. Our students' decoding competency sometimes takes only a few months, while the vocabulary development requires many years even for those children with extensive L1 lexicons. Without these assessments, classroom teachers would otherwise overestimate ELLs' reading, since in some cases their oral reading may even sound more competent than their monolingual peers'.

As a quantitative example, a disparity between a below grade level Fountas and Pinnell reading level, and that of the wordlist recognition, indicates the child can decode but can not comprehend at the comparable level. Student "J" scored a level one on the F&P but had a 92% average in accurately decoding uncontextualized words in lists. Student "L" scored a level two on the F&P but had a 100% accuracy on the wordlists out of context.

2. The ESL teachers are able to access students' scores on state tests through ATS to determine the breakdown of test results. Patterns of student performance are helpful in grouping the classes and to identify areas needing improvement. As one would expect, it is the school's newcomers each year who score as beginners, although quite a few new entrants are children of post-doctoral researchers who provide private tutors for their children before arrival, and who therefore begin ESL with a kinesis boosting their acquisition and hastening their achieving exit scores. These students have early literacy skills superior to their oral skills. Advanced students have generally acquired good reading and oral skills and need greatest focus on their writing—of course, universally the writing modality is the last of the four to approach native proficiency.

3. When the ESL teachers push into a given classroom, there may be a newly arrived nonspeaker, another ELL whose reading and writing modality exceeds the speaking and listening one, and yet another who is a fluent speaker but with reading and writing issues. The ESL teacher circulates from student to student, and focuses help on each student's modality needs. Especially to meet conversation practice needs, the ESL teachers have special lunch-bunch sessions, in which talk is sensitively supervised and facilitated. Some students who seem to have made minimal or at best slow progress in a modality work individually with NYU graduate students for extra help in a writing lab milieu.

The patterns across the test modalities (reading/writing and listening/speaking) do affect how the ESL teachers and classroom teachers confer together to plan instruction targeting individual student needs. Students who excel in the reading modality but not in writing are taught with a greater focus on writing skills, and they may be scheduled to participate in a writing lab to address this deficiency. For students with low reading scores, on the other hand, staff members—classroom teachers, service providers, ESL teachers, intervention specialists, even cluster teachers such as the science teacher--work more on reading strategies and reading comprehension, and, especially important for language learners, reading for fluency.

4a. The NYSESLAT's requirement that kindergarten and first grade language learners be able to spell precisely and write not only words and short sentences but narratives as well results in there being a lower exit rate in those earlier grades. Classroom teachers often observe

that their ELLs' classwork and reading is better than their monolingual peers', and they wonder how those peers would perform on the NYSESLAT. This results in a greater concentration of ESL-eligible children in lower grades. Our school's rapid turnover of new beginners who within a couple of years typically return to their home countries or go on to other foreign posts puts our imperative on maintaining academic content progress more than discrete language acquisition, so while staff members do meet to analyze and address information that the test data provide, in class we avoid spending precious instruction time on explicit test prep per se, and instead, PS183 pedagogues concentrate on using content instruction to teach English. This affects what is taught; for example, it is more important for our students returning soon to their home country schools to know the difference between a comet and a meteor than to know the difference between cauliflower and broccoli.

The few students at our school who have received more than three years' services definitely show greater fluency in oracy skills as compared to literacy. Most have come to the attention of the range of staff members who have worked with them across those years as needing further evaluation to ascertain whether those students might have disabilities better addressed by special education teachers than merely by linguistics specialists. For every 5 newcomers last spring, there was one long-term ELL. Of those few students in ESL for more than 3 years, two-thirds were finally able to test out after participating in intensive writing labs and staying after school for extended day intervention sessions, all but one of whom had greater oracy strengths than literacy. The other third have disabilities now being addressed by special education services in addition to ESL.

Our ELLs have made impressive scores on the standardized tests, some scoring 4s on not just math but on the ELA as well. Those students who transfer from other schools, on the other hand, especially those with IEPs, exhibit oral skills superior to their literacy skills. Any child who doesn't advance in levels annually captures the attention of the Pupil Personnel Team that meets weekly to discuss at-risk children. Whenever an ELL is on the agenda, one of the ESL teachers is invited to attend the meeting. As the years of ESL service mount for any individual ELL, the PPT is sure to have discussed and put in place additional interventions for that student, including parent outreach and support.

4b and 4c. This school has recently opted not to use the ELL periodic assessments. It was found in years past that the main advantage was that they gave the children test format practice, because the results on the periodic assessments bore little relationship to the children's performance on the NYSESLAT.

The child's native language is used when possible to scaffold to new information presented in the monolingual English classroom setting. This is done by use of cognates when applicable, and by encouraging and teaching use of bilingual dictionaries. The school has purchased copies of these, and children are taught to make content-specific glossaries for themselves.

5. Our school does not have a dual language program.

6. The ESL teachers are in regular contact with ELLs' parents and classroom teachers, so that they are aware as soon as possible of any difficulties the children might be experiencing, and can move quickly to modify instruction to address any deficiencies. Portfolios of student work are kept and analyzed regularly. Dated work is especially helpful to the teachers in establishing progress in language acquisition. Our school's better-than-average exit rate on the NYSESLAT despite a high proportion of newly arrived ELLs speaks to the success of the ESL program.

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: _____		**School DBN:**	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tara Napoleoni	Principal		10/14/11
Jennifer Leventhal	Assistant Principal		10/14/11
LuAnn Propper	Parent Coordinator		10/14/11
Annette Burton	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Susan Beshel	Coach		10/14/11
Hillary Casado	Coach		10/14/11
Jara Milman	Guidance Counselor		10/14/11
	Network Leader		1/1/01
Holli Weiss	Other ESL Teacher		10/14/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 02M183 **School Name:** PS183

Cluster: _____ **Network:** CFN103

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.

Every family in our school must fill out a Home Languauge Survey at Pre-Registration. The results are then entered into ATS immediately. If a language other than English is spoken in the home, a copy of the survey is placed in the ESL Teacher's mailbox, so that the student's needs can be formally assesed by the ESL Teachers.

The ESL Teachers have tested 50 students based upon how the Home Language Survey was filled out and found that 14 new students require ESL Services for the 2011/12 school year, in addition to our previous 20 mandated ESL students. This brings our total to 34 students receiving ESL Services this school year. There are 60 parents of our ESL students. Most parent/guardians are bi-lingual and do not require translation services. Albanian, Arabic, Hebrew, Hungarian, Japanese, Korean, Macedonian, Mandarin, Portuguese, Russian, Spanish, Swedish, Tagalog, Thai and Woloff are the languages spoken by these families of which only four are covered by the Department of Education Translation Unit. However, the only family that requires translation services speaks Spanish which is a covered language.

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.

Copies of the Home Language Survey are placed in the Parent Coordinator's mailbox so that the appropriate translated documents from the DoE can be sent home if the language is covered. Additionally, the classroom teachers of ESL students receive a copy of the student's survey so that they are aware of the language spoken in the student's home even if that student does not require ESL Services. To date, only one family requires report cards to be translated into Spanish. This is handled by a staff member who also serves as the interpreter during Parent/Teacher Conferences.

It is interesting to note, through the Home Language Survey, the ESL Teachers were able to ascertain that our school community speaks 50

different languages in their homes. This information is on display on a 5' bulletin board outside the main office that displays the student's name and language spoken. The board also identifies staff members who are fluent in a language other than english.

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.

To date, the translated documents provided by the Department of Education have proven sufficient for translation. Only one family in our school community requires translation services at this time. The language is Spanish and translation is handled by a staff member who also serves as an interpreter during Parent/Teacher Conferences.

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.

Oral interpretation services were used for the November Parent/Teacher Conferences and staff members were able to fill the need. In the event that a staff member is unable to act as an interpreter, staff members are aware that they can use the Department of Education Translation and Interpretation unit. The number is distributed to them through a weekly e-mail that is posted on the school's Google Site and hard copies of the weekly e-mail are kept in a binder in the main office.

Historically during State Exams, our Testing Coordinator, who is also our Assistant Principal arranges translation services to meet the needs of students who require interpretation services.

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

"Please See a Staff Member for Interpretation Services" signs, contain the nine primary languages and are prominently displayed in the Main Office, the PTA Office and in the information boxes found ouside of the main school gate on 67th Street and the main entrance on 66th Street. The sign also comes in a postcard size with the same information printed on it and is kept in the Main Office.

Additionally, the school's website has a function that translates school announcements, PTA announcements and calendars into 52 different languages.

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: Public School 183	DBN: 02M183
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☐Before school ☐After school ☐Saturday academy ☒Other: push-in
Total # of ELLs to be served: 17 Grades to be served by this program (check all that apply): ☒K ☒1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐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: PS183 schoolday mandates for ELLs in grades 2-5 are currently met by the school's single fulltime ESL teacher. For grades K-1 mandated services are met by the full time ESL teacher and a part-time teacher. However, the fully certified part-time teacher provides supplemental services for K and 1. She provides supplemental services to the kindergarten and 1st grade ELLs with high-quality language instruction that will not only increase their English proficiency, but also prepare them for academic achievement in the core academic subjects, using a push-in model. This ESL teacher provides supplemental push-in services to grades K and 1 (see attached schedule) two days a week, the equivalent of one day a week funded by Title III funds. During the other periods, the teacher provides pull-out mandated services to K and 1st grade students who full mandates are not fully met by full-time ESL teacher. During the mandated pull-out periods the teachers used the SIOP model. She pushes in 3 periods a week to one K (K01) and 2 periods a week to 1st grade class (101) for supplemental services. During these periods ESL teacher works with the ELLs in the class by scaffolding lessons using the TPR model. Other strategies used to support students in their classroom include: reviewing concepts to reinforce students' comprehension, checking for comprehension by asking student "what do you have to do next", providing translations of key words that are difficult to explain in English, using visual aids (graphic organizers, diagrams, pictures, and charts), chunking information by breaking down tasks into smaller pieces, and preteach content. We proposed using Title III funds to pay for 1 day of a fully certified ESL teacher to provide supplemental support (see attached schedule) for students in one K and 1 class.

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: NOT FUNDED BY TITLE III The supplemental pedagogue will use Wednesday after-school professional development sessions to help K and 1st grade teachers plan and create resources for ELLs in need of extra support. She will also be involved in the planning, facilitation and delivery of the PD to integrate meeting language learners' linguistic and academic needs. The pedagogue receives training at Teachers College Columbia University by experts in the field of ESL, several times each year. The two ESL teachers are participating in a 3- full

Part C: Professional Development

days Sheltered Instruction Observation Protocol (SIOP) workshop on January 30, February 16, and March 27.

On the nine first Wednesdays of every month all staff have an opportunity to participate in 50-minute inquiry sessions immediately following dismissal,. The dates for these sessions are October 3, November 7, and December 5 in 2012; January 9, February 6, March 6, April 3, May 1, and June 5, in 2013.

Some of the topics to be covered include Parent Outreach, Avoiding Cultural Misunderstandings, Making Information More ESL-Friendly, The Nonspeaking Newcomer, Increasing Context for More Accessible Content Instruction. Files of attendance and agendas for these various meetings are maintained by the principal and assistant principal.

The ESL teachers themselves are active members of local, state, and global organizations for Teachers of English to Speakers of Other Languages, and whenever possible they attend conferences to present to colleagues, and to continue their own professional growth. Their own proposals to present at conferences garner regular invitations from professional organizations, as well. Annette Burton will present at a state conference in Albany November 2, 2012, for example.

The PS183 staff is provided links on their staff wiki to information on middle school transition, and all teachers of fifth graders work closely with the guidance couselor with the purpose of helping families make the best possible match of child and middle school. Classroom teachers and ESL teachers confer to establish deeper insights for each ELL in that important last year of elementary school. Recently graduated ELLs regularly return to describe to their former teachers their new school experiences, and these anecdotes combined with very helpful online guides (e.g., http://schools.nyc.gov/NR/rdonlyres/192E1CA7-2800-4F54-A355-DB6E91EFAA56/0/District2MSD.pdf) enable the teachers to counsel their graduating students with greater confidence.

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: Not funded by Title III

The supplemental pedagogue, Holli Weiss, is fluent in Spanish. She will work as a liaison between the school and the new and growing Hispanic population in the school's community. She will help the families feel a part of school life, and teach them ways to support and ensure their children's academic success. The first workshop took place on September 24, 2012 with our full-time ESL. Topics to be covered include core curriculum expectations, parents' role in supervision of homework, taking

Part D: Parental Engagement Activities
advantage of free community resources (such as adult ESL), participation in PTA, utilizing the city-provided parent coordinator's services, translation and interpretation services available, importance of good nutrition, navigating parent teacher conferences effectively, Open School Week when parents come in to observe classes, etc. Communication and notification of special sessions will take place before and after school by telephone, face-to-face meetings, backpack mail in the home language, and when available, email. Parents are provided transaltion/interpretation services during all meetings. March 13th we will host another opportunity for meeting regarding our ESL program. Annette Burton, to work with a parent group first period each Thursday. Some of the topics scheduled to be covered this year are Navigating Central Park, Family Raptor Day at Wave Hill, Shopping for Clothes for NYC Weather, Roosevelt Island, Helping Your Child with Homework, Your Child's Entitlement to Accommodations on Standardized Exams, Communicating with Family Health Professionals, Exploring NYC's Variety of Ethnic Neighborhoods, Contrasting Education Systems Here and Abroad, etc. Parents were polled at the beginning of the school year about interest in these parent classes and response was enthusiastic. Sign-in sheet and agendas for Parental Involvement are kept in the main office.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	$11,200	Pay for 20% of ESL teacher salary to provide supplemental pushin services for K and 1st grade students during the school day.
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software		

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.
(Object Code 199)		
Travel		
Other		
TOTAL	$11,200	$11,200