



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: 27Q183

DR. RICHARD R. GREEN SCHOOL

PRINCIPAL: RENE PEART-ZACHARY EMAIL:

SUPERINTENDENT: MICHELE LLOYD-BEY

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
Renee Peart-Zachary	*Principal or Designee	
Dolores Salvati	*UFT Chapter Leader or Designee	
Lisa Cooper-Johnson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Mary Langston	Member/Parent	
Keisha Cunningham	Member/ Parent	
Sharnetha Roberson	Member/Parent	
Maria Boucher	Member/Parent	
Della Jackson	Member/Parent	
Gloria Brown	Member/Teacher	
Julie Stack	Member/Teacher	
Karen Luciano	Member/Teacher	
Marie Dale	Member/Teacher	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- **By June 2013, PS/MS 183 will improve the overall attendance to at least 93% as evidence by the end of the year overall attendance percentage on the 2013 progress report.**

Comprehensive needs assessment

Based on the 2012 school progress report, the overall attendance for the 2011-2012 school year was 92%. Research shows that when attendance improves it leads to student achievement improving. Therefore, we want to make sure all students are attending school. We will use the strategies listed below to help us reach our goal.

Instructional strategies/activities

We will use the strategies listed below to help us reach our goal.

- Monthly attendance meetings to monitor student attendance.
- Periodically update student phone numbers through ATS and ARIS.
- Existing School Messaging Service will continue to serve as a way to closely monitor attendance.
- Attendance coordinator will closely monitor daily student attendance.
- District Attendance Teacher will work closely with the school to closely monitor 407's.
- Develop incentive plans for students which will serve as a motivator to boost attendance.
- Teachers will continue to contact parents when children are absent.
- Various school committees will monitor and follow up on student attendance. These committees include the PPT, Attendance, SLT, Teacher Teams, etc.
- Use the PS/MS183 Swim to Success Program as an incentive to improve attendance.
- Use the PS/M 183 Principal "Caught Doing Something Good" Program as an incentive to improve attendance.

Strategies to increase parental involvement

We will use the strategies listed below to help us reach our goal.

- The family assistant uses a school wide telephone system to contact parent if their child has not attended school. She also conducts home visits.
- Notices sent home to parent to include parents in meeting in order for them to understand the importance of school.
- Assemblies, trips, meeting, and workshops are scheduled for students and parents.
- Parent coordinator and parent association involve parents in attendance and Parent Association meetings.
- Progress reports and report cards are sent home informing parents of their attendance.

- The PIP template is provided on **pages 11 through 15** in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: xSchool 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.

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

If other is selected describe here:

Service and program coordination

- All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines.

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

Goal 2: By June 2013, PS/MS183Q will increase the number of level 3 & 4 students by 3% as evidence by the results on the New York State ELA Exam.

Comprehensive needs assessment

18.7% of our students scored in Level I on the State ELA test in 2011-12. To address the needs of our lower level group, we need to intensify our academic support and target our instructional initiatives to meet their needs.

Instructional strategies/activities

We will use the strategies listed below to help us reach our goal.

- Compare and analyze results from assessments, teacher observation and prior ELA scores to plan for differentiated instruction and grouping.
- Include enrichment activities, higher- order questioning and rigorous challenging materials based on reading levels.
- Continue literacy block for 90 minutes with additional support for content areas, utilize library for research.
- Continue and expand writing, including revising, editing, and final product.
- Develop lessons that support the Citywide Instructional Expectations and NYS Instructional Shifts.
- Utilize Kaplan Learning Services to provide specific materials for test preparation.
- Utilize I-Ready Assessment to develop strategic plans for support and intervention.
- Provide AIS and IEP teacher services to level 1 and 2 students.
- Utilizes Response to Intervention research based programs to support students at risk.
- Utilize NYS results, NYC CCLS Benchmark assessments to differentiate instruction
- Prepare and distribute ELA material, administer practice tests, review data for instructional needs to differentiate instruction.
- Implement assessments that are aligned to the Common Core Learning Standards.
- Continue inclusion of self-contained students in mainstream classes.
- Provide after-school tutoring program to support at risk students.
- Develop units of study that support the CIE & instructional shifts.
- Extended A.M. tutorial to provide for results from assessments.
- To use Goggle Docs to monitor all ELA assessments.
- To provide an after school ELA tutoring program to all students include ELL and SWD.
- Provide teachers with frequent cycles of feedback to improve teaching strategies.
- Provide ongoing professional development that is alignment with the school wide professional development plan.

Strategies to increase parental involvement

We will use the strategies listed below to help us reach our goal.

- Progress reports and report cards are provided for parents
- Meet the teacher was held at night in order to provide parents with information regarding the curriculum and programs.
- The parents are provided a parent handbook regarding ELA curriculum, and assessment information.
- Provided technical assistance and other support necessary to assist participating schools in planning g and implementing parental involvement activities that will lead to improved student academic achievement and school improvement.
- The district parent coordinator will provide monthly professional development for parents. This professional development will focus on school life for students, curriculum in EL A and assessments.
- Conduct parent teacher conferences each semester during which the individual child’s achievement is discussed in ELA
- Parents will be afforded opportunities to learn about the CCLS

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines.

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

Goal 3: By June 2013, PS/MS 183Q will decrease the number of level 1 students with disabilities by 3% as evidence by the results on the New York State ELA Exam.

Comprehensive needs assessment

42.7% of our students scored in Level I on the State ELA test in 2011-12. To address the needs of this subgroup, we need to intensify our academic support and target our instructional initiatives to meet their needs. Although we are in good standing on our state accountability system, this subgroup performed below other subgroups.

Instructional strategies/activities

We will use the strategies listed below to help us reach our goal.

- Compare and analyze t results from assessments, teacher observation and prior ELA scores to plan for differentiated instruction and grouping.
- Include enrichment activities, higher- order questioning and challenging materials based on reading levels.
- Continue literacy block for 90 minutes with additional support for content areas, utilize library for research.
- Continue and expand writing, including revising, editing, and final product.
- Utilize Kaplan Learning Services to provide specific materials for test preparation.
- Provide AIS and IEP teacher services to level 1 and 2 students
- Utilize NYS results, NYC CCLS Benchmark assessments to differentiate instruction
- Prepare and distribute ELA materials, administer practice tests, review data for instructional needs to differentiate instruction.
- Implement assessments that are aligned to the Common Core Learning Standards.
- Continue inclusion of self-contained students in mainstream classes.
- To provide AM tutoring for all SWD.
- To use Goggle Docs to monitor all ELA assessments.
- To provide an after school ELA tutoring program to all SWD.
- To review IEP goals and develop action plans for SWD
- Provide after-school tutoring program to support SWD.
- Develop units of study that support the CIE & instructional shifts.
 - Utilize I- Ready Assessment to develop strategic plans for support and intervention.
- Utilizes Response to Intervention research based programs to support to SWD.

- Provide ongoing professional development that is alignment with the school wide professional development plan.

Strategies to increase parental involvement

We will use the strategies listed below to help us reach our goal.

- Progress reports and report cards are provided for parents
- Meet the teacher was held night in order to provide parents with information regarding the curriculum and programs.
- The parents are provided a parent handbook regarding ELA curriculum, and assessment information.
- Provided technical assistance and other support necessary to assist participating schools in planning g and implementing parental involvement activities that will lead to improved student academic achievement and school improvement.
- The district parent coordinator will provide monthly professional development for parents. This professional development will focus on school life for students, curriculum in EL A and assessments.
- Conduct parent teacher conferences each semester during which the individual child’s achievement is discussed in ELA
- Parents will be afforded opportunities to learn about the NYS standards

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines.
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Annual Goal #4 AND ACTION PLAN

By June 2013, P.S/M.S. 183Q will decrease the number of level 1 students by 3% as evidence by the results on the New York State Math Exam.

Comprehensive needs assessment

- 12.5 %of our students scored in Level I on the State Math Exam. To continue our efforts of targeting subject, we need to intensify our academic support and target our instructional initiatives to meet their needs.

Instructional strategies/activities

We will use the strategies listed below to help us reach our goal.

- Continue to implement Everyday Math, Impact, Impact Math, Integrated Algebra in grades K-8
- Compare and analyze results from I-Ready, Math baseline and the NYC CCLS Benchmark assessments and teacher created assessments to plan instruction
- Group students using formal and informal assessments to provide differentiated instruction.
- Provide all classes with challenging materials to support enriching and differentiating the curriculum
- Use the workshop model of math instruction to provide hands-on, problem solving experiences, as well as, opportunities for reinforcement of basic skills
- IEP teacher will provide AIS in math to mandated students
- Extended Day 37.5 minutes, three times per week for targeted groups of students on a needs basis that reflects assessments
- Expand use of technology for math, utilizing programs which support standards, Everyday Math, Impact Math and Integrated Algebra
- Incorporate math activities to collect, analyze, interpret and display data
- Implement 90-minute daily math block continuing the math/literacy connection
- Expand efforts to provide parent involvement so as to enhance understanding of Math Standards, as well as, Everyday Math, Impact Math and Integrated Algebra programs and their impact on student instruction
- Provide ongoing opportunities for professional growth in using Everyday Math, technology, test prep materials, etc. to enable students to meet standards Additionally, demonstrate ways to incorporate the use of assessment results to differentiate and drive instruction
- Implement assessments that are aligned to the Common Core Learning Standards and Math Instructional Shifts.
- Continue inclusion of self-contained students in mainstream classes.

- To provide AM tutoring.
- To use Google Docs to monitor all Math assessments.
- Develop units of study that support the CIE & instructional shifts.
 - Utilize I- Ready Assessment to develop strategic plans for support and intervention.
 - Utilize Kaplan Learning Services to provide specific materials for test preparation.
 - Provide AIS and IEP teacher services to level 1 and 2 students
 - Provide ongoing professional development that is alignment with the school wide professional development plan.

Strategies to increase parental involvement

We will use the strategies listed below to help us reach our goal.

- Progress reports and report cards are provided for parents
- Meet the teacher was held night in order to provide parents with information regarding the curriculum and programs.
- The parents are provided a parent handbook regarding ELA curriculum, and assessment information.
- Provided technical assistance and other support necessary to assist participating schools in planning g and implementing parental involvement activities that will lead to improved student academic achievement and school improvement.
- The district parent coordinator will provide monthly professional development for parents. This professional development will focus on school life for students, curriculum in EL A and assessments.
- Conduct parent teacher conferences each semester during which the individual child’s achievement is discussed in ELA
- Parents will be afforded opportunities to learn about the NYS standards

Budget and resources alignment

- Indicate your school’s Title I status: xxSchool 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.

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

If other is selected describe here:

Service and program coordination

- All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

By June 2013, PS/MS 183Q students will complete at least two units of study in literacy, math, social studies and/or science, that are aligned to the strategically selected Common Core Standards as evidenced by the final task in the student portfolios.

Comprehensive needs assessment

In 2010-2011, we began intensive professional development on the common core standards. In June of 2012, we enhanced the professional development on the Citywide Instructional Expectations which state that students must complete two rigorous units of study in ELA, Math, Science and Social Studies. In order to be in alignment with the CIE and the Common Core Standards, we will provide professional development to ensure our students successfully complete at least 2 rigorous units of study in ELA, Math, Science and Social Studies.

Instructional strategies/activities

We will use the strategies listed below to help us reach our goal.

- Teachers will revise/edit common core aligned curriculum maps/units of study that incorporates teaching students how to conduct proper research. 80% of the student population will effectively use evidence to support arguments.
- Teachers will meet during their common preps, grade team meetings, and weekly team meetings to share best practices and develop rigorous tasks that are in alignment with the common core standards and the Citywide Instructional Expectations. Teachers will also plan rigorous lessons, as a team, that incorporate written skills necessary for providing evidence to support arguments.
- Teacher teams will meet weekly to assess student work and design coherent lessons that demand using evidence to support a claim/argument.
- Teachers will meet regularly to create authentic rubrics aligned to the standards to assess student work in regards to using evidence to support a claim.

Strategies to increase parental involvement

We will use the strategies listed below to help us reach our goal.

- Progress reports are sent home and report cards are provided for parents
- Meet the teacher night was held in order to provide parents with information regarding the curriculum and programs in place.

- The parents are provided a parent handbook regarding curriculum, and assessment information.
- Provided technical assistance and other support necessary to assist participating schools in planning g and implementing parental involvement activities that

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.

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

If other is selected describe here: Fair Student Funding
Children First Funding

Service and program coordination

All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines.

ANNUAL GOAL #6 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 #6

By June 2013, PS/MS 183Q teachers will receive frequent cycles of classroom observations that will give them ongoing feedback on instructional practices that are aligned to a research based rubric as evidenced by frequent administrative cycles of observation that are monitored and evaluated by the observation monitoring tool

Comprehensive needs assessment

19% of our students scored in Level I on the New York State ELA test in the 2011-2012 school year. This percentage has increased by 5% from 2010-2011. Based on the data it is crucial that our students receive instruction that is rigorous and aligned to the common core standards. 13% of our students scored Level I on the New York State Math test in 2011-2012. This has increased by 1% from the previous year. Teachers are familiar with the common core standards. It is imperative that we focus on enhancing students' critical thinking skills so they are well equipped for the future. This goal will allow administrators to highlight best practices used by teachers while giving supportive and effective feedback to teachers.

Instructional strategies/activities

Our school selects teachers based on interviews, qualifications, ability, prior experience and commitment to teaching excellence. Positions for job opportunities are posted in our school and on the Board of Education website to attract the highest quality of candidate. We will use the strategies listed below to help us reach our goal.

- All teachers were given information on courses they can take to become highly qualified. Also, each teacher has a professional development plan.
- Teachers attend PD in school and through the CFN 611 with the achievement coaches.
- High-quality professional development is provided to all staff members during staff meetings, grade meetings, on professional days and to staff as required by district.
- Administrators are available during and after school to provide professional development to staff.
- The Parent Coordinator has provided additional opportunities for parents – GED classes, counseling, nutrition classes, and workshops to assist students with assessments.
- Weekly Teacher Team Meetings
- Lunch and Learns
- Cross-curricular planning
- Team Teacher planning
- Access to ARIS so the teacher can obtain student data
- Use Acuity generated exams that are aligned to the CCLS to monitor student progress.
- i-Ready assessments.
- Periodic assessments-CCLS Benchmark and Math Baseline assessments.
- Use Google Docs to track student achievement.
- Teachers will develop goals based on the selected competencies of Danielson’s Framework for Teaching (three times a year).
- The administrative team will set up and follow a schedule for teacher formal and informal observations and administrative snapshots.
- The administrative team will keep track of all professional development and track the use of implementation in instruction through feedback to the teachers.
- The administrative team (principal and two assistant principals) will conduct ongoing formative feedback (in the form of administrative snapshots) to all classroom and cluster teachers using selected components from Danielson Framework of Teaching.
- Through frequent administrative snapshots, observations, both formal and informal, all teachers will receive meaningful feedback on instruction as well as the necessary guidance and support to reach an effective/satisfactory level.

Strategies to increase parental involvement

We will use the strategies listed below to help us reach our goal.

- A minimum of six district-wide parent workshops will be conducted to assist parents in becoming active partners in their children’s learning experience.
- Parents will be given ARIS passwords and the opportunity to attend PD to learn about how to use ARIS Parent link.

Progress reports, report cards and meetings with parents provide parents an opportunity to support the teacher in student achievement.

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.

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

If other is selected describe here:

Service and program coordination

All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines.

ANNUAL GOAL #7 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 #7

By June 2013, PS/MS 183Q will demonstrate an increase of 10% in parental involvement as evidenced by a 5% increase attendance at their monthly meetings and 5% increase in the responses on the 2013 Learning Environment Survey

Comprehensive needs assessment

Parent involvement is integral to a students' success. In the past we have been successful at creating and maintaining excellent relationships with our parents, as evidenced by attendance at meetings and responses on the Learning Environment Survey. Since increased parental involvement can only lead to higher student achievement and a better school experience, we plan to build upon our previous successes in this area.

Instructional strategies/activities

We will use the strategies listed below to help us reach our goal.

- Provide workshops to explain citywide instructional expectations in reading/math/science/social studies to parents of K-8.
- Provide Pre-K parents with workshops on community resources
- Provide workshops on how to support your children socially and emotionally.
- Provide parent workshops about community resources available for assistance.
- Provide parent workshops to explain referral process and explaining Individualized Education Plans.
- Provide parent workshops by SBST to meet the team.

- Provide workshops to parents about the importance of attendance.
- Provide workshops for parents on how to access and navigate ARIS Parent Home link.
- Parent Association meetings to provide parents with the opportunity to get involved in the school.
- Parent Coordinator provides workshops on the new standards for parents and keeps parents informed about school events and provides parents with information about school programs.
- Send school calendar/newsletters to all parents informing them of the activities and the upcoming events for the month.
- School wide raffles to get parents to participate in school activities.
- Encourage parents to attend parent volunteer training workshops in order to increase parent participation in the school (tutoring, Learning Leaders, lunch room).
- Inform parents of leadership committee meetings and encourage their participation on subcommittees by publishing the minutes of the meeting.
- Use the school messenger service to provide ongoing communication with parents.

Strategies to increase parental involvement

- Monthly PA meetings.
- PA activities throughout the year, which include but not limited to Family Fun Day, Toy Drives, Holiday celebrations, etc.
- Meet the Teacher Night
- Parent Handbook outlining curriculum and school structure were given out to parents on Meet the Teacher Night
- Various Parent workshops
- Incentives created for parental involvement and completion of Learning Environment Survey

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

All funding streams will be aligned to this goal. The school will choose to conceptually consolidate funds to maximize spending power. Specific initiatives will include after school tutoring program. We have decided to conceptualize our funding according to Title I and other budget regulations and guidelines.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	36	36	N/A	N/A	2	0	0	8
1	31	31	N/A	N/A	2	0	1	12

2	40	40	N/A	N/A	2	0	0	20
3	28	28	N/A	N/A	1	0	0	50
4	42	42	42	42	2	0	0	51
5	28	28	25	25	15	0	0	46
6	33	33	25	25	3	0	0	45
7	20	20	20	20	4	0	1	41
8	30	30	25	25	60	2	0	60
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Level 1 and 2, including ELL's scoring proficiency on NYSESLAT</p> <ul style="list-style-type: none"> • Skill driven • Reduced student-teacher ratio enabling small groups • Individualized instruction based on assessment needs. Push in/pull out AIS teacher • Monitor student progress through informal assessment, citywide and regional interim assessments <ol style="list-style-type: none"> 1. Wilson Reading for our Tier 3 population 2. Skill driven 3. Kaplan Learning 4. Trophies Intervention Program Grades K-3 5. A.M. Tutorial small group 6. RIT Intervention plan 7. Ticket to Read • Summer School Grades 3-8 • Resource Room- during the school day <ol style="list-style-type: none"> 1. SETSS Teacher identifies and supports mandated students

	<ol style="list-style-type: none"> 2. Small group instruction 3. Frequency based on IEP
Mathematics	<p>Levels 1 and 2, including ELLs on NYSESLAT</p> <ul style="list-style-type: none"> • Reduced student- teacher ratio enabling small groups • Individualized instruction based on assessed needs- citywide and regional interim assessment • Grades K-8: during the school day • Resource room • SETSS teacher supports mandated students • Small group instruction • Summer school Grades 3-8 <p>Frequency Based on IEP</p>
Science	<ul style="list-style-type: none"> • Small group instruction • Hands- on inquiry approach K-8
Social Studies	<ul style="list-style-type: none"> • Small group instruction • Document- based questions grades 3-8
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Group and individual counseling • Needs-based • Students not meeting promotional/performance standards • Students experiencing behavioral/emotional/family issues negatively impacting on learning
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Counseling • Referrals to support agencies • Tests students for Special Education Services
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Referrals to supportive agencies • Crisis Intervention
At-risk Health-related Services	<p>Health Services</p> <ul style="list-style-type: none"> • Regional Nursing Director- coordinates services throughout region • Supervising Nurse for each district • Contract or DOH Nursing services support for all elementary schools @ 6hrs/day (OSH) • Monitor health needs of all students • Provide first aid

	<p>Open Airways Asthma Curriculum</p> <ul style="list-style-type: none">• Emotional, Health and Physical Components• Delivered by DOH School Nurse• Referrals to supportive agencies <p>Drug and Violence Prevention Program</p> <ul style="list-style-type: none">• Emotional, health and social counseling• Trained SAPIS worker• Referrals to supportive agencies
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INVOLVEMENT POLICY (PIP)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

P.S. 183 Title 1 School Parent Involvement Policy

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

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

Consultation

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

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

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

- Monthly progress reports and updates on program activities are provided to the parents, including assessments of the participating schools and student development, implementation and evaluation of educational strategies and parent conferences
- Parents can discuss recommendations for programmatic change.
- Monthly school Parent Advisory Committee (PAC) meetings are coordinated and scheduled by the Parent Coordinator and the Parents Association. The school's Comprehensive Educational Plan (CEP) is available for review by the parents. Parents representative of the NCLB, Title 1, PA organizations, Special Education, Bilingual Education, Early Childhood Education and other groups are encouraged to take information back to their respective members for input.

Annual Meetings

2012-2013 Our school our annual "Meet the Teacher Night". The parent coordinator, teachers and support staff assists the PA chair in scheduling this event. Parents are provided with information regarding opportunities for involvement in the development of policies, programs, activities and procedures for ongoing parental involvement. Funded program personnel, which include Reading, Math, Early Childhood and/or Bilingual teachers, provide parents with information about program goals, objectives, activities, mid-year assessments and procedures for individual parent conferences throughout the school year.

Parent Involvement Activities

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

- Monthly PA meetings, each of which will include discussions of programs to apprise parents of the activities that will be conducted and to solicit recommendations for change. Light refreshments will be provided.
- Participation in school activities and school-based announcements to keep parents informed of school events; these include PA meetings, school assemblies, trips and other special events. Funds also may be provided for parent trips related to school and parental involvement activities.
- Mid-year and final evaluation reports will be presented to the District Advisory Council and the superintendent for their review.
- School visits by parents to view school-based programs and activities.
- Parent Coordinator and Parent Association working together as a team in order to involve parents in school activities such as , child safety kits, GED classes, Bullying workshops, CPR workshops, holiday events/dinners, and attendance meetings.

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

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

Pre-kindergarten family workers and social workers shall coordinate and conduct workshops in their assigned schools at least once a month. These workshops allow the staff an opportunity to meet the specific needs of their school community. All pre-kindergarten parents in the district may participate in district-based pre-kindergarten Parent Advisory Committee meetings run by the pre-kindergarten social workers. These PAC meetings may be held in a public school. Additionally, two (2) representatives of each district's PAC attend the Citywide PAC meetings throughout the year.

Visitations

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

Shared Responsibility for High Student Achievement

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

The compact will

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

District, Network and School Building Capacity for Parental Involvement

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

The district, network and the school will

- Educate school administrators, teachers, student placement personnel and other staff to work with and maximize the use of technology.
- Involve parents and community members in the educational process via the School Leadership Team
- Provide workshops for parents including General Education Diploma (GED) Preparation Classes for Parents.
- Learning Leaders (volunteers on trips, cruises).
- Asthma Awareness

Title 1 LEA Parent Involvement Policy

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

- involve parents in the joint development of each district's Title 1 plan and the process of school review and improvement,

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

Professional Development:

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

ELL Professional Development:

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

Dr. Richard R. Green School

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

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive

behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.

- The school will reach out to provide parents and provide them with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteers and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Association (PA), Parent Advisory Council (PAC), resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PA and PAC meetings that will be held at times that are convenient for parents. A rotational schedule of PA meetings will be developed in coordination with the PA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator, the PA President with Regional support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations.
- Student of the month celebrations will be held in conjunction with PA meetings
- Perfect Attendance
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.

- The school calendar will be disseminated each month to parents
- Weekdays- GED Classes and Computer workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

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

Professional Development:

Hold monthly professional development for parents, which is provided by the Parent Coordinator. This professional development will focus on school life for students, curriculum standards, assessments, and health and medical issues for families.

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

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

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

Annual evaluation of the Parent Involvement Policy

At the end of June 2013, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA, the school's parent coordinator and administration

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Charles Amunsden/ P. Tubridy	District 27	Borough Queens	School Number 183
School Name Dr. Richard R. Green			

B. Language Allocation Policy Team Composition

Principal Renee Peart-Zachary	Assistant Principal Jessica Romero
Coach n/a	Coach n/a
ESL Teacher Cynthia Mossen	Guidance Counselor Rhea Peykarian
Teacher/Subject Area Jocelyn Matos/ IEP Teacher	Parent Della Jackson
Teacher/Subject Area Sheryl Bernstein/ AIS Teacher	Parent Coordinator Jacqueline Stillwell
Related Service Provider Rory Efron/Social Worker	Other Shallonda Daniels, AP (IA)
Network Leader Patricia Tubridy	Other Darlene Reeder/ Family Assist.

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	643	Total Number of ELLs	27	ELLs as share of total student population (%)	4.20%
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Part II: ELL Identification Process

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

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

Dr. Richard R. Green, PS/MS 183, is a Title 1 school located in Rockaway Beach, Queens. The school is both an elementary and middle school serving approximately 643 students in grades PK-8. The school building is a well-kept older building where pride in student's accomplishments is evident in prominently displayed work.

Students are grouped heterogeneously within each grade. Music, art and computer technology are incorporated into all content areas in order to develop an enriched program that engages every child's talent. Our Astre (gifted) program consists of one class on grades 1-5.

13.8 % percent of students are enrolled in the Special Education program at our school and receive the full continuum of services including Special Education Support Services (SETSS), instruction in self-contained classes and related services such as speech and language, counseling and adaptive physical education. A resource room teacher serves our students; also 27 of our students are English Language Learners (ELLs) with Spanish as the dominant language.

As of October 13, 2011, the ethnic composition of the student population is 59 % Black, 30 % Hispanic, 19 % White, 4% Asian or Native Hawaiian/Other Pacific Island, .001% Multi-racial, and 3% American Indian/ Alaskan.

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

Currently, a total of 27 students receive ESL services. All Ells are serviced by one certified teacher in TESOL K-12.

ELL Identification Process & Parent Choice

Students that are in the ESL program were initially identified at registration as potential ELLs with the use of the HLIS (Home Language Identification Survey). Upon entrance to the school, the Pupil Accounting Secretary, Ms. Valk, in collaboration with the ESL Teacher (Ms. Mossen); Ms. Romero (Assistant Principal); or Ms. Sherman (Dean) will administer the HLIS in parent's home language. The parent will complete Part I of the HLIS. An informal oral interview in English and in the Native Language is conducted to complete Part II of the HLIS in order to determine if the student was educated in English. If in the event the parent's native language is other than English, the following resources will be utilized in conjunction with the afore-mentioned pedagogues to complete the interview: DOE Translation and Interpretation Service; Staff Interpreters (Ms. Matos, IEP Teacher; Ms. Morales, School Aide; SBST Social Worker: Ms. Melendez; SBST Social Worker (Pre-K), Ms. Alouidor; Ms. Grieco, Teacher; Ms.

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

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

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

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

After, the child is placed in the parent/guardian's selected program within the first ten school days of enrollment, a Placement letter is sent to the parent in their native language. Copies are made prior to distribution and are kept on file in a locked file cabinet in Ms. Mossen's room. Follow up requests are made as needed. The returned letters are stored along with the copies of the originals in the locked cabinet in Ms. Mossen's room. Finally, a spreadsheet is used to keep an updated and accurate record of the parent choices and completion of the Parent Survey and Program Selection Forms. The date of LAB-R administration and Parent Option is entered into the ELPC on ATS.

Upon evaluation of the RNMR, RLAT, and RLER("Y" indicator for NYSESLAT eligible), Continued Entitlement and Transition letters are created and distributed to parents in their requested languages. Copies of the original letters along with a distribution list are stored in the ESL Compliance Binder located in Rm 217.

After reviewing the Parent Survey and Program Selection Forms for the past few years, we have noticed that the majority of our parents chose the ESL program. All are recorded and kept by Ms. Mossen, ESL teacher.

Presently we have available an ESL program for students in K,1,and 2-8.

Trend in Parent Choice Letters

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

Of the 27 identified ELL students in the school, four parents selected the TBE program with one opting to transfer her two children to a Dual Language Program offered at a neighboring school this school year (2011-2012). The parents of the one student from China declined the transfer due to distance. This school year (2011-2012), as of October 10, 2011, one new parent selected the transitional bilingual program as her first choice, and accepted a transfer to a dual language program for her two children.

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

In order to ensure that all ELLs receive the NYSESLAT annually, a RLER ("Y" indicator for NYSESLAT eligible) report is generated from ATS by either Ms. Mossen (ESL teacher), or school secretary, during the last week of March and weekly during the months of April & May, to determine the number of students who are eligible for the test in our building. For extra assurance, a RLAT, RLAB, and RNMR are also generated through ATS and cross-referenced with the RLER ("Y" indicator for NYSESLAT eligible). Subsequently, Ms. Mossen will draft a test schedule for the Speaking, Listening, Reading, and Writing subtests and copies will be given to the principal, the administrators, the testing coordinator, and classroom teachers. A letter will be distributed to the parents in their desired language. The NYSESLAT test booklets and answer grids are stored securely in a closet located in the principal's office. As each component of the test is administered, a security form is filled and signed by the testing coordinator and Ms. Mossen, and the secured items are returned promptly to the closet.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Total	1	1	0	1	1	1	1	1	1	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	5
SIFE	6	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	20	6	2	7	0	3				27
Total	20	6	2	7	0	3	0	0	0	27

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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	2	1	0	3	4	4	1	3	3					21
Chinese								1						1
Russian									1					1
Bengali														0
Urdu														0
Arabic									1					1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other						2	1							3
TOTAL	2	1	0	3	4	6	2	4	5	0	0	0	0	27

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?

Program and Schedule Information

The ESL program at PS/MS 183Q is designed as a free standing pull-out heterogeneous program that provides all language arts and subject matter instructions in English through the use of specific instructional strategies and native language support. The program is available for ELLs in all grades and at all levels. The ESL teacher works closely with the classroom teacher. There are ELLs in all grades at all levels: Beginning, Intermediate, and Advanced. The home languages of the students are Spanish, Amharic, Russian, Tibetan, Arabic, and Chinese.

Students travel to another classroom to receive ESL instruction which is provided by one ESL teacher. The ESL teacher uses methodologies in academic content area instruction to develop English language skills. The ESL program is designed to help students acquire English language proficiency in listening, speaking, reading, writing, and critical thinking using the Cognitive Academic Language Learning Approach (CALLA) method.

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

Staff ensures that all students receive the mandated minutes of ELA instruction per week. In addition, additional instruction is provided for

A. Programming and Scheduling Information

academic intervention services through the daily Monday through Wednesday extended 37 and ½ minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think pair share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A Balanced Literacy approach is used that is consistent with the ELA approach.

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

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

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

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

There are 27 ELLs presently on register at PS/MS 183Q. The ELLs are spread across all grades: Kindergarten, First, Third through Eighth. Most of the ELLs speak Spanish as their first language. The breakdown of ELLs across the grades is as follows:

Grade	K	1	2	3	4	5	6	7	8
Number of ELLs	2	1	0	3	4	6	2	4	5

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

Grade	Beginner	Intermediate	Advanced
K	2	0	0
1	1	0	0
2	0	0	0
3	1	0	2
4	1	1	2

A. Programming and Scheduling Information

5	2	4	0
6	1	0	0
7	2	1	1
8	2	2	1

Home Language Breakdown and ELL Programs

Most ELLs at PS/MS 183 are speakers of Spanish.
 Language Groups Represented at PS/MS 183Q are:

Grade	Arabic	Amharic	Chinese	Russian	Spanish	Tibetan
K	0	0	0	0	2	0
1	0	0	0	0	1	0
2	0	0	0	0	0	0
3	0	0	0	0	3	0
4	0	0	0	0	4	0
5	0	2	0	0	4	0
6	0	0	0	0	1	1
7	0	0	1	0	3	0
8	1	0	0	1	3	0

Beginner, Rodriguez, Wilbin

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	Read Aloud	Guided Reading	ESL(11:10-12:22)	Math	Lunch	Math	Science
Tuesday	Shared Reading(SS)	Guided Read Grps	ESL(11:10-12:22)	Library	Lunch	Math	Block
Wed	Writers Workshop	Gym	ESL(11:10-12:22))	Guided Grps	Lunch	Math	Block
Thursday	Shared Rdg (SS/SCi)	Guided Reading	ESL(11:10-12:22)	Writer's Wrkshp	LUNCH	Math	Block
Friday	Read Aloud	Guided Reading Groups	ESL(11:10-12:22)	Tech	Lunch	Math	Block

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

Intermediate Fernandez, Kimberly

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	ESL(9:00-10:24)	Guided Reading	Writer's Workshop	Math	Lunch	Science	Math
Tuesday	ESL(9:00-10:24)	Guided Reading	Writer Workshop	Health	Lunch	Math	Block
Wed	ESL(9:00-10:22)	Guided Reading	Writer's Workshop	Gym	LUNCH	Math	Conflict Res
Thursday	Shared Reading(SS/Sci)	ESL(10:10-11:05)	Writer's Workshop	Math	Lunch	Science	Math
Friday	Read Aloud	ESL(10:10-11:05)	Writer's Workshop	Art	Lunch	Math	Conflict Res

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

A. Programming and Scheduling Information

Advanced Perez, Natalia

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	ESL(9:00-10:00)	Guided Reading	Writer's Workshop	Math	Lunch	Math	Science
Tuesday	ESL(9:00-10:00)	Guided Rdg Grps	Conflict Res	Library	Lunch	Math	Block
Wednesday	ESL(9:00-10:00)	Gym	Shared Rdg(SS/Sci)	Guided Grps	Lunch	Math	BLOCK
Thursday	Shared Rdg(SS/Sci)	Guided Reading	Science	Writer's Wrkshp	Lunch	Math	Block
Friday	Read Aloud	Guided RdgGrps	Writer's Workshop	Tech	Lunch	Math	Block

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

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

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

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition.

In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers, and by providing dictionaries, glossaries and books in the native languages. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

Plan for SIFE students

After the SIFE student has been identified, the ESL teacher in conjunction with the classroom teacher will make assessment of the student to determine the areas of need. Materials will then be given to supplement as needed. During weekly Team meeting the ESL teacher will review that student's progress with the classroom teacher, and cluster teachers. The discussion of the SIFE will occur weekly where we will address effectiveness of additional support/materials given.

Our school will also continue the buddy system for SIFE students by pairing them with advanced or former ELLs who speak their first language. In conjunction with our school librarian, SETSS teacher, and ESL teacher will make lower level texts available to teachers of SIFEs to complement grade level texts.

As with all ELLs, AM tutoring and after school tutoring are additional services that are available for SIFE students.

Differentiated Instruction Plan for SIFEs and Newcomers

The instructional plan for SIFE and Newcomers (Including those who will be tested in ELA after one year) includes:

1. Activating prior knowledge: word associations, wordsplash relationships, KWL charts, and anticipation guides.
2. Providing a print rich environment: maps, charts, signs, posters with motivational phrases, the alphabet in print and script, the Pledge of

A. Programming and Scheduling Information

Allegiance, etc., lower-grade texts, texts that are written for a lower reading level, high interest, low ability books, native language materials, and bilingual glossaries.

3. Engaging students in hands-on learning:

4. Introducing new vocabulary, new concepts: rephrasing, defining in context, and simplifying, using intonation and pauses for emphasis.

5. Providing multiple opportunities to demonstrate understanding: explanations, acting out, discussing, defending, drawing, etc.

6. Allowing students to work in cooperative groups.

7. When possible, building the native language content and literacy instruction in order to build on English.

8. Using teaching strategies that weave together language and content instruction, such as the SIOP model (Sheltered Instruction Observation Protocol).

Plan for ELLs in school 4-6 years:

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

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

1 Academic Rigor;

2 The use of ESL methodologies during instruction;

3 Alignment of all instruction with the CCS standards and NYS ESL Standards/

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

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

Plans for ELL Special Needs Students

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

To ensure that flexible programming is used to maximize time spent with non-disabled peers we do the following:

-Mainstreaming based on teacher recommendations and through AM tutoring groups, ELL services, and related services

-Integrated Co Teaching (ICT): 40% Special Needs are integrated with 60% General Education

Courses Taught in Languages Other than English

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

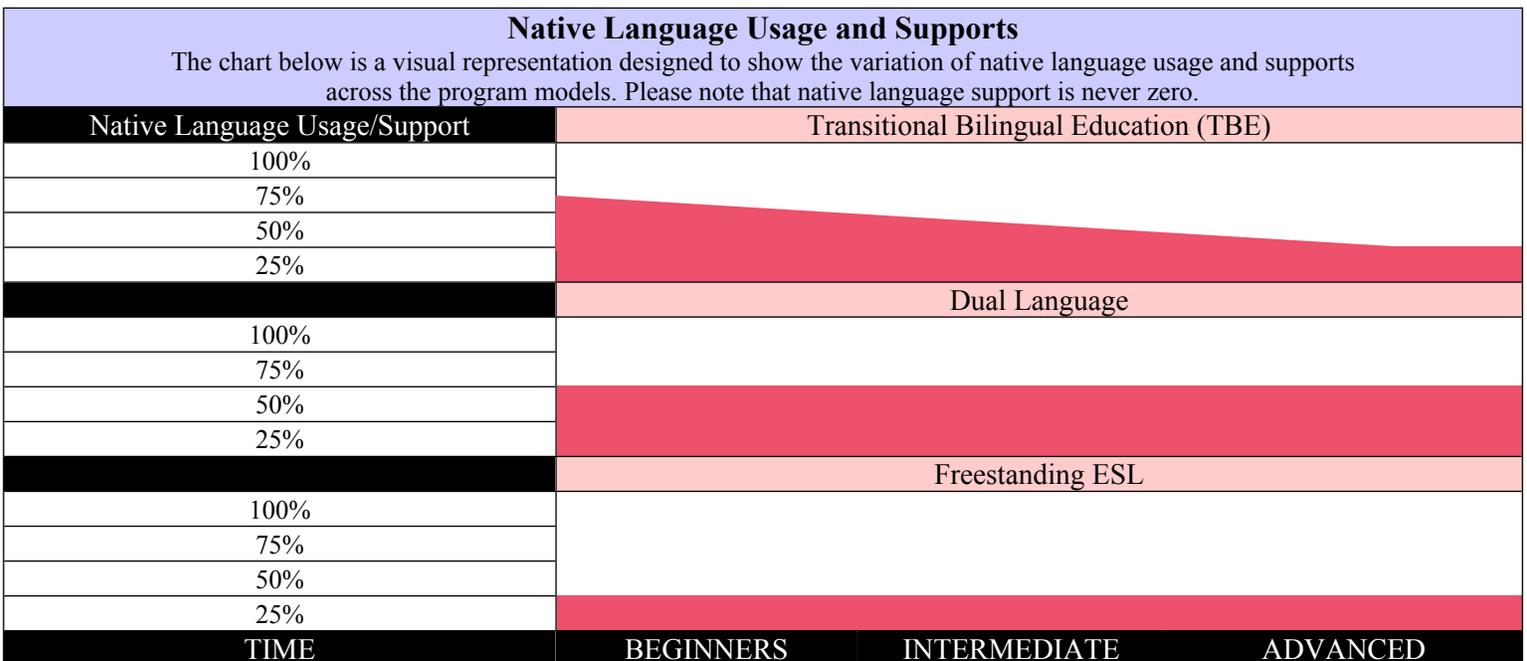
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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?

Programming and Scheduling Information

According to the NYS Science test (Spring 2011), 3 out of 5 fourth graders scored level 1, 1 out of 5 scored a 2, and 1 out of 5 scored a level 3. As for the NYS Math test (Spring 2011), 5 out of 17 ELLs in grades 3-8 scored level 1, 10 out of 17 scored a level 2, and two students scored a level 3. Regarding the NYS Math Regents for our 8th graders (Spring 2011), two ELLs took the test and both students passed the test. The majority of the ELLs scored a level 1 in science and a level 2 in Math.

The Targeted interventions for math, social studies, and science are discussed and planned during our weekly Grade Team meetings where we:

- Develop small group instruction for targeted students
- Review school data (for example, Google Docs & Gradebook)

Targeted Intervention Program for ELLS(AIS)

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

1. Small group instruction provided by AIS teacher in all content areas
2. Extended Day Program available to all ELL students Monday-Thursday from 8:00 a.m. – 8:37 a.m. focusing on all content areas, ie. ELA, math, social studies, and science.
3. Title III F-Status teacher will provide additional small group AIS services to Transitional ELLs.

Transitional Student Support Plan

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

Future Plans for ELL Programs-

We currently offer an ESL program. However, in the future, if enough parents request a Transitional Bilingual Program (15 students with the same Home language, within two consecutive grades) we will provide the program. After school tutoring programs will be discontinued because our budget won't allow it.

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

Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly.

Equity and Access for ELLs to all programs

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

After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students.

Instructional materials including technology/instructional materials in Content Areas

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

We have used and will continue to use Title III funding to support the learning of ELLs. The following materials were purchased:

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

We will purchase additional support materials in Russian and Arabic with Title III funds in order to support our ELLs.

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

Materials:

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

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

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

Native Language Support

Native Language Support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries, glossaries, use of internet and texts in Spanish, Russian, Arabic and Chinese whenever needed. Bilingual glossaries for Social Studies, Math, and Science are available in the classrooms. Students may also use Google translate when necessary. Peers who speak the ELLs NL are "buddied" to give assistance.

Support Services

All ESL students have the support of their teachers, administration, the parent coordinator, Ms. Stillwell, two guidance counselors,

Ms. Peykarian and Ms. Efron, and staff members. The guidance counselor, Ms. Efron assists our middle school ELLs with middle school and high school requirements.

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

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

In the event that a parent/student indicates their intention to register in the school prior to the beginning of the school year, a Welcome Packet including Community Resources; Parent Handbook; Translation and Interpretation Unit information and Parent Coordinator's contact info is given to the parent/guardian along with official registration info and materials.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional Development Professional Development and Support for School Staff

Our CFN provides ongoing monthly professional development sessions. Our staff have attended the following pd thus far:

Staff	Topic(s)
School Secretary	Extended Use CPS Enhance System
Special Education Teacher	Integrated Co-Teaching
Special Education Teacher	Understanding the Special Education Reform
Parent Coordinator	Designing Rigorous Instruction Common Core Learning Standards
Conflict Resolution Teacher	Gang Awareness
Dean	OORS/SOHO:Review the OORS writing and suspension process
Teacher and AP	Citywide Expectation for 2011-2012 in Mathematics
ESL Teacher	ELL Compliance Overview 2011-2012

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

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

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

Teachers, parent coordinators, etc are supported by school leadership in the following ways:

- Grade Conferences
- Instructional Feedback on Observations
- Bilingual Materials
- Network PD offered

Professional Development received by the guidance counselors in order to assist ELLs as they transition are as follows:

- High School Articulation Training
- Middle School Articulation Training
- ACS
- Respect for All

Staff development will include training for all teachers in ESL methodologies. Training will be done by the CFN Specialist for ELL Curriculum and Instruction.

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

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

The minimum 7.5 hours of ELL training for all staff(including non-ELL teachers) as per Jose P. will be provided to all staff in multiple ways. Teachers will participate in ongoing Professional Development in ESL/ELL methodology and strategies to complete the minimum 7.5 hours of ESL training with the ESL Teacher. Teacher/Parent workshops will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELLs. Topics will include literacy, informal and formal assessments, translating the NYSESLAT data into effective instruction for all levels, materials related to ELL education including books and Internet resources. Records will be updated after each session. Attendance, agenda and copy of certificates will be stored in the ELL Compliance Binder located in Rm 217.

All teachers will be encouraged to attend outside workshops on best instructional practices for ELLs.

E. Parental Involvement

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

Parental Involvement

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

Translator assistance is used, if necessary.

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

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

The specific forms, surveys and other tools used to evaluate the needs of our parents are:

- During the registration process language needs are assessed by the trained pedagogue during the informal interview of the parent
- HLIS (The final section of the HLIS allows the parent to state which language they prefer to receive communication, either orally or written)
- Parent Association Meetings (Parents can state any needs that they may have at this time.)
- Ongoing contact with our Parent Coordinator

Ms. Stillwell addresses the needs of our parents as soon as they're expressed. School items that are obtained through donations from local churches (ie bookbags, school uniforms, and school supplies) are distributed to parents in need. For our families in need, during the Thanksgiving holiday, gift cards are given on behalf of donations from Stop and Shop, Citizens Bank, and Costco. A local church also "adopts" some of our families during the Thanksgiving and Christmas holidays to help with meals and/or toys.

Parenting workshops are also provided through Safe-Space, NYPD, Cornell Nutrition, NYCHA, Rockaway Development and Rehabilitation Corp, Addabo Clinic, NYLife Insurance, and the Computers for Youth Program. THE workshops focus on basic educational concerns, health care, job and career training, ID protection, counseling, financial planning and parenting skills. Native language support is provided, when necessary, by the aforementioned resources.

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

Parents will be invited to attend culminating celebrations. Student of the month celebrations will be held in conjunction with PA meetings.

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1		1	1	2	1	2	2					12
Intermediate(I)					1	4		1	2					8
Advanced (A)				2	2		1	1	1					7
Total	2	1	0	3	4	6	2	4	5	0	0	0	0	27

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	2		2	
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)									

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
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.

Analyzing the Data

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

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

Our Grade Teams meet on Thursday mornings to analyze student results and the patterns across proficiencies and grades. The staff involved in the process are:

- All Classroom Teachers
- Cluster Teachers, Out-of-Classroom Teachers, and Guidance Counselors (Twice a month)
- Principal
- Monthly LAP Teams meetings (Starting November 2011)

School leadership and teachers are using the results of the ELL Periodic Assessments the same way they use other data:

- analyze students strength and weakness for lesson planning, small grouping, and to differentiate instruction

In analyzing the results of the tests taken by ELL students in English as compared to the native language it should be noted that the students who are proficient in their native language and who tested in their native language did well. Those who tested in their native language but were not proficient in it fared about the same as those taking the test in English. The one fifth grade student who scored a level 1 in both ELA and Math is a Special Needs student and a holdover. Similarly, the seventh grade student who scored a level 1 on the Math is a hold-over,

over-age and remains at the Beginner level in Reading/Writing with serious attendance issues. Also noted in the analysis of the data is the decline in students achieving a level 3 or higher in Math when you look from 3rd to 8th grade. This directly corresponds to the number of ELL students still testing at the Intermediate level in the upper grades.

Native Language is used in the following ways:

- Libraries in Native Languages
- Peer support (Buddy with student who speaks NL)
- Textbooks in Native Languages
- Items in classroom are labeled in NL

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

Additional Information

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

Paste additional information her

Part VI: LAP Assurances

School Name: Dr. Richard R. Green

School DBN: 27Q183

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Renee Peart-Zachary	Principal		10/26/11

School Name: Dr. Richard R. Green**School DBN: 27Q183****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jessica Romero	Assistant Principal		10/26/11
Jacqueline Stillwell	Parent Coordinator		10/26/11
Cynthia Mossen	ESL Teacher		10/26/11
Della Jackson	Parent		10/26/11
Jocelyn Matos/IEP Teacher	Teacher/Subject Area		10/26/11
Ms. Bernstein/ AIS Teacher	Teacher/Subject Area		10/26/11
n/a	Coach		
n/a	Coach		
Rhea Peykarian	Guidance Counselor		10/26/11
	Network Leader		
SHallonda Daniels	Other <u>.A.P (IA).</u>		10/26/11
Darlene Reeder	Other <u>Family Assistant</u>		10/26/11
Rory Efron	Other <u>Social Worker</u>		10/26/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q183 **School Name:** Dr. Richard R. Green

Cluster: 2 **Network:** CFN 212

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

Part A: Needs Assessment Findings

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

In order to assess our school's written and oral interpretation needs we use the data gathered from the HLIS in order to ensure that all parents are provided with appropriate and timely information in a language they can understand. During registration, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. The parent completes the last two questions of the HLIS indicating their home language(s) and preferences for oral and written communication. After the HLIS is completed and an oral interview is conducted, this information is entered into ATS and noted on the student's cum folder.

The specific forms, surveys and other tools used to evaluate the needs of our parents are:

- During the registration process language needs are assessed by the trained pedagogue during the informal interview of the parent
- HLIS (The final section of the HLIS allows the parent to state which language they prefer to receive communication, either orally or written)
- Parent Association Meetings (Parents can state any needs that they may have at this time.)

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

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

Amharic- 2 students	Arabic-2 students	English —534 students	French— 1 students	Haitian Creole- 5
students	Spanish—79 students			
Urdu- 3 students	Russian- 2 students			
Chinese- 1 student	Romanian- 1 student	Tibetan- 1 student		

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

Part B: Strategies and Activities

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

We will plan ahead to ensure timely provision of translated documents. Translations of signs, report cards, Bilingual Glossaries for DOE Terminology will be provided by our school. Spanish, Italian, and Haitian Creole translations of other documents will be provided by in house school staff and parent volunteers. For example, during our Parent Orientation sessions, parents have the opportunity to receive written materials and view a video in their native languages. Additionally, in the event when translated materials in other languages are not available on the DOE website, we’ll utilize written materials that are available from the Translation and Interpretation Unit’s website.

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

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

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

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

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

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:	DBN: 27Q183
Dr. Richard R. Green	
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>18</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: *The purpose of the program is to supplement the needs of our ELLs according to the data; improve ELLs' skills in ELA, NYSESLAT, Math, and Science through AIS instruction; support teaching and learning in themes and content specific activities.

We have looked at the data most of our ELLs in grades 3-8. For the Spring 2012 NYS ELA, 11/21 scored a Level 1; 9/21 scored a Level 2; 1/21 scored a Level 3; and, 0/21 scored a Level 4. Our goal is that this program will move our ELLs forward to show gains in ELA. According to the NYS Science test (Spring 2012), 0 out of 6 fourth graders scored Level 1, 4 out of 6 scored a 2, 1 out of 6 scored a Level 3, and 1 out of 6 scored a 4. As for the NYS Math test (Spring 2012), 6 out of 24 ELLs scored Level 1, 14 out of 24 scored a Level 2, 2/24 scored a Level 3, and 2/24 scored a 4. The majority of the ELLs scored a Level 2 in science, Level 1 in ELA, and a level 2 in Math.

*The targeted groups are ELLs and Transitional ELLs in grades 5-8. The intended subgroups of ELLs are long-term ELLs, SIFEs, ELLsWD, holdovers, and Transitional ELLs.

*The Title III Program will run for approximately 15 weeks beginning January 29, 2013. The F-Status Teacher will work three days a week (Tuesday-Thursday) from 8:00a.m.- 2:58p.m and will be a NY licensed teacher in TESOL.

* The list of students to be serviced by the F-Status Teacher:

Grade 5: John Carlos Cepeda, Petr Cizek, Natalia Perez, Azita Zeynalova, Wilbin Rodriguez; Grade 6: Kimberly Fernandez, Heidi Cruz, Ephrem Kebede, Frehiwet Kebede, Desteny Tejada, Ahmed Hawter; Grade 7: Odalisse Rodriguez, CHen Wu, Mariah Colon; Grade 8: Joan Lois Sosa, Miguel Batista, Yasmiley Tejada, Victor Lopez, Marcos Lopez.

Each ELL in grades 5-8 will receive 2 periods of service per week from the Title III teacher plus their mandated minutes of ESL instruction as per CR Part 154..

*Small group AIS services will occur in English with NL support.

Part B: Direct Instruction Supplemental Program Information

*The AIS instructional services will use materials for ELA, math, social studies, and science will be:

Kaplan Test Prep for ELA and Math (Workbooks)

Additional Math Supplementary materials(Workbooks and handouts)

Science Test Prep Supplementary Materials(Workbooks and handouts)

NYSESLAT Practice materials(Workbooks)

Technology

Listening Center

Bilingual/ Multicultural Library Books

Dictionaries (Bilingual and Monolingual)

Native Language Support Materials in Russian, Arabic

Ticket to Read Literacy Program

Everyday Math

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:

Professional development will provided in relation and at no cost to the Title III program. Our CFN provides ongoing monthly professional development sessions. Our staff have attended the following pd thus far:

*Title III teacher will receive Direct Professional development monthly by various providers:

Time: DUring monthly faculty conferences scheduled the 1st Thursday of each month (2/7, 3/7, 4/4)

**February Topics: Use of Assessments; Special Education Reform/UDL; CUrriculum Map/Units of Study; Common Core Standards/ Open-ended question strategies; NYS ELA&Math Exam(Revisit changes); Looking at student work/portfolios; Differentiated Instruction-process; SS/Science reviewing Scope&Sequence; Regents Math Preparation; Data Analysis; ARIS Resources

Part C: Professional Development

**February-March: Differentiated Instruction- content Team Building/Inquiry Process; Designing coherent instruction; Using questioning and discussion techniques; Using assessment in Instruction; Data Analysis; CIE; Common Core Standards; ELA/Math Exam Changes; Exit Project; Regents Math Preparation; Revisit core subjects goals; Science/SS

**April-May: Designing coherent instruction; Using questioning and discussion techniques; Using assessment in instruction; TDI Review of Teacher Data; Data Analysis; Differentiating Instruction; Special Education Reform

Staff	Topic(s)
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ESL Teacher	ELL Compliance Overview 2012-2013
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Professional Development The ESL teacher attends monthly ESL meetings provided by the CFN network and other workshops offered through the Office of ELLs. The professional development focuses on topics of compliance and issues dealing with curriculum and instruction such as the ESL Adaptive Balanced Literacy, ESL Standards, QTEL, Math and Science instruction for ELLs as per the ELL/Math and ELL/Science initiatives.

9/12 ELL PD provided by CFN#611

Topics covered: Assessment for ELL services, Parent Orientation, Program Choice, Kindergarten Students, ELLs with Disabilities, Events for Parents, Extension of Services Request

10/12 ELL PD provided by CFN#611

Topics covered: Retrieving and Importing NYSESLAT data from ATS to Microsoft EXCEL, Comparing RLAT and RNMR, Determining ELL's Progress, Interventions

12/12 ELL PD provided by CFN#611

Topics covered: AMAO Estimator Tool, Early Warning Indicator feature, RESI, ATS Access

1/13 ELL PD provided by CFN#611

TOpics covered: Application of the Common Core for ELLs, Academic Language Instruction, Other ELL Matters....

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

Classroom teachers receive on-going professional development on how to differentiate instruction to meet the academic needs of ELL students. Professional development occurs during grade conferences,

Part C: Professional Development

faculty conferences and monthly professional development sessions.

For example, distribution of the Eight LAP Principles along with a brief overview and example of what they might look like in the classroom, would be presented by our ESL teacher. Demonstrations and modeling will be the focus of much of the instructional presentation. The following Program models will be introduced: Sheltered Instruction Observation Protocol and Cognitive Academic Language Learning Approach. Academic Language Scaffolding, realia strategies, including culture are topics that are discussed.

Teachers, parent coordinators, etc are supported by school leadership in the following ways:

- Grade Conferences
- Instructional Feedback on Observations
- Bilingual Materials
- Network PD offered

Staff development will include training for all teachers in ESL methodologies. Training will be done by the CFN Specialist for ELL Curriculum and Instruction.

A review of teacher records will be conducted to assess need for the training to staff. Teachers presently working at our school are long time staff members, many of which were trained. For those teachers that must fulfill the training requirement, training will be provided on site during Lunch and Learns or professional periods by the ESL teacher or the CFN 611 ELL Specialist .

The ESL Teacher works collaboratively with all staff to provide support in assisting our ELL students as they transition from one school level to the next. Examples of supporting staff needs include the following: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

The minimum 7.5 hours of ELL training for all staff(including non-ELL teachers) as per Jose P. will be provided to all staff in multiple ways. Teachers will participate in ongoing Professional Development in ESL/ELL methodology and strategies to complete the minimum 7.5 hours of ESL training with the ESL Teacher. Teacher/Parent workshops will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELLs. Topics will include literacy, informal and formal assessments, translating the NYSESLAT data into effective instruction for all levels, materials related to ELL education including books and Internet resources. Records will be updated after each session. Attendance, agenda and copy of certificates will be stored in the ELL Compliance Binder located in Rm 217.

All teachers will be encouraged to attend outside workshops on best instructional practices for ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents will receive ongoing messages by the school messenger service. The messages go out in the parents home language.

- Parents will be invited to attend culminating celebrations(ie. Halloween Parade and Party, Spring Festivals, and Christmas Shows).
- Student of the month celebrations will be held in conjunction with PA meetings
- Parent workshops will focus on basic educational concerns, health care, and financial planning and parenting skills.

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

We have the following sessions planned for our Parents (Including Parents of ELLs):

*January 22, 2013 Topic: Common Core and the Instructional Shifts Provided by: Ms. Luciano, PS/MS 183 Teacher. Interpretation and translated materials will be available .

*April 2013 (Date TBD) Topic: Grades K-4 Familiarizing Parents of ELLs with the NYSESLAT, ELA, MATH and Science Tests. Provided by the ESL Teacher and our Elementary School Assistant Principal. Interpretation and translated materials will be available.

*April 2013 (Date TBD) Topic: Grades 5-8 Familiarizing Parents of ELLs with the NYSESLAT, ELA, Math and Science Tests. Provided by the ESL Teacher and our Middle School Assistant Principal. Interpretation and translated materials will be available.

By attending these workshops, parents of ELLs will become more aware of the format of these assessments. They will be given suggestions on how they can provide additional support for their child at home. Interpretation and translated materials will be available.

Part D: Parental Engagement Activities

*Ms. Stillwell ,the Parent Coordinator, will address the needs of our parents as soon as they're expressed. Parenting workshops are also provided through CFN 611, NYPD, Cornell Nutrition, NYCHA, Addabo Clinic, NYLife Insurance, and the Computers for Youth Program. The workshops focus on basic educational concerns , ELA Instructional Shifts, health care, job and career training, ID protection, counseling, financial planning and parenting skills. Native language support is provided, when necessary. Also, we'll have onsite services rendered by The New Horizon Counseling Center which will provide diagnostic evaluation psychotherapeutic and aftercare services for parents and students.

These programs are free and funded by the community.

Our GED program, which runs from September through June, is offered Tuesdays, Wednesdays, and Thursdays for parents and adults (ages 21 and up) in room 139. It's funded by the Board of Ed.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
TOTAL		