

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE NEWPORT SCHOOL
DBN (i.e. 01M001): 23K184
Principal: LISA LINDER
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Superintendent: MAURICIERE DE GOVIA
Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lisa Linder	*Principal or Designee	
Raymond Terrell	*UFT Chapter Leader or Designee	
Stephanie Seabrooks	*PA/PTA President or Designated Co-President	
Stephanie Rouse	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	
Constance Walker	Member/ Teacher	
Yvette Lewis	Member/ Teacher	
Elsie Maysonet	Member/ Teacher	
Tynisha Washington	Member/ Parent	
Steffani Sheard	Member/ Parent	
Felicia Robinson	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be a 2% increase of all students in Grades 3-8 achieving at or above proficiency level, as measured by the 2014-2015 New York State English Language Arts exam.

Comprehensive Needs Assessment

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

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found that 12% of our students in grades 3-8 are reading at or above proficiency in ELA.

Based on this data, there is a need to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content 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. Teachers will implement a balanced literacy approach to reading using CCLS aligned Ready Gen with an emphasis on guided reading in grades K-5. Teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes
2. Teachers in grades 6-8 will continue to utilize CCLS aligned Code X and the instructional shifts to adjust curricula to meet the needs of all students. Teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes
3. Teachers will assess and analyze students' performance on the Fountas and Pinnell running records three times per year
4. Teachers will collaboratively plan, look at student works and analyze assessment data on a rotating basis each week.

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

1. Administration and model teachers will provide PD and ongoing feedback to teachers.
2. Administration and teachers will work collaboratively to plan, review and adjust curriculum on a weekly basis
3. Administration and network support will conduct PD on how to administer and analyze running records
4. Administration and teachers will create professional learning communities to promote collaboration and trust for teachers to analyze student work, data and adjust curricula

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

1. Administration will conduct learning walks, formal and informal observations to assess instructional alignment to the CCLS and Danielson Framework.
2. Administration will conduct learning walks, formal and informal observations to assess instructional alignment to the CCLS and Danielson Framework
3. Teachers will complete at a glance sheets three times per year-October, February and May.
4. Administrators will continue their observations as well as observe teachers working with their professional learning communities each week.

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

1. Teachers will be expected to be using the CCLS aligned curriculum daily starting September 18.
2. Teachers will be expected to be using the CCLS aligned curriculum daily starting September 18.
3. Assessment will be given in October, February and May.
4. PLC's will begin in October and continue through June.

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

1. Each grade will be scheduled to have a literacy block of 90 minutes per day
2. Grades 6-8 will be scheduled for a 90 minute literacy block each day
3. Teachers will utilize the Fountas and Pinnell running records to administer their assessments.
4. Teachers will use their common preps as well as the 80 minute block on Mondays and 35 minute block on Tuesdays

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).

Teachers and administrators will conduct ELA parent workshops on CCLS, instructional shifts and analysis of their child's data. Teachers will share Fountas and Pinnell

levels with parents to enable parents to better select books from the library other resources. Literacy Night for parents. Class presentations/celebrations in the auditorium for parents. Comprehensive monthly calendar of school-wide activities for parents. Regularly scheduled parent and school meetings. Teachers will utilize the 40 minutes Parent Engagement block to correspond with parents regarding student progress.

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	X	Title IA		Title IIA	X	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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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 2015, there will be a 3% increase of all students in Grades 3-8 achieving at or above proficiency level, as measured by the 2014-2015 New York State math exam.

Comprehensive Needs Assessment

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

A data-driven approach is used to improve student performance using multiple measures to identify and address student weaknesses and target areas for growth on a continuous basis. After reviewing and analyzing NYS assessment results, NYC and school benchmark tests, teacher-made/grade level tests, student portfolios, classroom performance we found 21% of our students in grades 3-8 are performing at or above proficiency in math.

Based on this data, there is a need to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content 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. Teachers will implement CCLS aligned Go Math in grades K-5. Teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes.
2. Teachers in grades 6-8 will continue to utilize CCLS aligned CMP3 and the instructional shifts to adjust curricula to meet the needs of all students. Teachers will align assessments to curricula, analyze assessments, and adjust instruction to improve student outcomes.
3. Teachers will collaboratively plan, look at student works and analyze assessment data on a rotating basis each week.

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

1. Administration, Model teachers and Instructional Leads will provide PD and ongoing feedback to teachers.
2. Administration and teachers will work collaboratively to plan, review and adjust curriculum on a weekly basis
3. Administration and teachers will create professional learning communities to promote collaboration and trust for teachers to analyze student work, data and adjust curricula

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

1. Administration will conduct learning walks, formal and informal observations to assess instructional alignment to the CCLS and Danielson Framework.
2. Administrators will continue their observations as well as observe teachers working with their professional learning communities each week.
3. Teachers will complete at a glance sheets and submit to administration

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

1. Teachers will be expected to be using the CCLS aligned curriculum daily starting September 18.
2. Teachers will be expected to be using the CCLS aligned curriculum daily starting September 18
3. PLC's will begin in October and continue through June.

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

1. Each grade will be scheduled to have a Math block of 90 minutes a minimum of 4 days a week.
2. Teachers will utilize the NYC Benchmark assessments to administer their assessments.
3. Teachers will use their common preps as well as the 80 minute block on Mondays and 35 minute block on Tuesdays

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).

Teachers and administrators will conduct math parent workshops on CCLS, instructional shifts and analysis of their child's data. Comprehensive monthly calendar of school-wide activities for parents. Regularly scheduled parent and school meetings. Teachers will utilize the 40 minutes Parent Engagement block to correspond with parents regarding student progress.

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

Goal and Action Plan #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 2015, student attendance will increase by 2% from 88% to 90%.

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.
 According to our NYDOE 2012-13 Progress Report, student attendance was 88.0%, which placed us in the 3rd percentile in our peer group and 0 percentile Citywide.

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. The Attendance Team will meet weekly to discuss 504s, incentives and interventions
2. All students who were chronically absent last year will qualify for Most Improved Attendance and all students who have perfect attendance will receive a monthly Incentive.
3. Students who are below 80% attendance will receive intervention; receive a warning letter and/or home visit.

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

1. Attendance Teacher, Guidance Counselor, Dean, Parent Coordinator, Administration
2. Student Success Mentors, Family Worker, Parent Coordinator
3. Student Success Mentors and Family Worker

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

1. We will evaluate our overall school attendance progress on a weekly basis and continuously revise the attendance plan to address needs.
2. Incentives will be distributed at Parent Teacher Association meetings on a monthly basis
3. Below 80% Attendance Report will be run on a Monthly Basis

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

1. Attendance Team began meeting in September 2014 through June 2015
2. Awards were given out in November and will continue on a Monthly basis.
3. Letters and parent contact will be made on a weekly basis to the families of students with poor attendance.

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

1. All members of the attendance team will each meeting.
2. Student Success Mentors and Pupil Secretary can perform these duties
3. Family Worker will reach out to parents, including follow up with letters and/or do home visits.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 The Parent Coordinator will attend meetings and share pertinent information with our parents. Parents will be invited to all Attendance Incentive events. Parents will be invited to discuss how their child's attendance can be improved.

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

Goal and Action Plan #4

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

Annual Goal #4

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

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.

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.

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	Differentiated Instruction during the reading block	Small group	During the school day and after school
Mathematics	Go Math intervention strategies	Push-In Support Provided by 7 th Grade Middle School teacher to support students through small group instruction.	During the school day and after school
Science	Differentiated Instruction	Small group	During the school day
Social Studies	Differentiated Instruction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counselling, small group and at-risk	Small group and one to one depending on the need as presented in the situation.	During the school day as well as after school when supported by outside agencies.

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.

At PS/MS 184:

- All recruited teachers will be appropriately certified and highly qualified MATH and ELL teachers.
- The Principal will work closely with the Network Director of Human Resources who will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.
- Mentors are assigned to support struggling and un-qualified teachers.
- The school's professional development committee will target the assessed pedagogical needs of the staff with differentiated high quality professional development. Professional development will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days.
- Professional development will be on-going at bi-monthly grade conferences, monthly faculty conferences and as needed to be provided by the lead teachers and administration
- The Principal in collaboration with the Network Director of Human Resources will work to identify qualified teachers through major recruitment campaigns and through relationships with Colleges and Universities.

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).

Professional development (PD) is given in order to ensure teachers are using the latest strategies or methods to achieve success and meet all goals. PD is coordinated by the administration and a Curriculum Team, who work together to combine ideas on effective planning for teachers, on different ways to assess learning, on developing curricula and instructional materials, and assisting teachers' individual needs for professional development. The PD will take place on days as prescribed by the DOE guidelines and Chancellor's designated Conference Days. PD will be on-going every Monday and Tuesday and as needed.

We have become a part of the Learning Partnership Program this year to help us focus on engaging our students in learning and how this related to literacy instruction. Through this partnership, we have had the opportunity to visit two schools and collaborate to identify an action plan to support each other as we implement goals around student engagement in literacy. Through this partnership, we are committed to professional development and collaboration that fosters student learning and school improvement.

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.).

Students living in temporary housing will be provided with the same educational services we provide all our students using Title I funding. This includes AIS services, ELL services, IEP services, and counseling. They will also be provided with free lunch and free transportation will be coordinated to and from school.

Our Parent Coordinator and Guidance counselor will assist the family with outreach organizations and counseling services. The Family Assistant will meet with families residing in a shelter prior to their moving into permanent housing to ensure a smooth transition.

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.).

Student transition:

- Schedule a visit or a series of visits to the new school for the children
- Provide pre-kindergarten children with a summer package that includes transition activities
- Encourage children to ask questions about kindergarten

Involvement of Parents in Transition

- Provide parents with information about the school their child will be attending
- Invite school personnel, teachers and principals, to attend a parent meeting and discuss the kindergarten program, the role of parents in the school and to answer any other questions. It is a good idea to include family assistants or parent coordinators that can translate the information during the meeting.
- Establish routines that children will use during the year, ex. where children will be picked up at the end of the day, where children will eat lunch, 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.

At PS/MS 184, we will include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve the achievement of individual students and the overall instructional program. Teachers will meet periodically to be staff developed in understanding the meaning of test results and will use test data to drive instruction.

Teachers will have many opportunities to discuss assessments particularly at the following:

- Chancellor’s Conference Day planning
- Professional Development on Mondays and Tuesdays
- Meetings with the Administration on a needs basis

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)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

PS/MS 184, 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.

DBN: 23K184

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$460,856.88	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$69,681.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,436,069.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 23	Borough Brooklyn	School Number 184
School Name The Newport School		

B. Language Allocation Policy Team Composition [i](#) 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 Lamson Lam	Assistant Principal Daliah Singh
Coach type here	Coach type here
ESL Teacher Lillian Cassidy	Guidance Counselor Lori Cristello
Teacher/Subject Area Denise Huggins/Library	Parent Sandra Garcia Cruz
Teacher/Subject Area type here	Parent Coordinator Denise Lawrence
Related Service Provider P.MacDougall-Williams	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	580	Total number of ELLs	16	ELLs as share of total student population (%)	2.76%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	0	1	0	1	1					7
Push-In														0
Total	1	1	1	1	0	1	0	1	1	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	1	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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	15	0	0	1	0	1	0	0	0		16

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	15	0	0	1	0	1	0	0	0	16
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Bengali														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	
	ELL	EP	ELL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	3	2	1	1	1	1					15
Chinese														0
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	2	2	4	2	1	1	1	1	0	0	0	0	16

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)	1			2										3
Intermediate(I)		1	1	1	2	1		1						7
Advanced (A)	1	1	1	1			1		1					6
Total	2	2	2	4	2	1	1	1	1	0	0	0	0	16

NYSESLAT Modality Analysis

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		3							3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
To assess the early literacy skills of our ELLs, the Fountas & Pinnell Benchmark Assessment System 1 is administered during a one-on-one, student-teacher conference. The student reads aloud and talks about a series of benchmark books while the teacher observes and note student behaviors on constructed recording forms. Utilizing the procedures for analysis establishes optimal learning levels and

valuable information about each individual's processing strategies, fluency, and comprehension. After reviewing data from the F&P, the ELLs continue to struggle with comprehension but can decode with some fluency. Moreover, all of which give insights about how to target a teacher's teaching and about ELLs. The data allows for ELLs to be targeted for Academic Intervention Services (AIS). Fountas & Pinnell provides information such as, data to recommend placement level for instruction, form groups for reading instruction, select texts that will be productive for a student's instruction and identify children who need intervention and extra help. These benchmarks are grounded in research and reflect the current Standards. Data is shared with the ESL teacher and provides information to further develop an ELLs' progress and instructional development. ELLs are actively engaged in standards-based academic curriculum.

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

Based on the NYSESLAT/LAB-R results across the grade and after a careful analysis of the grades in different strands (listening, speaking, reading and writing), students consistently scored the lowest on the reading modality. This suggests the need for more intervention and implementation of interactive read alouds, and focus on comprehension skills and activities. Students will have lessons adapted using visual/visuals for discussion, recorded materials such as Big Books, read along, read-aloud, oral presentations, and other activities. The second lowest score was the Writing, which shows students need more participation in writing activities such as journal writing, essay writing, newsletter writing, and reports. Students scored higher in Speaking than in Reading, which suggests more reading activities such as reading in four voices, chunking paragraphs for comprehension, oral/silent reading, comprehension focus questions, reading in a variety of genres across the grade, and increase more literature for discussion. The results will serve to plan lessons for differentiated instruction and to support ELLs newly acquired language. Utilizing the the LAB-R and NYSESLAT reports (RLAT) allows a plan for differentiated ESL instruction within the four modalities. ELL subgroups are grouped by Listening/Speaking and Reading/Writing modalities based on their NYSESLAT Combined Modality Report. Instructional decisions are implemented using the data from the RNMR report. Differentiated instruction is utilized to create flexible grouping among the ELLs. The teacher is able to target the modalities where ELLs are struggling. SMART goals are created to identify specific goals for the ELLs. The patterns in proficiency levels vary among the four modalities. Newcomers are scoring at the beginning level on the LAB-R and NYSESLAT. After receiving services our ELLs are scoring at the Intermediate and Advance levels. Instructional decisions are based on grouping Grade K and 1st grade students by using a pull-out method for instruction. The ELLs who require 360 minutes are seen for 8 periods of ESL instruction per week. Students in Grades 2, 3, and 5 include the intermediate and advanced ELLs. Grades 2, and 3 have newcomers into the NYC school system. These students display a greater need in every area. Therefore, they receive both push-in and pull-out methods. The school's additional plan is to target these students in the extended day small group tutorial sessions and Saturday Academy. The targeted areas of instruction will focus on developing skills in comprehension, speaking, reading, writing and communicating in English.

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](#))

Based on the NYSESLAT results across the grade and after a careful analysis of the grades in different strands (listening, speaking, reading and writing), students consistently scored the lowest on the reading modality. This suggests the need for more intervention and implementation of interactive read alouds, and focus on comprehension skills and activities. Students will have lessons adapted using visual/visuals for discussion, recorded materials such as Big Books, read along, read-aloud, oral presentations, and other activities. The second lowest score was the Writing, which shows students need more participation in writing activities such as journal writing, essay writing, newsletter writing, and reports. Students scored higher in Speaking than in Reading, which suggests more reading activities such as reading in four voices, chunking paragraphs for comprehension, oral/silent reading, comprehension focus questions, reading in a variety of genres across the grade, and increase more literature for discussion. The results will serve to plan lessons for differentiated instruction and to support ELLs newly acquired language.

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?

The program uses content-based instruction and follows the ESL state standards to achieve English proficiency. The NYSESLAT will measure the English Language Arts proficiency of ELLs from year to year each spring. School leadership and teachers use data from NYSESLAT, Periodic Assessments and student work to differentiate instruction to meet the needs of all students. The instruction is based upon language proficiency and grade level. The teachers implement interventions and change strategies during instruction to support student learning goals. The students display a greater need to develop reading comprehension and writing skills based on the LAB-R and NYSESLAT scores across all grade levels. The results of the ELL Periodic Assessments are shared with classroom teachers as well as the students in grades 3-8 through individual/small group conferences with the ESL teacher. The ELLs are assessed in Listening, Writing, and Reading twice a year with NYC ELL Periodic Assessment and Schoolnet Baseline/Benchmark assessments in ELA and Math. The school leadership, LAP team members, and teachers, use the results of periodic assessments to determine the appropriate materials,

criteria for grouping ,interventions for students in both reading, mathematics, and other content area learning. Specific conversations take place revolving individual ELL students and their academic goals.

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](#).)

In order to meet ELLs' needs in an RtI framework, it is important to understand their characteristics as children and learners, and to ensure that we view their status as language learners as an asset to draw upon as well as a dynamic developmental process that is inextricably tied to learning opportunities. Being aware of some of the common misconceptions about the language learning process for ELL students. In addition to having an understanding of these misconceptions, it is essential for practitioners to investigate their students' educational and linguistic histories. Teachers need to build upon the linguistic capabilities students bring to the classroom and understand where challenges may lie. With an understanding of this child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in Spanish to support her English reading comprehension. Progress monitoring data is used to make educational decisions about changes in goals, instruction, and/or services; as well as whether to consider a referral for special education services. When progress is monitored, the expected rate of an ELL's progress takes into account language development and background. The student's progress is then compared with levels demonstrated by peers from comparable cultural, linguistic, and experiential backgrounds who have received the same or comparable intervention.

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

The Spanish LAB administration may be used to measure a student's performance in Spanish in the areas tested. The content area teachers build ELLs native language through small group instruction utilizing trade books, chapter books, and content area material, internet web based sites such as: [www.spanish flashcard.com](#), [aaamath.com](#), etc... All classrooms are equipped with leveled libraries, and resources that correspond to ELLs culture, age and grade levels. In the ESL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system. Using native language support makes content comprehensible. The native language (Spanish) and English validates the prior knowledge students bring, and bolsters self-esteem. With an understanding of this child's linguistic strengths, the teacher could guide the child to use cognates or familiar concepts in Spanish to support her English reading comprehension.

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?

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

In order to evaluate the success of our program for Ells our school needs to maintain the LAP as a systematic plan for language development that guides our students until they acquire academic proficiency in English. LAP principles are designed to create a plan to address the needs of our ELL population. The LAP is reviewed annually to determine its effectiveness. Our ESL program goals are to provide academic content-area instruction in English. Utilizing ESL methodology, instructional strategies, and native language support to make content comprehensible. As evidenced by the progress our students are making on the NYSESLAT and state assessments our ELL program is currently meeting the needs of our students.

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](#).)
The initial identification of any student enrolling in NYC for the first time is administered the Home Language Identification Survey (HLIS). A trained pedagogue who holds a valid NYC teaching license assists parents with the completion of the Home language Identification Survey (HLIS). The ESL teacher conducts an informal interview of the parent and child to further determine LAB-R eligibility and possible SIFE status. The ESL teacher administers the LAB-R within 10 days of enrollment to students deemed eligible.

The Spanish LAB is administered to students who speak Spanish at home and score below proficiency on the LAB-R to determine language dominance. PS/IS 184 adheres to the following steps for initial ELL identification of students who may possibly be ELLs. At admissions, parents receive the Home Language Surveys (HLIS) and are instructed in their native language by assigned bilingual translators and interpreters to assist parents in completing the surveys. Trained pedagogues such as Mrs. L. Cassidy our ESL teacher conducts an informal oral interview in English and in their native language (Spanish) to both students and parents. For parents and students who speak languages other than English or Spanish over the phone interpretation services are utilized. Parents are advised that their child will have to take a formal initial assessment Language Assessment Battery-Revised (LAB/R), and the Language Assessment Battery (LAB for Spanish-speaking ELLs), placement test that establishes both English and Native Language-Spanish proficiency levels. Students that score at or below proficiency on the LAB-R become eligible for state mandated services for ELLs. These tests are administered individually to students and are hand-scored by the ESL teacher. Students are placed in their respective program within the first 10 school days of initial enrollment. Parents are informed about their child's score by phone and by mail (using Entitlement and Non-Entitlement letters) Mrs. L. Cassidy, who is our ELL contact Teacher and who teaches ESL is responsible for the initial screening, administering the HLIS, the LAB-R, LAB for Spanish speaking ELLs, and the formal initial oral language assessments.

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.

In order to ensure that parents understand all three program choices (Transitional Bilingual, Dual language, Freestanding ESL) at admissions, all forms and surveys are made available to our parents in translated versions. Our Parent Coordinator, Ms. Denise Lawrence contacts by phone or mail the parents on an ongoing basis to attend our Parent Orientation workshops to view the Chancellor's NYC Department Of Education mandated ELL Parent Video and discuss their program options. Parents receive a comprehensive packet of ELL information, and get an opportunity to meet with LAP team members that will assist them in making the appropriate program selection for their child. Parent choice is respected and parent choice guidelines are adhered to. Students are identified as ELLs by review of the HLIS, administration of the LAB for Spanish speaking ELLs and LAB-R results. Parents may also request to observe and visit the participating classrooms, view and discuss video taped lessons to make their final program decision. Our parent coordinator and our ELL contact work collaboratively to ensure that parents receive and return entitlement letters, Parent Surveys and Program Selection forms within 10 days. If parents do not return form then parents are advised that the default program for ELLs is Transitional Bilingual Education if there are sufficient number of students to do so as per CR Part 154. Otherwise, student will be placed in a Freestanding ESL program. Parents receive communication through letters of entitlement, placement, continued entitlement or non entitlement. The letters are made available in other languages. The ESL teacher and Parent Coordinator work together to reach parents. Parents are also given assistance to complete Parent Surveys and Program Selection Forms. The school ensures that all Program Selection Forms are returned during the workshop/orientation. Also, the ESL teacher completes the ELPC screen in ATS, in which the NYSED requires DOE to monitor and ensure implementation of the required ELL program parent choice process. The ESL teacher completes this for each ELL new admit as soon as the student is placed in an ELL program, but no later than 10 days afterwards. The ESL teacher keeps a binder with copies of the entitlement letter records are maintained. The original Parent Survey and Program selection forms are filed in student's cumulative record. If a form is not returned, the default program for ELLs is Transitional Bilingual Education. Our school does not have sufficient ELLs in a grade or two continuous grades of the same language to offer this program. After the parents have selected the ELL program for their child, then we inform them what program we have in our school. In alignment with parent choice program selection we currently have a free-standing ESL program. When parents choose a program that the school does not currently offer, our school keeps a record in order to notify parents when there are sufficient number of requests to open the program. Placement letters are distributed and are maintained on file with the ESL teacher. In addition, continued entitlement letters are distributed in the Fall and copies of the letters sent are kept on file with the ESL teacher.

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 [\[see tool kit\]](#).)

The ESL teacher, Mrs. L. Cassidy completes the ELPC screen in ATS, in which the NYSED requires DOE to monitor and ensure implementation of the required ELL program parent choice process. The ESL teacher completes this for each ELL new admit as soon as the student is placed in an ELL program, but no later than 10 days afterwards. The ESL teacher keeps a binder with copies of the entitlement letter records are maintained. The original Parent Survey and Program selection forms are filed in student's cumulative record. If a form is not returned, the default program for ELLs is Transitional Bilingual Education. Responses are recorded on ATS in the ELPC screen. Our school does not currently have sufficient ELLs in a grade or two continuous grades of the same language to offer this program. After the parents have selected the ELL program for their child, then we inform them what program we currently offer in our school. The free-standing ESL program is the program within this school, based on parent choice. When

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

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.

The following criteria and procedures are adhered to in order to place identified ELL students in bilingual or ESL instructional program: During admissions, the school secretary, Ms. Coipel, the parent Coordinator, Ms. Lawrence, and our trained school LAP team members including our ESL teacher provide parents of newly enrolled ELLs with information on the different ELL programs that are available. We use translated material (brochures, DVDs) provided by the Office of ELLs and if necessary we use services offered by the Translation and Interpretation Unit to better serve our parents. Parents complete a Home Language Survey and the student is interviewed in the native language to make an initial determination of the child's home language. The parent receives and completes the survey to show what language the child speaks at home. Parents are invited to attend Parent Orientation in their native language in English and are given opportunities to ask questions so that they can make an informed placement selection. Additionally, on-going orientation in native language spanish is provided throughout the school year to inform parents about curriculum and specific program information. We have bilingual staff that speak the target languages and are available to answer any specific questions parents may have about the programs we offer. Parents who are unable to attend the scheduled meetings may call the school to set an appointment to discuss program matters and their child's academic progress. Placement letters are distributed and are maintained on file with the ESL teacher. In addition, continued entitlement letters are distributed in the Fall and copies of the letters sent are kept on file with the ESL teacher.

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.

Annual assessments of ELLs involve administering NYSESLAT every spring to determine continued eligibility for services. The ESL teacher administers the NYSESLAT in the spring. The use of ATS reports such as (RLER) NYSESLAT Eligibility Roster are essential and utilized by the ESL teacher. In addition, useful reports for determining eligibility for testing through ATS are RADP- Admission and Discharge look for code 58 and 57(list noticed from Pre K). Other helpful reports are RNMR and RBPS. The ESL teacher ensures that the four components of the NYSESLAT are administered. NYSESLAT is administered in the spring annually to determine whether our students will continue to receive services for the next school year. The procedures we use to ensure the 4 components (Listening, Speaking, Reading, and Writing) of NYSESLAT are administered is as follows: 1) Our ESL teacher Mrs. L. Cassidy and our Test Coordinator work collaboratively gathering data from ATS reports such as: RLAT, RNMR, RLAB, and RBEX, BESIS extension of services request to create test accommodations for all ELLs including ELLs in Special Needs Classes. 2) Then each year we study the data and list all ELLs who are eligible for testing including ELLs those who have completed a year and one day in the NYC Public School System. 3)Students are grouped according to grade strands (K-1), (2-4),(5-6),and(7-8) for Listening/Speaking, and Reading/Writing and are assigned to be tested by NYS licensed ESL/Bilingual staff. Student make-up exams are offered throughout the testing period for those students who are absent on a specific testing date. Exams are safely secured in the Principal's office and secured in the ESL teacher's classroom during testing. Upon completion of the testing period, Mr. Lam, our School Principal signs the principal certification for delivery of tests, copies of class rosters, and pertinent documents are placed in a secure file in the ESL teacher's classroom file. Students who score Beginning, Intermediate or Advance Level continue services. The NYSESLAT is used to annually evaluate ELLs and form groups. In addition, the NYSESLAT determines whether or not the student continues to be LEP.

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. 

The ESL Teacher reviews the Parent Survey and Program Selection forms. For the past few years, the trend in program choices has been ESL. At this time we do have less than five parents requesting a bilingual program. We continue to monitor parent requests for TBE or Dual Language programs. The school utilizes two of the organizational models: Pull-out model- Ells spend the majority of their day in all English

content instruction and are brought together for English-acquisition-focused instruction. Push-in model an ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time.

Part 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])?

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

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)?

The organization of our staff ensures that the mandated number of instructional minutes is provided. The ESL teacher is aware of the mandated number of units of support for ELLs, grades K-8 according to proficiency levels. Beginning and Intermediate receive 360 minutes per week of ESL instruction. Advanced ELLs receive 180 minutes per week of ESL instruction and also ELA instruction for 180 minutes.

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 order to maximize English language acquisition for ELLs, the ESL and classroom teacher work closely to deliver literacy instruction using materials from the core curricula, as well as tailor additional content instruction to meet the needs of our ELLs. To maximize language development, the teachers will spend time planning together. This enables the ESL teacher to meet the needs of her ELL students in a differentiated manner using ESL strategies. This makes the content much more comprehensible for those students. Additional resources such as RIGOR are utilized with older newcomers to teach basic literacy skills through the content areas. All instruction is aligned to the New York State ESL Standards and Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that ELLs are appropriately evaluated in their native language, PS 184 does two things. The ESL teacher will ensure they are appropriately evaluated in their native language using the Spanish (LAB) to determine language dominance to those that qualify for Spanish testing when taking the LAB-R. Another procedure we have in place involves the assistance of our assistant

principal/ testing coordinator. She articulates with classroom and the ELL teacher to provide the state assessments in Math and Science in native languages for students who would benefit from translated tests.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ELLs are assessed in Listening, Writing, and Reading twice a year with NYC ELL Periodic Assessment and School Net Benchmark Assessment in ELA. Additional assessments include F&P, chapter and unit assessments as well as teacher created check list. Instruction is based upon language proficiency and grade level. ELL workbooks are utilized to help students become familiar with the types of questions they will see on state tests: multiple choice, written response, and oral response.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
- a. At present, the school does not have SIFE students. However, if SIFE students are identified, they will be screened for enrollment with the HLIS to determine LAB-R eligibility. If the home language is other than English or if the student's native language is other than English, the ESL teacher will administer the LAB-R. If necessary, an informal student/parent interview will be conducted to discuss the proper program placement into the school's program. Moreover, the ESL teacher has attended a Technical Assistance session on the identification of Students with Interrupted Formal Education (SIFE) using a diagnostic tool. The ALLD is an Academic Language and Literacy Diagnostic to be used for grades 6-8. SIFE students would be invited to attend our extended day program.
- b. The ELLs who require 360 minutes are seen for 8 periods of ESL instruction per week. Students in Grades K, 1,2, 3, 4, and 8 include the intermediate and advanced ELLs. Grades 3,5, and 7 have newcomers into the NYC school system. These students display a greater need in every area. Therefore, they receive both push-in and pull-out methods. The school's additional plan to target these students in the extended day small group tutorial sessions. The targeted areas of instruction will focus on developing skills in comprehension, speaking, reading, writing and communicating in English. Native language support is provided through the use of Bilingual dictionaries, native language classroom libraries and the buddy system.
- c. The needs of ESL students receiving services 4 to 6 years are addressed in a number of ways. In addition to mandated services, those students are provided content area support for ELLs through the use of the Visions program which offers authentic literature with a balance of fiction and nonfiction, biographies, informational and content-based readings. Those students who have progressed past beginner and intermediate levels receive academic intervention in the form of small group instruction, 37.5 minutes of extended day, and after- school academic programs which are targeted to their specific learning needs.
- d. Long-term ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words.
- e. ESL support services are extended for up to two years after the student has achieved a proficient level of English on the NYSESLAT.
- Moreover, the school will provide testing accommodations on New York State Examinations to ELLs for up to two years after they achieve proficiency on the NYSESLAT.
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?
To foster academic gains for our ELL-SWDs we provide professional development to our special education teachers to improve the strategies they use in order to meet the needs of their students. These workshops help the teachers provide the academic content that is necessary but with a differentiated approach so that the needs of their learners are met. They provide such strategies as using sentence frames to accelerate language development and lots of picture support to add to the children's repertoire of vocabulary and understanding of new words in all subject areas. The teachers often differentiate word walls and other classroom materials to meet the needs of this particular population allowing room for scaffolding as the year goes on. All ELL-SWDs receive mandated ESL services which are aligned to their proficiency levels and IEP goals.
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?
The ESL teacher attends Individualized Education Plan (IEP) meetings to address the needs of ELLs identified as having special needs. There is communication between the IEP teacher, classroom teacher, SBST and the ESL teacher to plan for ELLs identified as having special needs. The ESL teacher, classroom teacher, and IEP teacher ensure that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program through conferencing and planning their schedule based on their mandated services on their IEPs. Flexible programming is used to maximize time spent with non-disabled peers based on their NYSESLAT and

grade levels. ELLs with IEPs are grouped with ELLs in general education to receive ESL services.

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

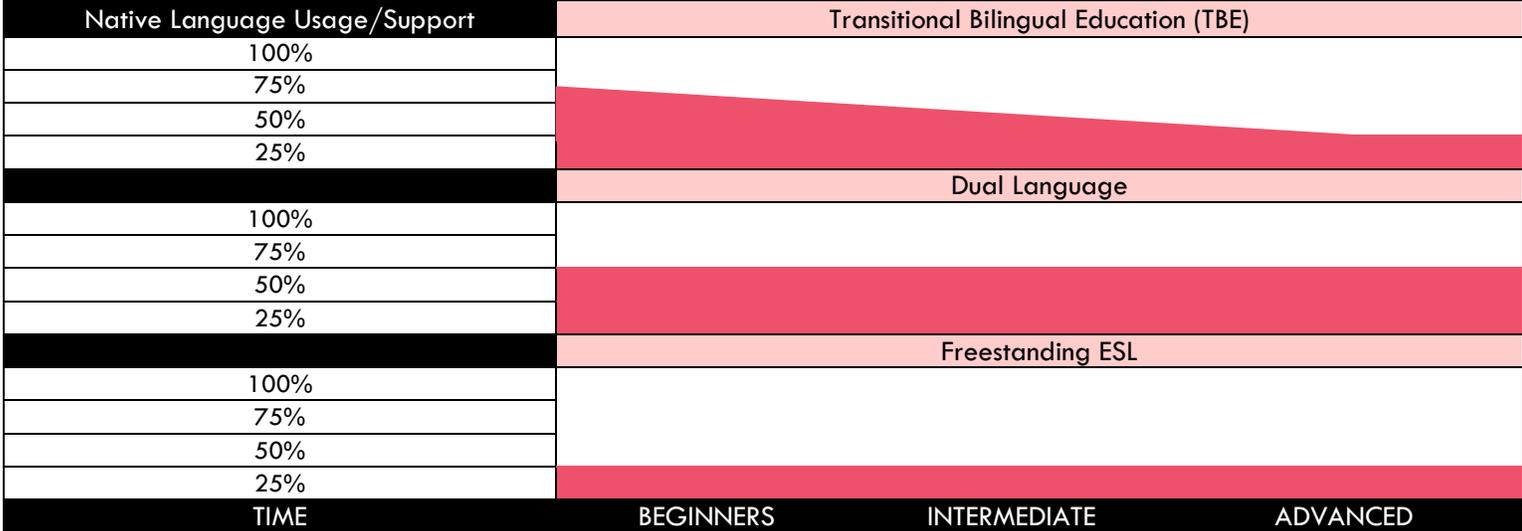
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The program uses content-based instruction and follows the ESL state standards to achieve English proficiency. The NYSESLAT will measure the English Language Arts proficiency of ELLs from year to year each spring. School leadership and teachers use data from NYSESLAT, Periodic Assessments and student work to differentiate instruction to meet the needs of all students. The instruction is based upon language proficiency and grade level. The language used is English with native language support in Spanish. The teachers implement interventions and change strategies during instruction to support student learning goals. The students display a greater need to develop reading comprehension and writing skills based on the LAB-R and NYSESLAT scores across all grade levels. The results of the ELL Periodic Assessments are shared with classroom teachers as well as the students in grades 3-8 through individual/small group conferences with the ESL teacher. The ELLs are assessed in Listening, Writing, and Reading twice a year with NYC ELL Periodic Assessment and Acuity.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Providing English as a Second Language (ESL) program that uses various strategies, sometimes with native language support, so students develop language and content knowledge in English is effective. Our program includes the necessary ESL and ELA instructional units. The number of ESL and ELA instructional units provided is based on English proficiency and all units must be standards-based. The Understanding Language District Engagement subcommittee has developed a set of six key principles for instruction that helps ELLs meet the rigorous, grade level academic standards found in the Common Core State Standards and Next Generation Science Standards. These principles are meant to guide teachers, coaches, ELL specialists, curriculum leaders, school principals, and district administrators as they work to develop standards-aligned instruction. The principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. In our school all teachers are aware of the ELLs in their classes and take shared responsibility for their education.
11. What new programs or improvements will be considered for the upcoming school year?
- Benchmark Education Company's RIGOR skill Bags are a unique, comprehensive set of intervention resources we will use to accelerate the literacy and language development of our ELLs. RIGOR is an appropriate new intervention for all students in Grades 4-8. ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words.
12. What programs/services for ELLs will be discontinued and why?
- Due to the reduction of the number of ELLs we no longer receive Title III funding. We no longer offer a specific program for ELLs. However, ELLs continue to participate in our Saturday Academy.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in the full curriculum offered at PS/IS 184, including Literacy, Math, Social Studies, Science, technology, Art and Physical Education. ELLs attend extended day to receive small group instruction twice a week. Math and Science curriculums will supplement in class material and is taught using the literacy connections and manipulative. Literature and writing skills are taught using literacy prototype and ESL methodologies including hands-on activities to encourage higher order thinking and reading comprehension. We also offer a Saturday Academy for all of our students including our ELLs in grades 3-8. This program offers supplemental instruction in Literacy and Math.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that are used are RIGOR, Visions, Newcomer Phonics and Theme Links. Math software including Jumpstart and Reader Rabbit Math for grades K-3. Kidspiration 3 and Mighty Math applications will be utilized by the students to reinforce math skills in the computer lab. Study Island, a computer adapted program will be implemented for grades 3-4 and 7-8. All ELLs participate in mathematics. Supplemental program for ELLs include Extended Time Session. The two days will include a one day focus on ELA and the second day will focus on Math. The SLT and administrative cabinet will include an assessment of the data generated by standardized, interim, teacher created, student portfolios, Fountas & Pinnell etc at all general meetings.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Both elementary and middle school level ESL classroom offers language support in the native language. Using native language support makes content comprehensible. The native language (Spanish) and English validates the prior knowledge students bring, and bolsters self-esteem. In the ESL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Challenging material is introduced to advanced level students to stimulate increased academic language skills. ELLs participate in the full curriculum offered at PS/IS 184, including Literacy, Math, Social Studies, Science, technology, Art and Physical Education. Implementing RIGOR places particular emphasis on the needs of older ELLs who are still preliterate or reading at the Grade 3 level or below. there are many categories of students who may benefit from this intervention. For ELLs who have reached proficiency on the NYSESLAT, the school will provide testing accommodations for up to two years. Transitional ELLs are invited to attend extended day to continue English Language support. ELLs attend extended day to receive small group instruction twice a week.
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.
To assist newly enrolled ELL students before the beginning of the school year letters are sent in January, to provide information about important dates and activities that may take place. We will meet in June with the newly enrolled ELLs. We will provide them with support to work on during the summer months to better prepare themselves for the incoming school year. They will also be provided with information on programs that will be available throughout the summer through the New York City Department of Education for ELLs. Translation services are made available upon request.
18. What language electives are offered to ELLs?
Spanish classes are offered to our middle school and includes all ELLs.
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)?

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.

Professional development is offered to ensure that staff will be able to articulate the Language Allocation Policy, LAP. The ESL teacher is equipped with appropriate teaching certifications and engages in professional development. In brief, ESL training topics include ESL content area methodologies and applications. Other topics may include recognizing and understanding the need of ELLs within a monolingual classroom. ESL is provided in the Special Education curriculum according to an ELLs' Individualized Education Plan (IEP). The ESL teacher attends ELL Workshops through the collaboration of the OELL, Citywide training through the networks, ELL Technical Assistance Session and Webinars. All teachers are encouraged to participate in professional development opportunities offered through the Department of Education's Office of English Language Learners. Teachers attending these workshops are asked to turn key the information to staff members during faculty conferences or teacher team meetings. The assistant principal, paraprofessionals, secretaries, guidance counselors, and parent coordinators attend professional development in school and are encouraged to attend workshops provided by the Department of Education. Teachers of ELLs, including the general education teachers, subject area teachers, ESL and special education teachers share common planning periods to facilitate professional development. Teachers also use these planning periods to look at student data and make decisions on instructional strategies based on student work. Topics generally include ELL Start-up procedures, Compliance, Planning for Instruction Using the ESL Standards, The Critical Role of Vocabulary Development for ELLs, ELLs and the Common Core standards and Developing Strategies to use on a daily basis. Moreover, The ESL teacher attends PD in regards to meeting the needs of ELLs with special needs. The series of workshops are provided by the Regional Bilingual Special Education Specialists of RSE-TASC. The workshops offer professional development support and allows the ESL teacher to turnkey information for staff who is in need of 7.5 hours of ELL training. Teachers should keep documentation of all training received (minimum of 7.5 hours or 10 hours for special education teachers) and are responsible for maintaining their own records. In addition, if teachers have completed a 3 credit college course in ESL methodology that meets the 7.5 hours of ESL training. As ELLs transition from elementary to middle and/or middle to high school the staff is aware of the needs of ELLs and former ELLs. Our guidance counselor, provides support to ELL students and their families as they consider their middle and high school options. The guidance counselor provides assistance in the completion of forms and offers parent information sessions, translated services are made available upon request. The RLAT is a useful report for accessing the last three years of NYSESLAT data from Automate the Schools (ATS) system. Collaborative planning utilizing the Learning Packages was used to develop knowledge about specific LAP principles utilizing the LAP Tool kit. Hence, the ESL teacher devotes part of the LAP meetings to report what was learned. The DVD was utilized by the ESL teacher to view "video visits" of classrooms that are at different stages of LAP implementation. Further development of the LAP will be sustained through ongoing sub-committee meetings at our school.

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?

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

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

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

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

- The DOE Family Guidebook will be distributed to all families
- The PS/IS 184 Family Handbook will be distributed to all families
- The School will offer workshops for families on the following topics: "How to Read with Your Child at Home," "How to Help Your Child with Math Homework," "How to Help Your Child Succeed on the NYS Tests," "How to use ARIS Parent Link," "How to Help Your Child Get Ahead this Summer," "The Common Core Learning Standards: How to Help at Home."

• Our School will offer parent breakfast summits on Increasing Student Attendance.

• Outreach will be done via phone, email, School Messenger, backpack, and mail to all families who have Promotion in Doubt students.

• CEP Goals and Action Plans will be distributed or made available at all Parent Association Meetings and SLT meetings

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.

Part VI: LAP Assurances

School Name: 184

School DBN: 23K184

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lamson Lam	Principal		1/1/01
Daliah Singh	Assistant Principal		1/1/01
Denise Lawrence	Parent Coordinator		1/1/01
Lillian Cassidy	ESL Teacher		1/1/01

Sandra Garcia Cruz	Parent		1/1/01
Denise Huggins	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Lori Cristello	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 23K184 School Name: The Newport School

Cluster: 2 Network: 211

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

Part A: Needs Assessment Findings

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

In order to keep parents informed they may complete Part 3. Parent Information of the Parent/Guardian Home Language Identification Survey. The school has translated versions of the Home language Identification Survey (HLIS). The responses to these supplementary questions are used so that the school can communicate with the parent's language of choice. Moreover, parent preference data is indicated on the Emergency Contact Card. The school maintains the primary language preference on ATS and the student emergency card. The school displays a Multilingual Welcome Poster in the front entrance of the school. Signs are displayed in the main office indicating in a language they understand stating "Interpretation Services Available" and "Please see a staff member for interpretation services". Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance. The ELL teacher or other bilingual personnel are available with prior notification to provide oral interpretation as needed to ensure that parents understand. The translation and Interpretation unit is utilized as needed. The translation and Interpretation unit provides services through the central unit and requests for translation may be made to translations@schools.nyc.gov. After reviewing Parents Preferred Language report on ATS the majority of the parents are requesting communication in English. Approximately 5% of parents are requesting communication in Spanish.

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.

The major finding of our School's written translation and oral interpretation needs was to have all parent correspondence translated into Spanish and have all school announcements and procedures displayed in designated areas making them easily accessible to all parents. As some of our monolingual English-speaking teachers have ESL students in their classes and cannot communicate in native language Spanish to parents, there is a need to have Spanish translation services for parent-teacher conferences, such as Open School Night, and report cards may have written Spanish comments about student progress. Home Language Surveys indicate that Spanish is the predominant home language of the ELLs, with the exception of some Bangladesh students whose families speak Bengali and English who are currently enrolled in

K and 3rd grade. Parents who need language assistance are encouraged to contact the school's Parent Coordinator. Parents are informed of the translation services available to them at PTA and parent/teacher conferences. The Translation and Interpretation Unit provides New York City Department of Education schools and offices with an internal resource for accessing written translation and oral interpretation services. The Unit is an important part of the Department's language access initiative which aims to enhance the organization's ability to communicate with and better engage limited-English-proficient parents of New York City school children. Parent notification letters have been sent to parents of ELLs in the translated version when necessary.

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS/IS 184 Newport	DBN: 23K184
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 31 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Title III After School Literacy and Math Program

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

Part C: Professional Development

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

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

Begin description here:

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

Topics include:

Preparing Instructional Programs for ELLs,

ELL Technical Assistance Session

Understanding AMAOs: Accountability for ELLs

Working with ELL Families in the School System

BESIS training

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

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

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