



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: FLUSHING MANOR SCHOOL

DBN (i.e. 01M001): 25Q184

Principal: DORA PANTELIS

Principal Email: DPANTEL@SCHOOLS.NYC.GOV

Superintendent: DANIELLE DIMANGO

Network Leader: DIANE FOLEY

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
Dora Pantelis	*Principal or Designee	
Karen-Scialo Cohen	*UFT Chapter Leader or Designee	
Lynne Ryan	*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	
Anna Dimilta	Member/ Assistant Principal	
Patricia Black	Member/ Teacher	
Sara Corbett	Member/ Teacher	
Teresa Rao	Member/ Parent	
Diana Sweeney	Member/ Parent	
Allison Adomonis	Member/ Parent	
Filia Basho	Member/ Parent	
	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

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, 100% of K-5 Teachers will experience four to six observations with feedback and support based on individual teacher's developmental needs and their selection of either Option 1 or 2. Based on the Charlotte Danielson Framework for Teaching 80% of pedagogues' will demonstrate improvement in practices as evidenced by Advance evaluation forms.

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.

Implementation of the new teacher evaluation system aligned to Danielson Framework for effective teaching strategies, a

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

- Schedule and conduct professional development sessions throughout the school year focused on the following components of the Danielson Framework
 - **1e Designing Coherent Instruction**
 - **3b Using Questioning and Discussion Techniques**
 - **3c Engaging Students in Learning**
 - **3d Using Assessment in Instruction**
- School supervisors meet with Curriculum Team and grade level Inquiry teams to discuss template/s to be used for the process of providing feedback to teachers on **DD 1e and 3d** and to deepen understanding of **DD 3b and DD 3c**
- School supervisors, along with Curriculum Team, develop Curriculum Bulletin/s addressing school expectations and memorialize best practices – **DD 1e, DD 3b DD 3c and DD 3d**
- School supervisors begin rounds of classroom walks together to ensure norming of feedback to teachers in the three school-selected competencies – **DD 1e, 3b 3c and DD 3d**
- School supervisors provide oral and written feedback to teachers within two days of classroom visits
- Schedule a minimum of two common preparation periods per grade per week, and one additional period per month, to maximize teacher planning and collaboration to address **DD 1e**
- Lead teachers are identified to attend ongoing CFN training sessions to support Common Core implementation and effective classroom practices
- Lead teachers train staff members in effective practices and techniques to support the common core implementation
- Lead Teachers serve as models for colleagues through the use of intervisitations including colleague to colleague feedback
- Schedule full day professional development/planning sessions to support **DD 1e and DD 3d**
- School supervisors schedule the CFN Point Person and Literacy Achievement Coach to support classroom teachers by conducting informal walkthrough observations – **DD 1e, 3b and 3c**

1.

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

1. Principal, Assistant Principal, Curriculum Support Specialist, Lead Teachers in Math and Literacy, UFT Chapter Representative

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

1. By January, 2014, 50% of walkthroughs with feedback will be completed for all teachers on grade K-5. Teachers will have submitted documentation to demonstrate attendance and/or participation of professional growth opportunities.

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

1. Observations to begin by October 16 and to be completed by April 15.

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

1. Professional development sessions provided on Wednesday afternoons from 2:30-3:20 around implementation of new curriculum resources using effective practices

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).

- Describe Danielson Framework to SLT members including parent representatives
- Open School Week provides opportunities for parents/guardians to view teacher implementation of effective practices aligned to Danielson Framework

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	X	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 #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 100% of teachers in grades K-5 will develop a thorough understanding of the new Math curriculum resource, Go Math, as it aligns to the common core standards. Through the use of differentiation and assessment of close examination of student work teachers will ensure that 80% of students will attain a level 3 on the year end assessment aligned to the common core math standards.

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.

School progress report data summarizing performance on the Spring 2013 Common Core Math exam indicates the school average proficiency rating was 3.03. Only 49.8% of students attained a level 3 or 4. Teachers articulated a need to address and fully implement the common core standards during review of the data specifically a problem solving approach.

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

- Teachers on grades K - 5, working collaboratively, will implement Common Core-aligned Math units of study throughout the school year using GoMath as the main resource. Daily lessons will include the following:
 - Full alignment to CCS
 - Focus on eight (8) mathematical practices
 - Include a variety of activities and tasks for differentiation of instruction – **DD 3c**
 - Include a variety of formative assessments – **DD 3d**
- Schedule professional development sessions focused on use of the new resource GOMATH on Wednesday afternoons
- Schedule CFN Math Achievement Coach to provide professional development specific to implementing Go Math curriculum and CCLS
- Designate (2) Math Lead Teachers to attend CFN Math workshops regularly and share information with staff
- Schedule Citywide Instructional Expectations (funding) to provide per diem subs to support grade level teams in planning and documenting work
- Include review of student work in an ongoing manner to assess the effectiveness of the program and its features
-

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

1. Principal, Assistant Principal, Curriculum Support Specialist, Math Lead Teachers, Classroom Teachers Go Math program and materials.

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

1. Chapter exams and performance tasks aligned to each chapter will be used to assess the progress of students. A mid-year assessment to be administered by all grades in January will yield long term performance data that will drive grouping and remediation.

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

1. Go Math lessons to be conducted daily throughout the school year 2013-2014, September 9 through June 26

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

1. Go Math professional development sessions and webinars will be attended by lead teachers who will then share the information with all staff. Curriculum support specialist will meet with the grade level teams and examine student work and adjust instructional practices.

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).

- Parent workshops offered throughout the school year in understanding the Go Math curriculum, including rigorous Math tasks and 2013 NYS Math Assessments
- At home holiday and vacation activities designed to involve parents in working with students in the completion of math based tasks
- Classroom academic celebrations inviting families to visit classrooms designed to highlight and display student work in math
- Scheduling Family Game Night incorporating math activities
- School wide distribution of grade level topics in Math to parents and family members on a monthly basis

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, 95% of pedagogues will demonstrate understanding and effective use of the new literacy curriculum, Ready Gen, as evidenced by instructional activities and differentiation observed in classroom walkthroughs and indicated in teacher 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.

School progress report data summarizing performance on the Spring 2013 Common Core ELA exam indicates the school average proficiency rating was 2.86. Only 45.3% of students attained a level 3 or 4. Teachers articulated a need to address and fully implement the common core standards during review of the data specifically a more balanced approach to literacy and instruction around fiction and non-fiction texts.

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

- Grade K – 5 teachers, working collaboratively, will implement Common Core-aligned ELA curriculum resource Ready Gen. Units modules and lessons will:
 - Include fiction and non-fiction
 - Include a balance of read aloud, shared reading, guided and independent reading
 - Include levels 2 and 3 of **Depth of Knowledge (DOK)** questions
 - Include opportunities for **Questioning and Discussion – DD 3b**
 - Include a variety of activities and tasks for differentiation of instruction – **DD 3c**
 - Include a variety of formative and summative assessments – **DD 3d**
- Schedule a minimum of two common preparation periods per grade per week, and one additional period per week, to maximize teacher planning and collaboration on ELA Ready Gen lessons
- Designate two 'lead teachers' – upper grade and lower grade – to attend CFN literacy workshops specific to schools implementing Ready Gen
- Grade conference agendas address progress of implementation

- Grade level teams revise lessons collaboratively based on student performance and data
 - Schedule per diem subs to support grade level teams, along with lead teachers, in development of diary curriculum maps
 - Part time Curriculum Support Specialist will meet with teachers and provide support in designing lessons aligned to common core
 - Part time ELA push/in will meet with identified students and provide support in literacy
 - ELL and SETSS teachers will push in to classrooms to modify instruction and differentiate activities relating to the Ready Gen
 - ELL teacher and Media teacher will coordinate a schedule to allow all ELL students to use the Imagine Learning software on a regular basis in order to build foundational skills in Literacy to support the successful implementation of the text-based units
1. Provide a Saturday Test Sophistication program for students in grades 3, 4 and 5 to focus on testing strategies for reading rigorous and challenging material

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

1. Principal, Assistant Principal, Curriculum Support Specialist, Classroom Teachers, Ready Gen curriculum resource and aligned texts

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

1. Formative assessments and additional use of Fountas and Pinnell leveling system will be used regularly to assess student progress and revise lessons. Performance tasks aligned to each module and Unit will determine more long term progress. A mid-year assessment designed to assess student performance in ELA specifically in understanding and interpreting grade level text to be administered by all grades in January will yield long term performance data that will drive grouping and remediation in preparation for the Common Core State exam administered in the Spring.

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

1. This program will be implemented October 7, 2013 through June 26, 2014. There are six (6) units for grades K-2 and four (4) Units for grades 3-5.

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

1. Ready Gen professional development sessions and webinars will be attended by ELA lead teachers who will then share the information with all staff. Curriculum support specialist will meet with the grade level teams and examine student work and adjust instructional practices.

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).

- Offer parent workshops in Ready Gen and ELA CCS expectations for student learning in ELA
- Provide holiday ELA activities aligned to CCLS expectations
- Plan and implement LASP-Literacy Assessment Strategy Program including short text style lessons and homework on a weekly basis.
- School wide distribution of grade level topics in ELA, Science and Social Studies to parents and family members on a monthly basis

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	X	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.

Title I STH for non-Title I schools

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.

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
1.
D. Timeline for implementation and completion including start and end dates
1.
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
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
1.
D. Timeline for implementation and completion including start and end dates
1.
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.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Guided Reading, Imagine Learning, Reading Tracker	Small group/ one to one computer-based instruction as needed	During the school day and during extended day sessions on Tuesdays and Thursdays
Mathematics	Guided Math Group, Tiered intervention Soar to Success as provided by Go Math	Small group/one to one computer based instruction as needed	During the school day
Science	Guided reading and close read of science based non fiction	Small group	During the school day
Social Studies	Guided reading and close read of social studies based non fiction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Using research based programs and behavior modification	Small group and individualized sessions	During the school day

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, P.S. 184Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

P.S. 184Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

P.S. 184Q will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, P.S.184Q, 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 25	Borough Queens	School Number 184
School Name Flushing Manor		

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 Dora Pantelis	Assistant Principal Anna Dimilta
Coach type here	Coach type here
ESL Teacher Sara Corbett	Guidance Counselor Brooke McHugh
Teacher/Subject Area Denise Dwyer/Grade 3	Parent Lynn Ryan
Teacher/Subject Area type here	Parent Coordinator Margaret McKeon-Baker
Related Service Provider Linda Pittelli	Other type here
Network Leader(Only if working with the LAP team)	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.	1	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	1	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)	507	Total number of ELLs	40	ELLs as share of total student population (%)	7.89%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	1	1	1	1	1	1								6
Pull-out	1	1	1	1	1	1								6
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	4	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	36	0	1	4	0	1	0	0	0	40
Total	36	0	1	4	0	1	0	0	0	40

Number of ELLs who have an alternate placement paraprofessional:

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										4
Chinese	9	6	3	3	2	3								26
Russian			1											1
Bengali														0
Urdu	1													1
Arabic			1											1
Haitian														0
French														0
Korean		3				2								5
Punjabi														0
Polish														0
Albanian														0
Other	1				1									2
TOTAL	12	10	6	4	3	5	0	40						

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)	2		1		1	3								7

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)	2		1	2	1									6
Advanced (A)	8	5	1	1	3	1								19
Total	12	5	3	3	5	4	0	0	0	0	0	0	0	32

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	2	1		4
4	4	1	1		6
5	2	2			4
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			1	1	3				5
4		1	1	2	1	1			6
5		1	1	1		2			5
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				3	1		1	6
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.
P.S. 184Q uses the LAB-R, assessments related to Foundations word study program, Fountas and Pinnell leveling system and ReadyGen performance tasks to assess early literacy. This data provides insights on the following: students' ability to recognize letters, phonemic awareness, decoding skills, fluency and reading comprehension and early writing skills. Additionally, speaking and listening checklists and rubrics are introduced to students and used throughout the grades. The results determine student's reading levels and specific strengths and weaknesses in literacy. This data is used for grouping for instruction. The teacher is also able to determine the type of reading/writing instruction that will best meet the needs of the students. These assessment tools also help the teacher determine the students who need additional language support through use of the Imagine Learning computer program. Our data indicates that our ELL students do not perform on grade level in English Language Arts specifically in reading and writing. Our instructional program includes remediation in foundational skills with an emphasis on Wilson Foundations and guided reading practices. We emphasize vocabulary and shades of meaning in academic language.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Through examining the data patterns across proficiency levels on the LAB-R and NYSESLAT by grades it is revealed that in grades 1 and 2, P.S. 184Q has a majority of advanced students. In grades K, 3, 4, and 5 there is a mixed population of all proficiency levels. In grades 3, 4 and 5 there are more Intermediate and Advanced than Beginner students in each cohort.
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](#))
The Spring 2013 NYSESLAT results are not available on the RNMR at this time; the RLAT was used to complete the charts. Overall NYSESLAT Proficiency Results indicated that the
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?

4. a. Through examining the data patterns across proficiency levels on the LAB-R and NYSESLAT by grades it is revealed that in grades 1 and 2, P.S. 184Q has a majority of advanced students. In grades K, 3, 4, and 5 there is a mixed population of all proficiency levels. In grades 3, 4 and 5 there are more Intermediate and Advanced than Beginner students in each cohort. On Math and Science state assessments ELLs performed just as well In English as in their native language. Most ELLs taking the Math state assessment in either English or their native language received a score of 2 or 3. The majority of the ELL students in 4th grade who took the Science state assessment in English received a score of 3.

4.b,c. The school does not currently administer ELL Periodic Assessments. Data from other assessments listed in question 1 is used to make instructional decisions and address needs of individual students.
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](#).)
P.S. 184 classes are organized by placing all of the ELL students in the same class on the grade. This strategic placement allows for a more efficient way to meet the needs of individual students using a push in model. Additionally, teachers of ELL students receive training and usually continue working with those students over several school years. This allows for continuity of instruction and ongoing professional growth. Small group instruction for the ELL students is provided by both the ESL teacher and the classroom teacher. Ongoing formative assessments used as part of the Ready Gen and GO Math curricula along with teacher created assessments are administered and data from these assessments is used to form Tier 2 and or Tier 3 groups as needed. Classrooms on each grade with the ELL populations are prioritized for hardware and software to support the use of Imagine Learning as a tier 3 intervention when needed.
6. How do you make sure that a child's second language development is considered in instructional decisions?

The classroom teachers maintain student records including reading levels as well as ongoing formative assessment data in addition to grade level and schoolwide assessments. The ELL teacher also maintains student records and articulates often with classroom colleagues. Specific next steps are identified for students based on performance data from common core aligned tasks. Instructional decisions are made in collaboration with the ELL teacher as well as the teachers of ELLs upon review of this data.

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?

N/A

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

Data is examined and compared to previous years performance on measures such as NYSESLAT, and when applicable NYS ELA exam. Beginning and end of year reading levels are also reviewed for growth patterns. The number of ELL's does not constitute a subgroup for AYP in ELA, Math or science as the number of students enrolled and participating in testing grades is below 15.

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](#).)

P.S. 184Q has implemented appropriate structures to identify ELL students. An initial informal interview is conducted in the main office at the time of student registration, a Home Language Identification Survey, HLIS, in the appropriate translated language is provided to each parent. A licensed pedagogue provides assistance in the completion of this document. At this initial informal oral interview, the licensed pedagogue asks the student age and grade appropriate questions to gauge English proficiency and reviews pertinent form questions with the parent/guardian. The home language status is then determined and entered in ATS. Parent orientation is offered to all possible ELL parents. If at this time translation is required, the school makes immediate outreach to staff, parents in the school community, and staff in neighboring schools, as well as using the Translation and Interpretation Unit of the NYC DOE. Based on the information provided on the HLIS, the ELL teacher determines which new registrants to the NYC school system need assessment for an ELL program. The children are assessed with the LAB R within ten (10) days of admission into the school. The ELL specialist, Ms. Corbett, issues school parent letters advising parents whether the assessment indicated eligibility for an ELL program or not. Annually, all ELL students are assessed using the NYSESLAT during the appropriate testing period. Eligibility for continuing ELL services is determined by the results of the most recent NYSESLAT score.
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.

During the registration process, possible ELL students are identified using the HLIS form. The ELL teacher provides ongoing orientation sessions for families of new ELL entrants. The DOE Translation Unit is utilized when necessary. At this time, parents are given the opportunity to view a video, speak with the ELL teacher and fill out the parent survey. If parents are unable to attend the orientation at registration, an appointment is made to meet with the parent within the next ten days. Parents are advised of ELL programs that are offered in the school. They are also informed of programs that their child might be entitled to, Transitional Bilingual, Dual Language and Freestanding ESL, that may or may not be offered at in the school at this time.
3. 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 [\[see tool kit\]](#).)

Parent Orientation sessions for parents of identified ELL students are organized by the licensed certified ELL teacher. Translated versions of all required letters are sent to parents. If the form is not returned, additional outreach is made to the family. The ELL

teacher secures these forms in a designated facility.

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.

Based on Parent Survey and Program Selection forms, children are placed in appropriate programs within the school. Entitlement letters are distributed indicating need and available programs. Forms are collected and maintained on file. If a parental request is made for a program not available at the school, outreach is made to the CFN and OSE for availability of seats and possible placement in another school. Additionally, ELLprogramtransfers@schools.nyc.gov is notified in the event a parental request is made. If parental requests meet Part 154 criteria, an appropriate class would be formed. If numbers are insufficient for a class, the ELL student is placed in the Freestanding ESL program. Outreach continues until parent communicates with the school as to final decision. Continued entitlement letters are distributed to students who still require ELL services based on NYSESLAT results. A copy of these letters are maintained on file.

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.

Before administering the NYSESLAT, the ESL teacher along with the school testing coordinator review the memorandum pertinent to the NYSESLAT. The ELL teacher then meets with the administration to create a testing schedule. Each grade level cohort of students is scheduled to take each section (reading, writing, listening, speaking) on different days and at different times. The ESL teacher and additional support staff as needed, pick up the students from their classrooms and administer each section in a separate testing location. Portions of the exams are scored in house and other portions are sent out for scoring as per state guidelines.

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. 

After reviewing the Parent Survey and Program Selection forms of the past few years, we have noted a trend. In the Parent Survey and Program form this year (2013-2014) and last year 2012-2013) we had the majority of the parents choose a free standing ESL program, while only 2-3 parents chose a dual language or bilingual program. The ELL teacher informs parents of locations that offer their selected choice, bilingual or dual language programs. In every case, the parent then elects to remain in P.S. 184Q with their child attending a freestanding ELL program. The school does not have sufficient numbers of students to establish bilingual or dual language programs.

- 2012-2013: Of the 16 parent surveys, 11 selected freestanding ELL program, 3 selected dual language program, and 2 selected bilingual program. When offered placement in a bilingual program at another site, the parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.

- 2013-2014: Of the 12 parent surveys, 8 selected freestanding ELL program, 3 selected dual language program, and 1 selected bilingual program. When offered placement in a bilingual program at another site, the parents elected to have their children remain at P.S. 184Q in a freestanding ELL program.

Program models offered at our school are aligned with parental requests.

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])?
 1. The school's ELL program is a Freestanding ESL program; all ELL students are in 100% English classrooms. A push-in co-teaching model for ESL instruction is implemented by the school's one (1) ELL teacher. The ELL teacher uses the pull out model for Beginners as needed. Beginners and Intermediates are serviced eight times a week, and Advanced are serviced four times. In order to provide the full compliance mandated instructional periods, students are grouped by the ELL teacher into forty-eight (48) sessions.
 - 1.b. ELL students are placed in small groups of 8 -12 children. There are 7 co-teaching push in classes for each of grades K - 5. Students s are consistently assessed in order to identify specific needs. Additionally, articulation ensures alignment with the curriculum.
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)?

see response to #1. Beginner and Intermediate ELL students receive 360 minutes delivered in ESL per week. Advanced ELL students receive 180 minutes delivered in ESL and 180 minutes delivered in ELA per week. P.S. 184Q does not currently have TBE or Dual Language programs therefore we do not deliver NLA instruction.
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.

In the freestanding ESL model, content area instruction is provided by classroom teacher, ELL teacher and teacher specialists. P.S. 184Q uses many resources and strategies to support ELL students with the ReadyGen and GOMath! curricula. The ELL teacher uses the Scaffolded Strategies Handbook as a guide to support ELLs during ReadyGen. In addition, vocabulary development through preteaching unfamiliar words and creating text-based BICS/CALP word charts, as well as the use of graphic organizers will help the ELL students with reading comprehension, literary response and writing development. In order to support the ELL students during GOMath!, the ELL teacher uses visual aids, such as manipulatives, pictures, and charts to help with comprehension. Graphic organizers are used to help ELL students work through the problems. In addition students have vocabulary cards for key math terms readily available to use while they are doing their work. In Science and Social studies, the ELL teacher provides supplemental materials emphasizing a visual and kinesthetic approach. Trade books, websites and videos are used to support units of study based on the NYC Scope and Sequence in Science and Social Studies.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Bilingual glossaries and dictionaries are offered to students as appropriate in content area as well as during literacy and math assessments. Evaluation of skills in the Native Language does not apply as we do not have a bilingual program.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Ongoing formative and summative assessments are used throughout the year to appropriately evaluate all four modalities. Rubrics and checklists for speaking and listening are used by both the classroom teacher, as well as the ESL teacher to monitor student progress and address academic needs. Individual and small group conferences yield data regarding student performance in

reading and writing. This data is shared by the ELL teacher and the classroom teacher to design effective differentiated instruction. Teachers examine data through reports generated by Imagine Learning that identify specific areas of concern in the four modalities.

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. P.S. 184Q does not have Students with Interrupted Formal Education (SIFE) Alternate placement students or long term ELLS

in

school year 2011-2012. If SIFE students should enroll, classroom teachers would be made aware of their status and provide intensive small group instruction. We would provide additional support through staff members such as the guidance counselor

and

social worker. Both will provide at risk counseling and make outreach to family members. We would also provide peer to peer support by providing a student buddy who can help in building social relationships with students in the same class or on the same grade. Outside resources will also be identified by the parent coordinator who will make outreach to families as well.

b. Instruction is delivered by a combination push in pull out model for these students. The ESL teacher works with classroom

teacehr

to identify and develop activities that support their learning. Small group instruction is supported by one on one access to Imagine Learning Program. Classroom teachers differentiate for these students in all content areas. Word walls include pictures to support language development. Use of speaking and writing prompts and graphic organizers support students in all modalities. Extended day opportunities are offered for those in grades 1-5.

c. Instruction is delivered in a push in model. The ESL teacher collaborates with the classroom teacher to differentiate instruction. When appropriate the ESL teacher delivers instruction in a parallel teaching model or takes a small group to focus on a specific skill or strategy. Word walls, including shades of meaning cards and BICS/CALP word charts support language development.

Use

of graphic organizers and differentiated performance tasks support student growth. Extended day opportunities are offered for those in grades 4 and 5.

d. P.S. 184Q does not have long-term ELLs (more than 6 years) enrolled during the 2013-2014 school year. In the event that the school had long term ELLs the children are assessed by the ELL specialist and classroom teacher. Subsequently, a teacher

request is

forwarded to the School Based Support Team (SBST) and the Pupil Personnel Team (PPT). Informal and formal bilingual evaluations are conducted by SBST and PPT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents. Students receive additional small group instruction for literacy and math during school hours and offered the twice per week, 50 minutes instruction, in the Extended Day Program.

e.Children who score out of the program may receive transitional services, if needed. They will receive at-risk ESL services at teacher request.

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?

Teacher of ELL-SWD students provide a least restrictive environment by implementing a combination of parallel teaching, station teaching and small group guided instruction. Curriculum materials include Scaffolded Strategies Handbook in literacy and Intervention Program in mathematics. Teachers examine these materials and use them appropriately to support the ELL-SWD students. The school has an extensive ESL lending library, books and books on CD for in class listening centers and at home use. Computers in classroom are used; ELL teacher has provided list of appropriate websites for ELL-SWD students targeting literacy and content area knowledge and skills. ELL-SWD students are enrolled in the Imagine Learning computer program.

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?

Collaboration between general education, special education and ESL teacher allows for connection of content and language development to IEP goals and common core standards.

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
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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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.
- ELL students are grouped by grade in the same class. The ELL specialist pushes in on a daily basis for content area support focusing on literacy and language acquisition. Classroom teachers also meet with ELL students in targeted small group instruction. The Extended Day Program is offered to students. These are offered in 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.
- The current program allows ELLs to experience the rigor of the common core standards with accommodations and modifications made as needed. Rubrics and checklists along with the formative and summative assessment data indicate growth. We are currently working on improving performance of ELL's on NYS Common Core Assessments by closely examining student work in response to literacy tasks aligned to common core. The new assessments were challenging and many ELL's did not meet the standards by attaining a level 3 or 4 in ELA.
11. What new programs or improvements will be considered for the upcoming school year?
- Title III program will be implemented. A licensed ESL teacher will provide instruction on Saturday mornings in targeted small groups.
12. What programs/services for ELLs will be discontinued and why?
- We will continue with present programs or services for ELL's at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are afforded equal access to all school programs, after school and supplemental services. ELL's are invited to participate in extended day AIS program. This program focuses on literacy skills, specifically reading and writing in response to text. A Saturday ELL program is offered as part of our Title III program whereby students focus on grade level skills in the four modalities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The school has an extensive ESL lending library, books and books on CD are available for in class listening centers and at home use. A variety of materials are used to increase literacy skills: realistic fiction and nonfiction trade books for Social Studies and Science, ReadyGen Scaffolded Strategies Handbook and Scaffolded Instruction. Each class with the ESL group on the grade has its own bilingual library in languages corresponding to those of students. Computers in classrooms are used; ELL teacher has provided a list of appropriate websites for ELL students targeting literacy and content area knowledge and skills. Many ELLs in various grades are enrolled in the Imagine Learning computer program.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- For our classrooms with ESL students, we provide bilingual libraries and make them available for at home use. Peer language support is encouraged.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELL support services are aligned to grade level Common Core Standards. Students are grouped by proficiency level within each grade.
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.
- ELL specialist and Parent Coordinator make outreach to new ELL families. Specific ELL Parent workshops, as well as other parent workshops are offered, such as Cool Culture, Navigating the NYC DOE, arts and crafts, etc.
18. What language electives are offered to ELLs?
- P.S. 184 does not have language electives as part of its school program.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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. The ELL teacher attends grade level and faculty conferences. Emphasis is placed on developing small group instructional strategies for literacy and math. She also participates in curriculum mapping for all grades aligning literacy and content area standards. The CFN and DOE also provide ongoing professional development sessions which are attended by the ELL teacher and classroom teachers that service ELLs. This information from the CFN meetings is shared with staff members who work with ELLs.
 2. In-house professional development is held to address the new Common Core aligned curricula and how it impacts ELL instruction.

This year extensive professional development in implementation of the Ready Gen Literacy program and GoMath program is provided. Scaffolded strategies are reviewed and put to use as needed. Additional outside opportunities for professional development provided by DOE and/or CFN are attended if offered.
 3. As the school's ELL students enter the middle schools, our ELL teacher and Guidance Counselor articulate with corresponding colleagues at the middle school setting. Specific student goals, objectives and needs are discussed before students enter middle school.
 4. Professional development, meeting the 7.5 hours of ELL training for all staff as per Jose P. is provided at grade and faculty conferences. Workshops are conducted in-house as well as off-site (DoE, private vendors). Professional development sessions are provided by the ELL specialist, the CFN , and Curriculum Support Staff. Agendas and attendance sheets are kept on file.

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. ELL parents attend and participate in PTA meetings and events regularly. Ongoing communication with the parent coordinator keeps ELL parents abreast of school happenings and learning opportunities. The Parent Coordinator plans and offers specific workshops for all parents on a monthly basis.
 2. To provide programs and workshops to ELL parents, P.S. 184Q partners with the following organizations or agencies:
 - Cool Culture
 - ASAP After School Program
 - Piano School of New York
 3. At registration parents indicate what language they wish to receive correspondence in. PTA meetings offer the parents an opportunity to express their needs and this information is conveyed to the school administrator and staff through the School Leadership Team meetings.
 4. P.S. 184 offers ELL parents a variety of workshops during the year on topics they have expressed an interest in:
 - ICT classes
 - Preparing for Parent Teacher Conferences
 - Understanding the language of an IEP
 - How the ELL program works with their child
 - Strategies for “painless” Homework
- In addition, through the school website and email distribution lists, parents are alerted to various venues that offer Adult English classes.

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: Flushing Manor

School DBN: 25Q184

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dora Pantelis	Principal		1/1/01
Anna Dimilta	Assistant Principal		1/1/01
Meg McKeon-Baker	Parent Coordinator		1/1/01
Sara Corbett	ESL Teacher		1/1/01
Lynn Ryan	Parent		1/1/01
Denise Dwyer	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Brooke McHugh	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Linda Pittelli	Other <u>SETTS</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q184 School Name: 184

Cluster: 2 Network: 2.04

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

Part A: Needs Assessment Findings

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

The ATS OTELE language code forms, emergency cards, ARIS site, teacher surveys and Parent Coordinator input are used to determine which parents, and which languages, have a need for translated documents and/or translators. Translated versions of all NYC DOE documents, handbooks, etc. are routinely distributed. Translated versions of parent letters on the NYC website are utilized as well. Interpretation and Translation services are provided by the NYC DOE by phone. When necessary, an interpreter is requested by the Parent Coordinator from a contracted vendor.

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

Using the above data, it was determined that P.S. 184 required translation/translators for Chinese, Korean, Urdu and Spanish. This information was reported to the SLT and the PTA Executive Board by the Principal. Additionally, the Parent Coordinator addresses the translation and interpretation needs of the school to the NYC DOE and others. It was found, that even though the school's ELL population is less than 10%, many parents of non-ELL students have requested translation of parent documents.

Part B: Strategies and Activities

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

A compilation of form letters and memos have been sent to a DOE approved translating service in order to ensure accurate translation. Additionally, translated documents are downloaded from the DOE and various NYS websites, and provided to parents. Translation of urgent letters is done in-house by staff members. By providing translated documents parents are kept informed in a timely manner and are actively included in the school community.

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

The school will hire translators from DOE approved translating agencies. Three (3) translators for Chinese, Korean, and Spanish will be on call for Open School nights for Parent Teacher Conferences held in the fall and spring of the school year. Translators will also be available for Kindergarten Orientation conducted in the fall. Parent volunteers and bilingual (Korean and Spanish) staff members provide translation for immediate needs on an ongoing basis. In addition, the school also makes use of the NYC DOE telephone translation services.

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

The Pupil Personnel Secretary and the ESL teacher will identify families requiring translated school letters and notices using ATS OTELE report, HLIS forms. NYC DOE documents and school letters and documents are translated. The parent coordinator will post prominent signs notifying parents of availability of translation services. Translators are hired for various school functions in Chinese, Korean and Spanish. Services are offered from August 2010 through June 2011. Onsite translation services for Parent Teacher Conferences in the fall and spring, Kindergarten Orientation in the spring are offered. Ongoing translation of printed matters are offered on a weekly, monthly and daily basis as needed with the DOE telephone translation services used as necessary. A team of school based staff, including administration, ESL teacher, Guidance Counselor, Pupil Personnel Secretary implements the Translation Plan. Logs of parental utilization of translation services will be maintained for school events. Logs will be reviewed three (3) times per year in October, December and March. Indicators of progress will be an increased rate of participation as measured by comparative analysis of maintained logs and attendance records. A file of compiled

translated school documents will be maintained in the Main Office.

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: Flushing Manor School	DBN: 25Q184
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Beginner, Intermediate and Advanced students, grades K-5, will participate in an intensive Literacy program on Saturdays, from 9:00a.m. – 11:30 a.m. The Saturday program will begin in early December and will run until late April. Saturdays during school holiday weeks will be omitted from schedule. This Literacy program is above and beyond the mandated core program. This program will be conducted in English. This program will be open to all ELL students from K-5 grades. Research shows that balanced literacy enhances learning for new language learners. Frequently, students miss reading strategies during the process of acquiring English. This results in difficulty in reading comprehension and decoding. Research also shows that children who live in homes where English is not spoken need additional assistance to catch up to grade level expectations in classroom curriculum areas.

One licensed ELL teacher will instruct a group of no more than 20 students in grades K-2 to improve literacy skills, develop language acquisition and curriculum skills. Areas of literacy to be focused upon in the program will be Read Aloud, with discussion, phonemic awareness, phonics (decoding as well as spelling), vocabulary, fluency, comprehension, oral and written expression. This supplemental program will base instruction on results of Fountas and Pinnell Assessment, LABR, NYSESLAT and classroom teacher information.

A second licensed ELL teacher, will instruct a group of no more than 20 students in testing grades. The instructional model will include balanced literacy practices and methodologies. Specifically, Read Aloud with discussion, Shared Reading, Guided Reading and Shared Writing will form the core of instruction. These will be addressed using ESL methodologies. Strong emphasis will be placed on vocabulary development, oral and written expression, while focusing on grade level curriculum.

Assessment will include ongoing informal teacher assessment, exit slips, and frequent monitoring of student work. Portfolios will be kept for each student and the supervisor will evaluate the program. Final evaluation of the program will be based on Fountas and Pinnell, NYSESLAT and standardized assessments at the end of the school year. We anticipate that the children participating in this program will make one level gain on the NYSESLAT due to participation in this program. Materials for the Title III Saturday Program will include children's literature as well as workbooks related to Speaking, Listening Reading and Writing activities.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: A variety of Professional Development activities will be planned. Two full day sessions of PD will be planned for all Common Branch teachers and ELL teachers. A portion of professional development will take place in the form of collaborative workshops, with time set aside for classroom teachers to meet with the Title III service providers, the regular ELL teacher and the assistant principal. During these sessions, staff will examine data and student work and collaborate in content area planning, identifying appropriate instructional next steps for individual ELL students. Strategies and assessments reflecting the criteria for success on the NYSESLAT will then be identified and created. Other Professional Development will be provided by the CFN Network Support Specialist, Literacy Achievement Coach and our own Lead Teacher will include close examination of CCS aligned tasks and rubrics along with examination of student work. This will drive additions and changes to curriculum maps which will include differentiated instruction for ELL students. This will provide additional professional development in supporting ELLs in meeting the demands of the CCLS.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	\$7280.00	95 Per session hours for 2 (two) ESL

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.
(schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		teachers at 50.19 per hour and 48 per session hours for 1 (one) administrator at 52.52 per hour including fringe. (no other Saturday program running)
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1680.00	10 per diem days at 167.70 for coverage of 6 teachers of ELL students to work with ELL Lead Teacher and Title III ELL teachers to learn best practices and examine data and plan instruction for students based on progress. CFN Support specialist will also be scheduled to meet with teachers and provide focused PD in addressing Common Core Learning Standards.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,680.00	Folders, notebooks, markers, crayons pens, pencils to be used by students. Trade books and workbooks designed to build early language development skills for ELL students.
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$0	
TOTAL		