



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 183 THE ROBERT LOUIS STEVENSON SCHOOL

DBN (i.e. 01M001): 02M183

Principal: TARA NAPOLEONI

Principal Email: TDUDEK@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Tara Napoleoni	*Principal or Designee	
Veronica Humphreys	*UFT Chapter Leader or Designee	
Linda Sussman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Derek Stoldt	Member/ Parent	
Mark Schattner	Member/ Parent	
Amy Goldstein	Member/ Parent	
Jennifer Zaije	Member/ Parent (CHAIR)	
Adam Cooper	Member/ Teacher	
Hillary Weil	Member/ Teacher	
Diane Albert	Member/ Teacher	
Kathy Spergl	Member/ Parent	
Ashley Abelson	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, classroom teachers will participate in monthly literacy cohort meetings and professional development sessions where they will engage in a structured process of studying student writing and implement student checklists and teacher rubrics while collecting exemplar writing pieces in order for all students to engage in self-reflection and goal setting for narrative, informational and argument writing units.

Comprehensive Needs Assessment

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

We will continue our inquiry into the discrepancy between our high level readers who perform at Levels 1 & 2 on the State ELA exam . Last year's study of Accountable Responses and the student work from the performance tasks, along with observations by school leaders illuminated writing volume, structure and elaboration as areas to further develop. By studying the item analysis and on-demand writing of the students, we see a trend where increasing volume, organization and elaboration skills will increase student performance.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Staff members will continue to work with Teachers College Reading and Writing Project (TCRWP), and the reading and writing units published by TCRWP will be taught K-5 classrooms.
2. Teachers and students will gain an understanding of assessment tools (rubrics and checklists) provided by TCRWP.
3. On-demand writing pieces will be administered and analyzed throughout the year.
4. Teachers will identify exemplar student writing for each genre of writing (narrative, informational, opinion).
5. Staff will continue to use Google Drive to document student literacy outcomes for targeted groups of students and to document literacy cohort meeting agendas.
6. K-5 teachers will track student progress in reading by administering TC assessments 4x a year; Progress will be entered in AssessmentPro 4x a year.

B. Key personnel and other resources used to implement each strategy/activity

1. a. K-5 teachers will utilize TCRWP curriculum resources in classrooms: Units of Study (UoS) in Writing books, content support books for UoS, and online TCRWP resources.
 - b. Teachers will participate in 20 staff development days with TCRWP consultants (10 days for K-2, 10 days for 3-5).
 - c. Select teachers from each grade will participate in specialty study groups and will then turnkey the information to their grade-level colleagues.
 - d. Principal and AP will attend TCRWP conferences.
2. a. Literacy coach will facilitate monthly meetings to familiarize staff with rubrics and checklists provided by TCRWP. All K-5 teachers will attend meetings 1x per month. Either Principal or AP will participate in all meetings as well.
 - b. Teachers will use grade-level rubrics to analyze student work in order to set instructional goals for the class and individual students.
 - c. Students will use checklists to analyze their own writing in order to set writing goals for themselves. Students will also use checklists to analyze classmates' writing in order to help their classmates set writing goals.
3. a. Teachers will ask all students to write on-demand writing pieces for each genre (narrative, informational and opinion) a minimum of 2x for each genre.
 - b. Teachers will analyze on-demand writing against grade-level rubrics and plan next steps for instruction. This will take place during literacy cohort meetings, grade-level meetings, and staff development days with TCRWP consultants. Teachers will do this work with the support of grade-level team, literacy coach, TCWRP consultants, Principal and AP.

4. Teachers will identify exemplars during staff development days and grade-level meetings. Teachers will do this work with the assistance of the grade-level colleagues, the literacy coach, and the Principal and AP.
5. Teachers and literacy coach will enter notes and literacy outcomes for identified students identified in our inquiry group (see Comprehensive Needs Assessment). Literacy coach and/or Principal or AP will enter literacy meeting agendas into Google Drive.
6. Teachers with review by school leaders and support staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will map out teaching points with grade-level teams, TCWRP consultants and literacy coach in order to ensure a shared understanding of curriculum. Teachers will discuss progress of TCRWP units at grade-level meetings.
2.
 - a. Teachers will grade sample student writing against rubrics at literacy cohort meetings. Teacher will do this work with the assistance of the literacy coach, TCWRP consultants and the Principal and AP in order to norm their understanding of grade-level expectations. Teachers will then identify and agree upon the most important instructional outcomes for the student.
 - b. Students will demonstrate an understanding of checklists and be able to use these tools without teacher assistance (independently or with a partner). They will be able to identify appropriate writing goals by comparing their writing (or a partner's writing) to the checklist.
3. Teachers will administer on-demand writing tasks for each genre of writing (narrative, informational, opinion) prior to teaching the first unit in each genre. Teachers will then administer another on-demand writing task for each genre later in the year (either after the first unit is completed or before the next unit of the same genre begins) in order to track student progress and identify continued student goals.
4.
 - a. Teachers will be able to explain components of a student writing piece that make it an exemplar. Teachers will then use identified exemplars in class in order to show students grade-level expectations for the genre.
 - b. Students will be able to look at an exemplar writing piece and explain the things the writer did that make it a good example of writing for their grade-level.
5. K-5 teachers, the literacy coach, and the Principal and AP will be able to access Google Drive. These staff members will display an understanding of the goals and agendas detailed on Google Drive.
6. K-5 teachers, school leaders and support staff have access to data in AssessmentPro.

D. Timeline for implementation and completion including start and end dates

1.
 - a. Throughout the year, teachers will request planning time with grade-level colleagues in order to map out teaching points and discuss understanding of units.
 - b. Teachers will meet with TCRWP consultants 10 days throughout the year
 - c. Literacy coach will attend coach meetings offsite 10 days throughout the year.
 - d. Principal and AP will attend TCRWP meetings offsite throughout the year.
2.
 - a. Teachers will attend literacy cohort meetings take place 1x per month
 - b. Students will use checklists throughout the year for all units of study.
3. Teachers will analyze on-demand writing a minimum of 6x throughout the year (2x minimum for each genre).
4. Teachers will identify exemplar writing pieces for each genre 3x throughout the year (minimum 1x per genre).
5. Literacy coach and/or Principal/AP will enter notes and data into Google Drive after every literacy cohort meeting (minimum of 1x per month).
6. AssessmentPro entry in October, January, March and June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. TCRWP Units of Study in Writing books and corresponding resources (content support books for UoS, and online TCRWP resources) purchased using NYSTL funds and Tax Levy FSF is allocated for full-time literacy staff developer
2. Per-diem allocated for staff development days with TCRWP staff developers
3. Scheduling for on-demand assessments integrated into unit plans.
4. Per-session allocated, if needed, for additional time identifying exemplars with teacher teams
5. Wednesday extended time PD time allocated, if needed, for reviewing cohort student data and making instructional plans

6. Professional development time offered for implementation of AssessmentPro during staff meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PS 183 is fortunate to have an involved and vibrant parent body. While we are not a Title 1 school, we consistently seek opportunities to involve our parents in the educational life of their children. We have dedicated workshops during PTA meetings, including one focused on writing rubrics and exemplars. School Principal holds, "Tea with Tara" throughout the school year to share current initiatives and increase parental involvement. We also provide regular updates in our weekly update and quarterly newsletter. We focus on instructional topics in these publications throughout the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, we will continue to align math lessons to the Common Core Standards by increasing the ability of student's justifying their conclusions, communicating them to others and responding to the arguments of others, (Standards for Practice 3.)

Comprehensive Needs Assessment

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

Our current state math exam data shows 78% of students at Levels 3 & 4. Reviewing student work from our 2012-13 math study we notice a continued need to deepen students' ability to explain their thinking to represent their mathematical understanding. In addition, we have observed the need for teachers to have sustainable math instructional resources that align to the CCS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Revise pacing calendar to further align the expectations of the CCS to allow for greater depth in the domains of focus and refine questioning techniques and representations that promote understanding of mathematical concepts.
2. Build content knowledge of grade-level and cross-grade mathematics to better understand developmental sequence, in order to better meet range of needs.
3. Create more structures to support children performing below 70th percentile.

2. Key personnel and other resources used to implement each strategy/activity

1. Our math coach, will help teachers integrate curricular materials and revisit pacing calendar. Teachers will work with each other and with math coach in grade-level meetings on questioning and representing across domains.
2. Math coach will attend professional development facilitated by Kerry Cunningham (network CFN 103), along with a 2nd grade teacher, and professional development facilitated by Kate Abell (CFN 102). She will in turn build content knowledge in individual and grade-level meetings.
3. Math coach and teachers will share strategies for RTI. School will pilot use of adaptive learning computer environments (e.g., Dreambox) to build foundational skills.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Agendas and documents from monthly math teacher team meetings. Students will engage with mathematical challenges aligned with Common Core standards. Student work will reflect standards of practice as well as content. Throughout the year during monthly math grade team meetings, we will re-evaluate pacing to best meet needs.
2. Teacher feedback at teacher team meetings. Students will justify their thinking in words and representations, and question others. Classroom resources will include models of representation. Throughout the year teachers will maintain samples of student posters that reflect thinking. Samples will be collected for each unit of study.
3. Teachers will identify developmental milestones and scaffold in individual and small-group conferences. Lower-performing children will make sense of mathematical challenges with greater confidence and accuracy as evidenced by review of student work compared to baseline and benchmark work. School purchases licenses for Dreambox Learning adaptive software in fall and pilots in ICT classes and Extended Day throughout year.

4. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. October 2013-June 2014
3. October 2013-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Using NYSTL textbook funds, we will supplement our core curriculum of TERC Investigations with sequences from Engage NY and Contexts for Learning.
2. We allocated FSF towards a full-time math staff developer. Math coach will use student work and excerpts from *Developing Mathematical Ideas* and *Classroom Discussions* to study accountable talk and visuals. TL funds allocated to per-diem to cover substitute teacher costs during workshops and planning days.
3. Activities to support lower-performing children will draw from resources such as Dreambox Learning, Contexts for Learning, and All About Math. We will use our TL IEP funding and FSF towards two full time Special Education teachers so we can increase our intervention and targeted services.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, teachers will identify and implement an intervention approach to reading instruction that provides individual supports and specialized instruction aligned to the needs of the student's goals and to the Common Core standards in order to increase reading levels for students with Individualized Education Plans.

Comprehensive Needs Assessment

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

academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will be identified and trained to facilitate F&P and Just Words instruction.
2. Students in grades 4 and 5 will be screened for Just Words and students for F&P will be identified by reading levels.
3. Identified students will work with intervention teacher in a small group at a minimum of 2x week

2. Key personnel and other resources used to implement each strategy/activity

6. 5-6 teachers for Fountas and Pinnell and 4 teachers for Just Words using Fountas and Pinnell Intervention Benchmark System and Just Words curriculum materials
7. SETSS teachers will facilitate screening of students and review data to create F&P groups
8. Scheduling will be done so that students meet with intervention teacher at a minimum of 2x week

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will sign up to be trained in F&P or Just Words.
2. Fountas and Pinnell student progress will be tracked informally in a google doc and formally into AssessmentPro 4x per year.
3. Teachers facilitating Just Words will keep anecdotal notes on progress of their students.

4. Timeline for implementation and completion including start and end dates

1. F&P will be launched in early October, 2013 with teacher training in September 2013 facilitated by teacher colleagues.
2. SETSS teachers will conduct Just Words student screenings in September 2013
3. Just Words will be launched in November 2013-June 2014. F&P September 2013-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per-Session, if needed, will be offered for teacher training.
2. F&P Intervention Materials and Just Words resources will be ordered and made accessible to teachers. NYSTL funds will be allocated to purchase resources.
3. Extended Day will be allocated for F&P instruction. Just Words will be scheduled during the school day by surveying classroom schedules.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PS 183 is fortunate to have an involved and vibrant parent body. While we are not a Title 1 school, we consistently seek opportunities to involve our parents in the educational life of their children. We have dedicated workshops during PTA meetings, including one focused on each of our school goals. School Principal holds, "Tea with Tara" throughout the school year to share current initiatives and increase parental involvement. We also provide regular updates in our weekly update and quarterly newsletter. We focus on instructional topics in these publications throughout the year. Students participating in intervention are offered ongoing parent/teacher conferences or updates via the phone or e-mail.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, each grade level cohort, with support from the teacher leaders of the Technology Committee, will select at least one mode of technology to pilot in classrooms in order to further integrate technology into literacy and mathematics instruction.

Comprehensive Needs Assessment

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

Each year we survey our parent and teacher communities on their perspective of various elements of the educational and community life at PS 183. Our SLT survey indicated that teachers and families have indicated the desire to increase opportunities for integrating technology into our curriculum. The School Leadership Team launched our needs assessment during the 2012-13SY, so that we could create a “roadmap” for this work. We currently have SmartBoards in our K-5 classrooms, Laptop carts in our 4th and 5th grade classrooms and some digital cameras and iPads. Our needs assessment includes procurement, professional development and implementation strategies. We are in year 1 of our 5 year vision.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will identify a mode of technology to pilot
2. Teachers will meet 1x month to share tips and best practice ideas for integrating technology and school website will be updated to include resources and integration plans
3. Surveys will be administered to gather community feedback

2. Key personnel and other resources used to implement each strategy/activity

1. K-5 classroom teachers
2. K-5 classroom teachers, Technology committee and Technology teacher
3. Technology committee and Technology teacher

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

6. Grade meeting and purchase orders
7. Exit slips during monthly tech. meetings and review of website along with submission of unit/lesson plans and instructional artifacts
8. Technology committee and SLT surveys

4. Timeline for implementation and completion including start and end dates

1. September-November 2013
2. November 2013-June 2014
3. September 2013-June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Time allocated monthly for grade team meetings for technology with NYSTL Hardware and Software allocations to purchase pilot technology. Grant funds that have been acquired by the PTA that are specifically allocated to technology procurement and PD.
2. Extended Day PD 1x monthly will be scheduled for teacher PD. Fair Student Funding for per-session and/or PD coverage for teacher teams to participate in webinars on their focused technology and teacher turn-key.
3. Per-Session allocated for committee members to meet monthly

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

PS 183 is fortunate to have an involved and vibrant parent body. While we are not a Title 1 school, we consistently seek opportunities to involve our parents in the educational life of their children. We have dedicated workshops during PTA meetings, including one focused on each of our school goals. School Principal holds, "Tea with Tara" throughout the school year to share current initiatives and increase parental involvement. We also provide regular updates in our weekly update and quarterly newsletter. We focus on instructional topics in these publications throughout the year.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

a. Strategies/activities that encompass the needs of identified subgroups

1.

b. Key personnel and other resources used to implement each strategy/activity

1.

c. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4.

d. Timeline for implementation and completion including start and end dates

6.

e. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

	<ul style="list-style-type: none"> c. Guided Math/Strategy Lessons d. Conferences e. Modified materials <p>Tier II intervention:</p> <ul style="list-style-type: none"> a. At-risk instruction with SETSS teacher or math coach <p>In-direct support with staff developer and teacher to create modified materials</p>	<ul style="list-style-type: none"> a. Small group 	School day and after school
Science	<p>Differentiated instruction in all classes – Tier I Includes:</p> <ul style="list-style-type: none"> a. Repeated exposure to practice skills b. Conferences c. Modified materials 	<ul style="list-style-type: none"> a. Small group b. One to one c. Small group 	School day
Social Studies	<p>Differentiated instruction in all classes – Tier I Includes:</p> <ul style="list-style-type: none"> a. Pre-teaching content b. Presenting information through different learning styles c. Guided Reading/Strategy Lessons d. Conferences e. Modified materials 	<ul style="list-style-type: none"> a) Small group b) Small group c) Small group d) One to one e) Small group/Individual 	School day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Cycle of sessions with guidance counselor	Group and one to one	School day
	Rainbows for students who have single parent/non-parent homes	Group	After school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
5. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
School Wide Program (SWP)	Targeted Assistance (TA) Schools	x	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

2013-14 SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 183
School Name Robert Louis Stevenson		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Tara Napoleoni	Assistant Principal Jennifer Leventhal
Coach Nina Liu	Coach Jessica Hennigan
ESL Teacher Annette Burton	Guidance Counselor Jara Milman
Teacher/Subject Area type here	Parent Linda Sussman
Teacher/Subject Area type here	Parent Coordinator LuAnn Propper
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	605	Total number of ELLs	33	ELLs as share of total student population (%)	5.45%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	4				1									5
Pull-out	1	2	2	2	3	2								12
Total	5	2	2	2	4	2	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	32		1	3		3				35
Total	32	0	1	3	0	3	0	0	0	35

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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		1	1	1	1	1								5
Chinese	2			1	2									5
Russian			1		1									2
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean					1									1
Punjabi														0
Polish														0
Albanian					1	1								2
Other	3	6	2	5	3	1								20
TOTAL	5	7	4	7	9	3	0	0	0	0	0	0	0	35

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5	2	1	5	2	1	0	0	0	0	0	0	0	16

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	1	0	1	1	0	1	0	0	0	0	0	0	0	4
Advanced (A)	4	2	4	3	2	0	0	0	0	0	0	0	0	15
Total	10	4	6	9	4	2	0	0	0	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	1		3
4		2			2
5	1	1			2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2			1	1			1	5
4	1				1				2
5		1	1	1	1				4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1				2
8									0
NYSAA Bilingual (SWD)									0

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS183 uses Columbia University Teacher's College Assessments for the Kindergarten through 5th grade student literacy profile. In kindergarten and first grade, we first test children's ability with Concepts of Print, followed by use of sightword lists. For all grades, we use running records. Every student in the school is given a spelling inventory. Classroom libraries have been indexed according to Fountas & Pinnell's leveling system, to make it possible to match students to appropriate books at their individual independent and instructional levels. In addition to formal assessments four times a year, other assessments are conducted as needed in order to measure progress towards benchmarks and to plan instruction accordingly.

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

100% of our school's ELLs made measurable progress on the 2013 NYSESLAT, over previous tests. In some cases children advanced in only one year from beginner on the screening instrument (LAB-R) to exit proficiency on the NYSESLAT. The 2013 assessment is the first year that proficiency in each of the four modalities was specified; in prior years only two modality combinations were ranked (listening plus speaking, or oracy; and reading plus writing, or literacy). Now it's possible to look at each child's results on each modality and see how proficient (or how far from proficient) the raw scores for listening, for speaking, for reading, and for writing were.

Excluding the children who entered during or just prior to testing, and excluding those who exited the program (36% exited, counting those who have since been discharged), but including the special education students, 30% were proficient in one modality, 40% were proficient in two modalities, and 30% were proficient in all but one modality.

The only students (five of them) who didn't score at proficiency level on at least one modality were those who entered in late spring as non-speakers or who left during testing and therefore only had prior years' scores to analyze. Of 7 ELLs with learning disabilities, 3 exited, and all who didn't exit were proficient in one, two, or three modalities.

No child scored lower overall than on previous tests, except for a child who took the LAB-R and the NYSESLAT the same week he entered. He scored advanced on the overly easy screening test and beginner on the very demanding exit test, in the same week. Some seemed not to make progress when judging from only the overall level, but when the individual modality scores were scrutinized it was revealed that all had achieved exit-level proficiency on something, even the children with learning disabilities and IEPs reducing their grade advancement criteria.

Looking for program weaknesses by seeking patterns in specific modalities of those who did not exit, the conclusion has to be that individual differences are more operant than program weaknesses. None of the ELLs with disabilities were proficient in listening, but all were proficient in writing. Of the general ed students, 88% were proficient in reading, 55% were proficient in

listening, 44% were proficient in writing, while only 22% were proficient in speaking. Since most ELLs are quite reserved about speaking in front of large groups, and since mainstream teachers are more focused on the content than on the form of utterances and are loathe to embarrass students by correcting their grammar and word order, nearly all the oral corrections many get occur during the small group work with the ESL specialists. The ESL teachers stress the importance of recasting spoken errors correctly during the monthly professional development sessions with mainstream teachers.

4. For each program, answer the following:
 - a. 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?

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

Previously, students at our school who had received more than three years' services showed greater fluency in oracy skills as compared to literacy.

Our ELLs without IEPs have made impressive scores on the standardized tests, some scoring 4s on math. By contrast, students transferring from other schools enter with oral skills superior to their literacy skills. Any child who doesn't advance in levels annually captures the attention of the Pupil Personnel Team that meets weekly to discuss at-risk children. Whenever an ELL is on the agenda, one of the ESL teachers is invited to attend the meeting. As the years of ESL service mount for any individual ELL, the PPT is sure to have discussed and put in place additional interventions for that student, including parent outreach and support.

The child's native language is used when possible to scaffold to new information presented in the monolingual English classroom setting. This is done by use of cognates when applicable (this is rare however, since most of our school's languages are etymologically unrelated or only distantly so to English), and by encouraging and teaching use of bilingual dictionaries. The school has purchased copies of these, and children are taught to make content-specific glossaries for themselves.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [*RTI Guide for Teachers of ELLs*](#).)

Classroom assessment is used to flag students performing below the teachers' expectations, following the three steps of the RTI framework. If a flagged student is an ELL or former ELL, an informal colloquial communication is begun, often via email, and then followed up during the 50 minutes of weekly RTI provided by the school on Wednesdays after school from 2:50 till 3:40, expressly for such collaboration. Students who are deemed at risk are given targeted instruction in their areas of need and their progress monitored by the ESL teacher, the classroom teacher, and the PPT (pupil personnel team), which meets half a day weekly during school hours. The PPT consists of service providers such as the guidance counselors, a reading specialist, speech teachers, OT and PT specialists, SETTS teachers, administrators, and representatives from the SBST (School-Based Support Team, including an educational psychologist, a social worker).

6. How do you make sure that a child's second language development is considered in instructional decisions?

Instructional decisions are always made with the student's progress along the generally accepted four-stage continuum of language acquisition. For example a student in the silent period would not be required to talk about or write into a Venn diagram comparing and contrasting a picture book and movie covered in class using English, but would be encouraged to use the native language to complete the diagram. In this instance, the communication of what the Venn is could be accomplished using symbols such as the equal marks and the Is-not-equal-to sign, or pictures, or colors. The parents would be included by providing an explanation, and could follow up at home. An important literature task would have been successfully done albeit by a student whose English is at the Stage I level. If there is another student in that lesson who is at a later stage on the continuum and who speaks the same home language, it gives a great feeling of satisfaction to be able to help his/her newcomer classmate.

7. 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?

Our school does not have a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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

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.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parents of LAB-R testees are sent a letter informing them of state guidelines on language screening just as soon as the HLIS documents have been examined. Three subsequent packets of information are prepared: one for each child eligible for services based on LAB-R results; one for each child continuing to be eligible based on the previous spring's NYSESLAT scores; and a separate one for each child deemed ineligible according to test scores. A checklist is prepared with each child's name followed by a

column for each entitlement letter, meeting notice, score notification, preference form, email form, a PS183 ELL information questionnaire, date of testing, student number, and class assignment. If a form requiring parental signature is not returned, the parents continue to be sent reminders until all paperwork has been returned. On rare occasions the parents are approached with replacement forms to sign when they pick their child up after school. The returned surveys and letters, as well as the sign-in sheets collected at the parent orientation meetings are stored in a file cabinet in the ESL office.

One hundred percent of the new families came to the parent orientation meeting in fall of 2013. They were all sent reminders of the meeting via email, and some had watched the video explaining the three types of bilingual choices before the meeting. The survey and program selection forms were signed and collected at the meeting, and the ELPC for all new ELLs was duly completed within two days of the meeting.

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.

ELL students' program placement is determined by their parents' responses on the program selection survey. Their service delivery schedule is set up based on their test scores on the LAB-R and if applicable the previous spring's NYSESLAT. Students who score at the advanced level receive three hours of ESL per week while those scoring lower get twice that amount. The schedule is currently designed to group no more than two consecutive grades together, and to avoid students' missing activities such as music, art, gym, computer, and dance which are less linguistically demanding while they are acquiring language, as well as special classes taught by the science specialist, which though linguistically demanding are important in preparation for the fourth graders' state exam in science. The criteria for placement and for scheduling are communicated to parents via email, at the parent orientation, and during parent teacher conferences. Translators are rarely necessary since most of our ELLs' parents are professionals working at neighboring research facilities and their written command of English is quite good (in most cases better than their oral proficiency).

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teachers with the approval of the school's test coordinator set up schedules each year for each ELL in the school to take exams in all four modalities during the period set aside for their administration. An ATS roster of students eligible to take the tests (the RLER) is run before and during the test period. Additionally, ELLs' parents are given advance notice that the consequence of taking a child out of school for a trip during the NYSESLAT will result in the child's automatically requiring an additional year of service in the coming year.

6. 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.) 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. 

One hundred percent of the parents for as many years as they've had the choice have requested that their children receive only ESL instruction. Our school has never had enough speakers of a single language to have self-contained bilingual classes, and further, bilingual programs elsewhere in the city don't match the needs of the large number of low-incidence languages in our community. Of PS183's ELLs' languages, one and a half times as many fall into the "other" low-incidence category as compared to those the city considers high-incidence ones. If in the future parents were to request a bilingual or dual language program, they would be referred to the website ELLProgramTransfers@schools.nyc.gov. And of course if the demographics of our community were to change so there were at least 15 students with the same home language in two contiguous grades, then the school would open a bilingual program here. Forms for parent options are kept in the school both as hard copy and in electronic form.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

PS183's free-standing ESL program includes push-in and pull-out instruction. Push-in is used when possible, but students requiring more individualized instruction are pulled out for private tutoring as well. All ESL students have a grade level meeting three hours a week, with heterogeneous linguistic skills. Students who require twice that number of instructional minutes receive additional instruction in the mainstream classroom, or in small pull-out groupings of no more than two consecutive grades per group, and some have extra ESL instruction in extended-day sessions as enrichment.

Two groups of kindergartners are taught in the classroom. A first grade beginner group, a second and third grade beginner group, and a fourth grade beginner group, receive small-group pull-out instruction, in addition to lunch club instruction with linguistically advanced students. The number of times per week students work with the ESL teachers is determined primarily by students' test scores and teacher recommendation.
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)?

Beginner and intermediate level students receive a minimum of 360 minutes per week with a fully certified ESL teacher. This includes instruction in math language and math skills, as well as the language arts skills of speaking, listening, reading and writing. Advanced students receive more reading- and vocabulary-intense instruction, and they receive an additional minimum of in-class ELA literacy instruction delivered by common branches certified teachers.
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 foster language development and meet the demands of the Common Core Learning Standards.

Laptops were issued to older nonspeakers, with the homepage set up as a translator for use by classroom teachers as well as the students. The first language translation can be either audible or written. Teachers often push in to language-intense classes such as science, to ensure that the nonspeakers are able to access content-specific vocabulary. The ESL teachers use electronic translation for younger students as well during push-in when necessary. For those students who have begun to acquire basic English fluency, the teachers use context-rich methods such as drawings, pantomime, and simplified syntax and lexicon, e.g., to ensure the students' comprehension.

Native languages of those with double mandates currently include Japanese, Russian, Albanian, Korean, Chinese, Thai, and Hebrew. Advanced speakers also include Portuguese, Turkish, Spanish, and Norwegian as well.

To ensure the teaching of content areas to ELLs, the ESL teachers work closely with the science teacher in grades one through five. Classes are all taught in English so teachers and ELLs use the electronic translation programs and bilingual dictionaries to aid comprehension of topics being presented. ELLs who aren't literate in the home language get additional help from their parents, who attend a weekly parent class jointly taught by the ESL teachers. With the ability to understand and use content vocabulary, ELLs are not only more comfortable but also more successful in content areas.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

All ELLs take state tests with allowable accommodations—even the preliminary baseline tests given to establish a starting point: they are allowed longer testing times, they take tests in locations separate from their monolingual classmates, they may use bilingual glossaries, they may use translated exams when available for high-incidence languages, and when unavailable (for low-incidence languages) the services of adult translators are arranged.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Each ESL lesson includes speaking, listening, reading, and writing tasks. The senior ESL teacher has trained 42 NYU graduate students for bilingual certification in her two decades at the school. There are usually therefore at least two adults working with individual students in every session so that each child gets enough individual attention to ascertain whether progress

is being made in the four modalities. Pages for notations apropos these observations are maintained in the lesson plan binder, and the information is communicated when appropriate to both teachers and parents. For example, if a child needs extra attention paid to a discrete encoding skill such as the silent e for long vowels, an email might be sent to the classroom teacher or to the at-risk specialist or private tutor working with that child. The same follows for other modalities of course. A detailed progress report divided into those four modalities, with an additional section for group participation, is prepared twice a year for teachers and parents.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. Many of our students reenter home country schools after only a year or two in this country, since a significant number of their parents are here only on temporary work visas, often doing scientific research at surrounding teaching hospitals, with no intention of staying in the United States. Quite a few children from these highly educated families do have time to acquire enough English skills to test out of ESL very quickly; as a matter of fact, of the ELLs who tested out of ESL on the last NYSESLAT, 75% were newcomers here for less than 3 years. The others have been here longer but are special education students. Instruction for first-year ELLs focuses on maintaining rudimentary content progress during acquisition of English orthography and literacy, and basic interpersonal conversation skills. In the second and third years in this country, the students are pointed toward enhancing performance on the ELA with test preparation especially in the mechanics of test taking (bubbling, question vocabulary, etc.), while continuing work on literacy skills (use of graphic organizers, paragraph construction, etc.).

c. Those students on the other hand who have received ESL services for a longer period of time receive special attention in an effort to determine and address the individual issues preventing their doing well enough on the spring exam to leave the program. This may take the form of intervention by at-risk specialists, or tutoring sessions in one-on-one sessions with ESL teachers and TESOL graduate students, or participation in after-school programs run by certified pedagogues. Our school's extended day program targets small subgroups of students below grade level in content areas, and there are also pedagogues available through the schoolweek who work with at-risk students. A Pupil Personnel Team consisting of service provider specialists meets two hours weekly, where students of concern are discussed and recommendations made for early intervention, before any full-scale individual evaluations are begun.

d. Our school has only one student who has completed 6 years as ELL, a student who repeated third grade and receives special ed services (since we only go through 5th grade, a student must have repeated a grade to have completed 6 years of service). Any other fifth grader who had been held over but never been able to exit by scoring high enough on the NYSESLAT, would also have received the specialized attention described in subquestion c, and would probably be referred for evaluation to diagnose specific disabilities better addressed by specialists with training other than the ESL teachers' advanced degrees in applied linguistics.

e. Our school's former ELLs, for two years following their NYSESLAT proficiency score, receive the same testing accommodations on state tests that current students receive. The exams are proctored by their former ESL teacher, so the students feel comfortable to be included in the groups with the same testing accommodations. In addition the ESL teacher keeps in close contact with their classroom teachers, offering advice about linguistic considerations that may still affect the students' academic performance, and suggestions for meeting their needs. Also see question 8 below.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school's ESL teachers push in to content area classes as well as general classroom times. They conduct ESL lunch-bunch clubs at each grade level to provide a relaxed and pleasant change of scenery for social interaction supplemental to

ordinary unsupervised lunch sessions. Lunch bunch activities include story-telling, read-alouds, children’s news magazines (Weekly Readers or Time for Kids), and guided experience-sharing to elicit speech from quieter speakers hesitant to vie for space under other circumstances. Students who were former ELLs also participate in the lunch bunch club sessions.

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

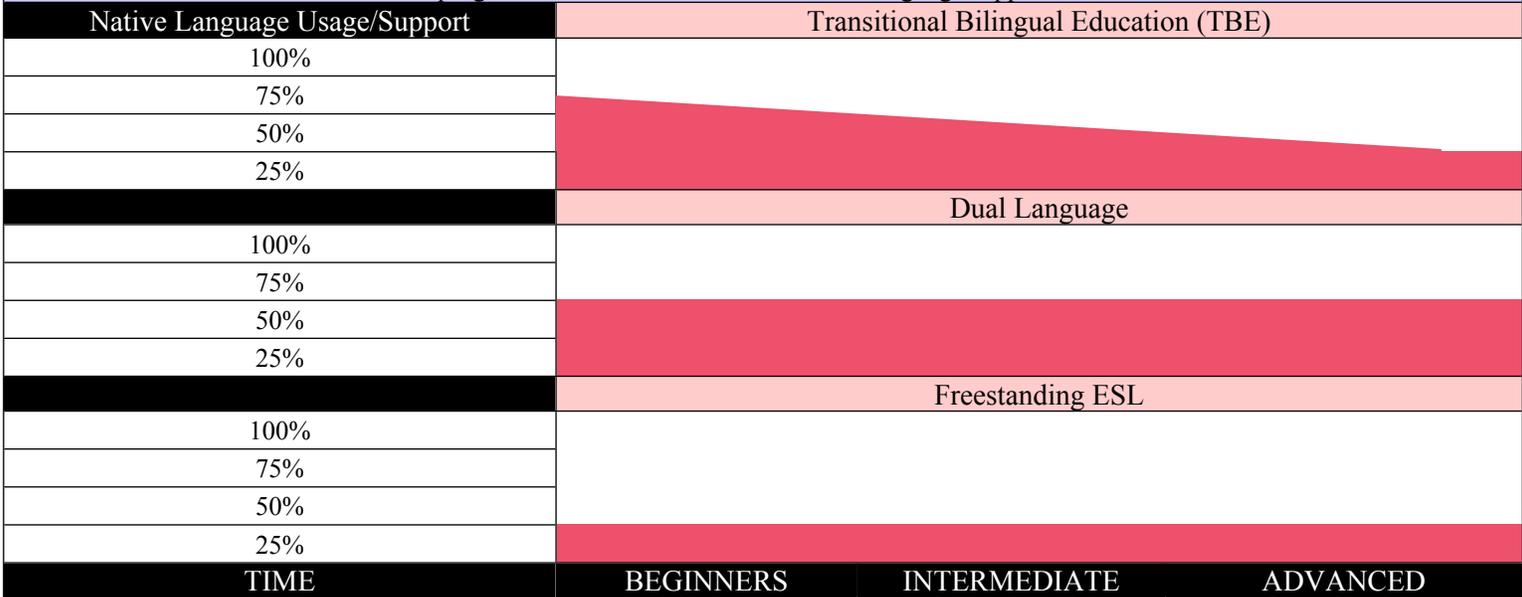
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Evidence of the PS183 ESL program's reputation is highly effective is that newcoming parents from other countries actually have told us they moved into the neighborhood expressly so their children would learn English in this particular ESL program. One of the ESL teachers even received a state-level award for Outstanding Teacher. Quantitative proof that PS183's ELLs are thriving includes the high percentage of newcomers who achieve proficiency and exit the language program (75%) and the high percentage who score above grade level on state math (85%) and science exams (100%), excluding the students with certified disabilities impacting their grade level performance and who therefore have reduced requirements as per IEPs.

11. What new programs or improvements will be considered for the upcoming school year?

All ESL services for kindergartners are delivered in the classroom. This was possible because all the kindergarten ELLs are in one of two classrooms: one general ed classroom, and one ICT classroom (this model has 60% "typical" students--not ELLs in other words--and 40% students with Individual Education Plans). There is only one ELL kindergartner with an IEP, but he is mandated for 6 hours of instruction weekly; therefore, the ESL teacher at our school only 2 days a week spends half her time with this one child in order to meet New York state mandates. Pushing in affords the early childhood ESL specialist the opportunity to observe ELLs in their homeroom environment, as they interact with the teacher and participating (or not) in whole-group activities. Children thus have more exposure to monolingual class discussions and peer conversation.

12. What programs/services for ELLs will be discontinued and why?

No programs have been discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

ELLs are grouped by grade level in groups that include both beginner levels and advanced. However groups of literate newcomers are taught in groups including two contiguous grade levels for second + third, and fourth + fifth; first grade beginners are taught only on grade level. Resources for all ESL groups are chosen with individual students in mind. Materials appropriate for beginning first graders in fall of 2013, for example, who are reading above grade level despite some having just arrived in the country, would not be appropriate for last year's first graders whose oracy was far better than their literacy. (This surprising characteristic is probably due to parental preparation in the form of tutoring before they left the home country, as well as the particular dominant ethnic group's priority on written skills.) One of the challenging aspects of delivering ESL instruction across six grade levels is to tailor it according to the developmental level of the array of students served, including what is typical of each age and grade, as well as that of students identified as having atypical cognitive needs. Continuous informal assessment throughout the term quickly reveals any mismatch between materials and methodology being used and the needs of any ELL student. Using these assessments assures that required services and resources do indeed correspond to appropriate ages and grades.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Language electives are not offered during the schoolday at the school. Since of our school's ELLs plan not to remain in this country but instead to return to school in their home countries after one to three years, many of them do attend Saturday schools to maintain academic progress in their native languages.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NOT APPLICABLE

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. ESL teachers receive on a regular basis an email newsletter from the Office of English Language Learners listing professional development opportunities in the region. The state professional organization, NYS TESOL, has an annual conference with nationally renowned keynote speakers and concurrent session presenters (the senior ESL teacher usually presents at this conference). Additionally the global organization, TESOL, is attended in March whenever held in the eastern United States.

Both of the PS183 teachers attended an excellent conference at Fordham University in June, entitled Creating Opportunities for ELLs to Succeed in Common Core: Research-Based Approach. All teachers at the school have been given hard copies of the CCSS, and links to them are readily available as well. In addition, the CCSS is a frequent topic in the monthly mandatory staff meetings held after school on Thursdays.

2 and 4. The ESL teachers offer eight 50 minute sessions of professional development training to the school staff once a month during the Wednesday afternoon periods provided by the school administration. Topics include Second Language Acquisition Continuum (in 2 parts), Vocab Development, Cultural Differences and Teaching and Learning, Scaffolding Techniques in Content Areas (2 parts), Your ELLs and Assessment, Interpreting Data. This pd, which adds up to the required 7.5 hours as per Jose P., is supplemented by sessions during the two Chancellors Days in November and June, and on Election Day in November.

3. The ESL teachers meet with parents during the period of time before applications to middle school are due, writes recommendations for students, and helps prepare parents for the orientation meetings conducted by the school guidance counselors. The guidance counselors work closely with the ESL teachers so families are steered to upper schools with the appropriate programs for language learners. In addition, guidance counselors are offered the same professional development opportunities described above.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parent involvement at PS183 is prevalent. Parents of English speaking children and those who have exited the ESL program contribute to ELL students' needs by donating books and software their own children have outgrown, as well as good warm clothing for new arrivals from tropical climates. Parents of ELLs are also active in school life, working as volunteers particularly in the art classes; classroom teachers always encourage international parents to chaperone class trips, something beneficial to all. Classes at our school frequently have publishing parties at breakfast time, with parents invited both to be part of the audience and to contribute to the breakfast buffet. Parents provide invaluable translation services for one another, helping other parents at teacher conferences, helping children taking standardized exams at other schools. All parents, whether ELL parents or not, dedicate time, energy, books and money to the school.
 2. Parents are polled for interest in parent classes and given information about free ESL classes provided by the city's public libraries. NYU graduate students assist at the parent-orientations in November and March, and serve as translators as needed. The parent coordinator organizes and accompanies groups of ELL parents to city-sponsored conferences specifically designed for ELL adults, where they are provided breakfast, lunch, transportation reimbursement, and translator services.
 3. A fall ELL parent meeting is scheduled before the school's open house curriculum night; parents adjourn to their children's classroom orientation meetings, and then to a PTA meeting. All parents are later emailed a summary of the meeting, including any questions and answers that arose. A sign-in sheet records which parents attended, and completed surveys are collected. Classroom teachers speak daily with their students' parents at dismissal, and they consult with the ESL teachers in order to ease international families' transition, and to facilitate choosing the right middle school for their children. Classroom teachers and ESL teachers are in constant contact with parents, especially via email. Parent-teacher conferences are held in November and March, with follow-up to check on student progress and parent concerns.

The school parent coordinator creates a welcoming school environment for parents, attending ELL parent meetings to ensure hers is a familiar and approachable face to the parents. She identifies parent concerns at the school and serves as a liaison in communicating those concerns to school personnel. She conducts outreach in being sure ELL parents are notified in a timely manner of citywide ELL parent events; and even accompanying groups of parents to those events. It is our parent coordinator who accesses the New York City Department of Education Translation and Interpretation Unit for translation of written communication as well as interpretation for the oral. She also taps into the generosity of our school community in donating their time to translate and interpret for both children and their parents as needed. Under the principal's supervision, our Parent Coordinator partners with the PTA, the School Leadership Team, community groups and parent advisory councils. She is an invaluable part of the integration of our ELL parents into the school community.
 4. Monthly math workshops, co-taught when possible by an ESL teacher, help parents support the PS 183 math curriculum at home and help them feel more comfortable with the differences between prevailing math approaches here and those in their home countries. ELL parents can view our school website in translation (most of our parents now are quite sophisticated computer users).

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 183

School DBN: 02M183

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tara Napoleoni	Principal		1/2/14
Jennifer Leventhal	Assistant Principal		1/2/14
LuAnn Propper	Parent Coordinator		1/2/14
Annette Burton	ESL Teacher		1/2/14
Linda Sussman	Parent		1/2/14
	Teacher/Subject Area		1/2/14
	Teacher/Subject Area		1/2/14
Jessica Hennigan	Coach		1/2/14
Nina Liu	Coach		1/2/14
Jara Milman	Guidance Counselor		1/2/14
Yuet Chu	Network Leader		1/2/14
Holli Weiss	Other <u>Title 3 funded ESL</u>		1/2/14
	Other		1/2/14
	Other		1/2/14
	Other		1/2/14

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 2M183 School Name: Robert Louis Stevenson

Cluster: 1 Network: CFN103

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

Part A: Needs Assessment Findings

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

We use the home language survey to decide in which language to send home information. Parents indicate at the bottom of the page 2, part 3, PARENT INFORMATION, in which language they prefer to get written and oral communication from the school. This information is entered into ATS, the city's Automate the Schools database. An ATS PARD report displays specific parental information.

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.

Nearly all PS183's parents state that they prefer all communication be in English. These findings recorded on the HLIS and in ATS are collated by the parent coordinator, who relays the information to the school administration, the ESL teachers, and the school secretary, who of course entered the information in ATS in the first place. The PTA queries the parent community regarding who might be able and willing to provide informal translation services. Outside the school office is a bulletin board with names of all in the building who speak languages other than English. This bulletin board is updated monthly. Additionally the ESL teachers maintain a list of foreign graduate students who observe the ESL classes and who as a courtesy serve as translators as needed. When no one in either the parent or staff communities is able to translate, help is sought from the city schools' Translation & Interpretation Unit which provides free translation into Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. The unit maintains a list of vendors who provide services in other languages. The school receives federal monies earmarked to address translation needs provided by commercial vendors.

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.

Our school community speaks nearly 50 languages, most of them low incidence languages. Translation is provided during parent conferences during March and November, and administering student exams. The only family currently requesting translation help speaks Japanese, and our Japanese community is eager to help out newcomers. Any documents to be translated into Spanish or Chinese can be done in a timely manner by a number of school faculty members.

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.

Any oral interpretation needed in Spanish or Chinese is done so by school faculty members. Any other oral language is translated using the free over the phone translation service at 718-752-7373.

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>.

Chancellor's Regulation A-663 requires that the DOE provide interpretation service to the maximum extent practicable to communicate with the DOE with parents about their child's education. PS183 respects the parents' stated language preferences and then printing translations or finding translators to communicate orally with parents, as necessary. We use bilingual staff members and/or free translation services to adhere to translation needs. Whenever these inhouse services are unavailable, we first reach out to the community, volunteer translators, or when necessary use a commercial translation vendor.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Public School 183

DBN: 02M183

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school

After school

Saturday academy

Other: push-in

Total # of ELLs to be served: 17

Grades to be served by this program (check all that apply):

K 1 2 3 4 5

6 7 8 9 10 11 12

Total # of teachers in this program: 1

of certified ESL/Bilingual teachers: 1

of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS183 schoolday mandates for ELLs in grades 2-5 are currently met by the school's single fulltime ESL teacher. For grades K-1 mandated services are met by the full time ESL teacher and a part-time teacher. However, the fully certified part-time teacher provides supplemental services for K and 1. She provides supplemental services to the kindergarten and 1st grade ELLs with high-quality language instruction that will not only increase their English proficiency, but also prepare them for academic achievement in the core academic subjects, using a push-in model. This ESL teacher provides supplemental push-in services to grades K and 1 (see attached schedule) two days a week, the equivalent of one day a week funded by Title III funds. During the other periods, the teacher provides pull-out mandated services to K and 1st grade students who full mandates are not fully met by full-time ESL teacher. During the mandated pull-out periods the teachers used the SIOP model. She pushes in 3 periods a week to one K (K01) and 2 periods a week to 1st grade class (101) for supplemental services. During these periods ESL teacher works with the ELLs in the class by scaffolding lessons using the TPR model. Other strategies used to support students in their classroom include: reviewing concepts to reinforce students' comprehension, checking for comprehension by asking student "what do you have to do next", providing translations of key words that are difficult to explain in English, using visual aids (graphic organizers, diagrams, pictures, and charts), chunking information by breaking down tasks into smaller pieces, and preteach content.

We proposed using Title III funds to pay for 1 day of a fully certified ESL teacher to provide supplemental support (see attached schedule) for students in one K and 1 class.

Part C: Professional Development

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

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

Begin description here: NOT FUNDED BY TITLE III

The supplemental pedagogue will use Wednesday after-school professional development sessions to help K and 1st grade teachers plan and create resources for ELLs in need of extra support. She will also be involved in the planning, facilitation and delivery of the PD to integrate meeting language learners' linguistic and academic needs. The pedagogue receives training at Teachers College Columbia University by experts in the field of ESL, several times each year. The two ESL teachers are participating in a 3- full

Part C: Professional Development

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

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

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: Not funded by Title III

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

Part D: Parental Engagement Activities

advantage of free community resources (such as adult ESL), participation in PTA, utilizing the city-provided parent coordinator's services, translation and interpretation services available, importance of good nutrition, navigating parent teacher conferences effectively, Open School Week when parents come in to observe classes, etc. Communication and notification of special sessions will take place before and after school by telephone, face-to-face meetings, backpack mail in the home language, and when available, email. Parents are provided translation/interpretation services during all meetings. March 13th we will host another opportunity for meeting regarding our ESL program.

Annette Burton, to work with a parent group first period each Thursday. Some of the topics scheduled to be covered this year are Navigating Central Park, Family Raptor Day at Wave Hill, Shopping for Clothes for NYC Weather, Roosevelt Island, Helping Your Child with Homework, Your Child's Entitlement to Accommodations on Standardized Exams, Communicating with Family Health Professionals, Exploring NYC's Variety of Ethnic Neighborhoods, Contrasting Education Systems Here and Abroad, etc. Parents were polled at the beginning of the school year about interest in these parent classes and response was enthusiastic. Sign-in sheet and agendas for Parental Involvement are kept in the main office.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$11,200	Pay for 20% of ESL teacher salary to provide supplemental pushin services for K and 1st grade students during the school day.
Purchased services <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		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
TOTAL	\$11,200	\$11,200