

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

25Q184

School Name:

FLUSHING MANOR SCHOOL-P.S.184Q

Principal:

ANNA DIMILTA

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 25Q184
School Type: Elementary Grades Served: Pre-K-5
School Address: 163-15 21st Road Whitestone, NY 11357
Phone Number: 718 352-7800 Fax: 718 352-0311
School Contact Person: Anna Dimilta Email Address: adimilt@schools.nyc.gov
Principal: Anna Dimilta
UFT Chapter Leader: Karen Cohen
Parents' Association President: RosaMaria Giaimo
SLT Chairperson: Grace Lee-Sim
Student Representative(s): N/A

District Information

District: 25 Superintendent: Danielle DiMango
Superintendent's Office Address: 30-48 Linden PL, Flushing NY 11354
Superintendent's Email Address: ddimango@schools.nyc.gov
Phone Number: 718 281-7605 Fax: 718 281-7519

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 204 Network Leader: Diane Foley

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anna Dimilta	*Principal or Designee	
Karen Cohen	*UFT Chapter Leader or Designee	
Rosa Maria Giaimo	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Sara Corbett	UFT Member/ELL Teacher	
Patricia Black	UFT Member/ Special Education Teacher	
Filia Basho	Member/ Parent	
Grace Lee-Sim	Member/ Assistant Principal	
Helen Drakoulis	Member/Parent	
Diana Lew-Chi	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 184, the Flushing Manor School, is located in the Whitestone section of Queens, New York. This Pre-K-5 elementary school serves a population of approximately 515 students from culturally diverse backgrounds. The school is an integral part of the community for the students and their families. Pride in the students' accomplishments is evident in the prominently displayed student work throughout the building and through a variety of school-wide celebrations. The student body consists of 50.0% white students, 35.0% Asian students, and 13.0 % Hispanic students. Approximately 16% of the students are Special Education with Individualized Education Plans (IEPs). All students with IEPs receive the full continuum of services as needed, with ICT, combination push in and pull out Special Education Teacher Support (SETSS), and related services such as speech and language, occupational and/or physical therapy and counseling. English Language Learners, 8.0% of the total student population, receive mandated services according to the requisites of Language Allocation Policy. 30.0% of our students qualify for free lunch.

At P.S. 184 we are a dedicated community of learners. Students, staff and families work and support one another in accomplishing the rigorous challenges of preparing all students for college and career, while simultaneously nurturing and highlighting individual strengths and talents. Our students will become lifelong learners able to function successfully as responsible and caring individuals in a global society and they will be able to make a variety of positive contributions to the modern world around them. This mission statement is supported by the success we have in establishing a supportive environment for teachers, parents and students as evidenced by our school survey data.

PS 184 has many promising practices, despite a small budget due to limited school size and non-Title I status. Our students are involved in Dancing Classrooms and Citi-Center Dance. Both programs foster a sense of respect, pride and improve self-esteem for our students. Students learn how to treat each other as equals, learn respect, and take great pride in their performances throughout the year. We believe that all of our students are stars strongly believe in providing opportunities for all of our students to shine. Our PTA contributes to approximately 1/3 of our Arts Residency budget. Additionally, we have a full time visual arts teacher who serves all K-5 classes and our students participate in theater opportunities and music appreciation through classroom exposure.

We celebrate students' quality work and individual strengths through curriculum celebrations, and Student of the Month Assemblies. This year we are embarking on the goal of bringing enrichment clusters to our school. Staff will be trained in the Renzulli Enrichment Model and teachers and children in the upper grades will select interest-based clusters to participate in during the spring months.

Based on parent, teacher and student feedback, the thing that most stands out about our school is that we are a unique community of learners. All stakeholders communicate constantly and are responsive to one another, always acting in the best interest of the children, even when it means going above and beyond. We work together in order to make sure that each person, whether child or adult, is reaching his or her maximum potential and feel comfortable enough to take risks that result in new learning. As our motto states we are truly "Learners for Life!"

According to our most recent NYS Math Test Scores P.S. 184 Q has made substantial growth in the area of math, student performance improved dramatically, with an increase of 19.6 % and a total percentage of 69% of our students achieving at or above grade level. Student progress in math was rated excellent on the School Quality Snapshot as developed by the NYCDOE. We attribute this growth to the collaboration of our teachers and administrators in the development of common core aligned lessons and units through the use of the Go Math Resource adopted last school year and the use of ongoing assessment data to drive our math lessons. Our biggest challenge continues to be in the area of demonstrating student progress on the NYS ELA exam. Though we saw an increase of close to 5 % in performance, with 50% of students performing at or above grade level, we continue to see only a small number of our students making gains. This year we are embarking on an instructional focus that emphasizes authentic literacy throughout all subject areas. We are planning more engaging interesting lessons that connect to the real world and emphasize process over product in an effort to see growth in all of our students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A comprehensive review of NYS exam results yield the following information.
Spring 2014 NYS Math data indicates an increase of close to 20% in meeting the standards. Student progress in math was also impressive with a median growth percentile of 73.0. The average score in math was 3.3.
Spring 2014 ELA data indicates a 5% improvement in students meeting the standards. However, the median adjusted growth percentile in math was 58.0. The average score was a 2.9.

To summarize, math is an area of strength which needs to be sustained and improved upon to ensure progress for all students. ELA is an area of focus. Student progress indicates a need to address individual student at all levels by providing engaging and appropriate rigorous instruction.

School Quality Guide/School Quality Snapshot indicates that student progress in math is excellent and student progress in ELA is poor.

A review of walkthrough data from 2013-2014 indicated a need to improve questioning and discussion techniques and student engagement.

Review of student work products indicate work completed with teacher scaffolding and support yield results with over 90% of students meeting the standards. However, student on demand samples indicate only 60% of students meeting the standards using a rubric based system of grading. There is clearly a product oriented approach to literacy instruction that must shift to a more process oriented one.

This data has implications around providing appropriate rigorous instruction in the areas of ELA and math. Data supports math instruction is rigorous and yielding commendable results. ELA instruction is a focus area as a result of the data indicated above. The school has identified its instructional focus collaboratively in the area of literacy. In order to improve student outcomes in ELA, the focus is as follows: To implement the use of authentic literacy practices aligned to key standards, in all curriculum areas in order to engage students throughout the learning process as evidenced by high student engagement as well as rigorous written and oral work products connecting to real life.

Our goal aligning to this focus is also aligned to capacity framework-rigorous instruction in ELA.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of students in grades K-5 will demonstrate student progress in ELA as demonstrated by a combination of on-demand rubric-based reading/writing tasks and F&P reading level assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<p>Administrators will participate in support meetings provided by the DOE, CFN, and District, in addition to participating in a mentoring program for new administrators in a trusting environment.</p> <p>Collaborative revision of reading/writing units in grades K-5 will emphasize process over product through the use of thinking maps and will ensure the presence of a real world connection to authentic circumstances/literacy resulting in rigorous work products.</p> <p>Trusting teacher teams will participate in ongoing revision of writing units to align with content area science and social studies scope and sequence including writing for authentic purposes and audiences.</p> <p>School wide Professional Development in the following areas: -Thinking Maps protocols and uses -Authentic Literacy -Danielson Framework-engaging students and questioning -Balanced Literacy-Guided reading, Book Clubs Renzulli Enrichment Model</p> <p>- In addition staff members will select professional development teacher led study group topics as per needs assessment. Study groups will be around authenticating process in science, social studies math, the use of technology and how to support special populations- autism, SWD and ELL students. This will be done in a trusting collaborative manner.</p> <p>- New teachers will engage in mentoring activities and collaborative planning with trustworthy colleagues.</p>	<p>Principal, Assistant Principal</p> <p>All Pedagogical staff including Classroom Teachers of grades K-5</p>	<p>September-June (ongoing)</p> <p>Sept-June ongoing Monday afternoons and Chancellor's days</p>	<p>CFN support staff, NYC DOE presenters</p> <p>Principal, Assistant Principal, Curriculum Support Specialist, Teachers</p>
<p>-Incorporating intentional blocks of time devoted to balanced literacy practices as follows:</p> <p>-continue implementation of shifts in literacy using grade level text resources as well as Ready Gen resource</p> <p>-independent reading time, (DEAR)</p> <p>-guided reading</p>	<p>Grade K-5 students</p> <p>Grade 2-5 students</p> <p>Grade K-5 Students</p>	<p>Sept.-June Ongoing</p> <p>Sept.-June Daily AM entry 8:10 - 8:25</p> <p>Daily during literacy block</p>	<p>Classroom Teachers ELL and SETSS teachers</p> <p>Classroom Teachers</p> <p>Classroom, ELL SETSS Teachers</p>

<p>-Grade-wide book clubs designed to meet students at appropriate entry points and engage them in the learning process. During these blocks of time, the specific needs of our SWD and ELL students will be met by a variety of providers. SETSS teacher, ELL teacher, cluster teachers, classroom teachers Instructional level texts will be provided.</p> <p>-Computer based software such as Imagine Learning, Reading Tracker, RAZ kids and Brain-Pop may be used to target SWD, ELL or Rtl students, or students in the bottom third as well. The use of authentic literacy practices to build in opportunities for high level rigorous conversations.</p> <p>-Words for Life Program: This program is designed to embed an intentional vocabulary component for all grades PreK-5. This program involves grade teacher team selection of academic vocabulary from all content areas for weekly and biweekly distribution. Students are held accountable for using the words appropriately in their speaking and writing with a reward system and assessment opportunity.</p> <p>Title III ELL Saturday Literacy Program will take place to support ELL students in attaining English speaking listening reading and writing skills in an interesting and engaging way.</p>	Grade K-5	and STAR period Daily STAR period-9:44-10:20 January-April 2015	Classroom, ELL SETSS Teachers, Curriculum Support Specialist, STH literacy provider, Technology integrator
	PreK-5	Weekly beginning October 2014-June 2015	Classroom, ELL SETSS Teachers, Curriculum Support Specialist, STH literacy provider, Technology integrator
	ELL Students in Grades K-5	December 2014-April 2015	Assistant Principal, ELL Teacher Common Branch Teacher
<p>To increase parent involvement and engagement, parent workshops in classroom literacy as well as instructional shifts in preparation for college and career will be offered and scheduled. Some examples include:</p> <ul style="list-style-type: none"> -Foundations -Early Literacy Strategies -Reading aloud to young children -Test Sophistication and Preparation -Words For Life Program <p>A series of Parent Workshops designed specifically for parents of ELL students in how to support children at home. (Translation provided)</p>	Parents of K-5 students	Sept.-June Ongoing Tuesday afternoons	Principal, Assistant Principal, Classroom and cluster teachers and ELL and SWD teachers
	Parents of ELL students K-5	December 2014-April 2015	ELL and common branch teacher, translator
Ongoing communication will continue through parent letters telephone and email communication as well as communication through our new school website.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principal, Curriculum Support Specialist, Technology Integrator, All Teachers, Paraprofessionals, Materials such as: Leveled texts, Supplemental texts to support Ready Gen Resource, Computers Software programs-Imagine Learning, Reading Tracker, Reading A-Z, Brain-Pop

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
STH funding									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- On Demand Reading Writing Task Results administered in late January
- February F& P result analysis

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school has not had a Quality Review in recent years; therefore, this assessment was based on the analysis of student performance trends from the School Quality Guide and School Survey as well as other in-house data.

According to the 2013-14 School Quality Guide Snapshot: 97% of parents are satisfied with the education their child has received; 93% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services; 100% of teachers feel that order and discipline are maintained at the school; 100% of the teachers agreed that the leaders of the school placed a high priority on the quality of teaching; 100% of the teachers would recommend this school to parents. Our goal is to maintain and enhance the high level of positive school culture in place at Flushing Manor. Additionally, observations of our student population indicate a need to enrich and enhance the supportive environment for all students by providing exposure to a variety of cultures and opportunities to celebrate differences and successes.

Examination of our school budget indicates the following:

Non-Title I status and a minimal number of students qualifying for mandated counseling leaves us with a part time, 2-day a week guidance counselor. Funding for programs to support the social and emotional well-being of our students is lacking. This has major impact on the time for administrators to focus on instructional priorities during the school day, as on the other three days any guidance issues become the responsibility of the assistant principal and principal. Our focus is to implement and build on in-house school based programs to support our students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the students will participate in programs and initiatives designed to foster and maintain a supportive inclusive learning environment that contributes to success of all students as measured by student work products and student opinion survey responses as well as a reduction in documented guidance issues.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and 			

<p>engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Professional Development for teachers enriching the experiences of students of special populations as follows: <ul style="list-style-type: none"> -Autism -Behavior defiance disorders -Managing behavior of all students -PRIM-Pre Referral Intervention Manual -“Beautiful Me” character education program - “I am a Bucket-Filler” Program -DOE Respect For All program -Multicultural Book of the Month Program <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in inquiry teams and action research reflecting on teacher practice designed to raise student outcomes by meeting students at their entry points. utilize the assessment data to differentiate instruction, identify sub-groups for targeted small group instruction inclusive of students needing enrichment Study formative and summative data to identify areas of weakness and strengths for each child, to help children with goal setting in major academic areas as well as social areas. Support students by coming up with an action plan to help the students achieve their goals. K-5 Students will be involved in ongoing self and peer assessment in academic areas using student centered rubrics and checklists to help them identify areas of strength and next steps. Guidance Counselor will visit classroom and facilitate class discussions to be given in an age appropriate format on the topics of child abuse and personal safety. In addition, an assembly delivered by the Child Abuse Prevention Program (CAPP), will be presented to all grade 3 students in spring 2015 and follow-up with the Guidance Counselor will be conducted. In addition, the guidance counselor will invite and schedule the “Beautiful Me” character education program to come hold small group sessions for girls in grades 4 and 5 in improving self-esteem and appreciation of self and others. 	<p>All pedagogical staff including K-5 Teachers</p> <p>K-5 teachers and students</p> <p>K-5 Students</p> <p>K-5 Students</p>	<p>September 2014-June 2015 Monday Afternoons and Chancellor’s days- Ongoing</p> <p>September 2014-June 2015</p> <p>September 2014-June 2015</p> <p>September 2014-June 2015</p>	<p>Principal, Assistant Principal, Guidance Counselor, Curriculum Support Specialist</p> <p>K-5 Classroom teachers, Lead Teachers and clusters</p> <p>K- 5 Teachers</p> <p>Guidance Counselor,</p>
<ul style="list-style-type: none"> Initiate school-wide Book of the Month program to encourage character development, self- esteem and multi-culturalism with books such as <u>Have You Filled a Bucket Today?</u> All students will be given the opportunity to participate in the Student Government G.O. through the voting of class representatives, suggesting and participating in spirit days and new student initiatives such as collecting plastic bottles for recycling and collecting Toys for Tots and Food Drive. Students and parents will be asked to fill out interest and opinion surveys to take into consideration the students’ perspectives, interests, and thoughts, this information will then be used by teachers to plan for and provide materials to personalize 	<p>PreK-5 students</p> <p>K-5 Students</p> <p>K-5 Students and Families</p>	<p>January-June 2015</p> <p>October 2014-June 2015</p>	<p>Guidance Counselor, PreK-5 teachers</p> <p>Principal Assistant Principal Parent Coordinator, Student Council Facilitator (teacher)</p>

<p>classroom instruction and make decisions about grouping. Integrating arts programs including visual arts, music, theatre, and dance into the curriculum to give opportunities for all students to be exposed to the arts and find success in non-academic.</p> <ul style="list-style-type: none"> Diversity will be celebrated through activities such as Respect for All Week and Multicultural night 	Pre-K-5 students and families	February 2015 and May 2015	Principal, Assistant Principal, Guidance Counselor, Classroom All Teachers, PTA Committees
<ul style="list-style-type: none"> Parents will be invited to various workshops throughout the year, given by the teachers and service providers on topics such as Strategies to improve Literacy, Encouraging Life Long Readers, Internet Safety, and Test Sophistication to inform and help parents to support their children at home. Parental outreach events include scheduled PTA meetings in October 2014 where laws and procedures for mandated reporting will be addressed. In addition, handouts will be distributed to parents regarding various outside support agencies. Additionally, the Guidance Counselor provides specific counseling resources to families upon request. Parents are invited to special classroom academic celebrations (a minimum of 3 per year) designed to highlight and display student work and share information about the current curriculum unit and its connection to college and career. Parents will be able to access information on the school's website containing information pertaining to school events, policies, as well as, pages devoted to each grade with information regarding the month's current unit of study, projects, and messages from the teacher. Increase outreach to non-English speaking parents and guardians through school notices translated into different languages. 	Parents of all students in grades K-5	September 2014-June 2015	Principal, Assistant Principal, Guidance Counselor, Classroom Teachers, PTA Webmaster, DOE Translators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

--

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
---	----------	--	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

January Parent and Student Surveys and documents regarding guidance issues will be analyzed and results summarized to determine impact.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A comprehensive review of NYS exam results yield the following information.
 Spring 2014 NYS Math data indicates an increase of close to 20% in meeting the standards. Student progress in math was also impressive with a median growth percentile of 73.0. The average score in math was 3.3.
 Spring 2014 ELA data indicates a 5% improvement in students meeting the standards. However, the median adjusted growth percentile in math was 58.0. The average score was a 2.9.

To summarize, math is an area of strength which needs to be sustained and improved upon to ensure progress for all students. ELA is an area of focus. Student progress indicates a need to address individual student at all levels by providing engaging and appropriate rigorous instruction.

Since the most recent Quality Review occurred in 2007 over 7 years ago,, the data used to assess this element was the School Quality Snapshot and School Environment Survey. According to the School Quality Guide Snapshot, 100% of the teachers agreed that the leaders of the school placed a high priority on the quality of teaching and would recommend this school to parents. Closer examination indicates individual responses regarding trust have also been positive. Over 90% of teachers trust one another and the principal. Observations of bulletin boards and classroom walkthroughs indicate strong evidence for coherency of instruction across the grade.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of K-5 teachers will work collaboratively to plan, provide and participate in ongoing professional development aligned to the Danielson Framework for Teaching resulting in improved teacher practices as evidenced by Advance observation ratings.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Professional Learning Opportunities including the following: - teacher-led study group cycles based on interests/needs survey 	All pedagogical Staff	September 2014-June 2015	Principal, Assistant Principal, Curriculum Support

<p>-needs according to data based on teacher observation data from SY 13-14 and ongoing observation feedback using the Danielson Framework. Examples include: Encouraging Authentic Math Discussions involving critical thinking, Integration of Technology, Exploring Danielson, Hands on Science, Building student vocabulary, and Differentiating Instruction to Meet the needs and increase engagement of SWDs.</p> <ul style="list-style-type: none"> • New teacher professional learning sessions held by lead teachers and mentors in a trusting environment, in content such as: <ul style="list-style-type: none"> -The tenure process -Managing student behavior -Communicating with parents • Formation of Professional Development Team consisting of trusted staff members that will hold regular meetings to brainstorm, evaluate, discuss current professional developments sessions and take into consideration, feedback and needs of staff in order to plan for future professional development sessions. • Maintenance of Curriculum Committee consisting of trusted staff members across grade levels that will hold regular meetings to share ideas, collaborate, and work to align the curriculum to implement the school's instructional focus of infusing Authentic Literacy into the curriculum, as well as, modify instruction, and differentiate activities to meet students at their entry points, lift the level of engagement and rigor in a vertical planning model. • Teachers participate in inquiry teams and action research reflecting on teacher practice, analyzing student work, and using the data from baseline assessments, State exams, as well as, formative and summative classroom assessments to drive instruction in order to improve teacher practice and raise student outcomes. This will be done in a trusting manner. • Teachers will actively and voluntarily participate in classroom inter-visitations and instructional walks to study and share best practices in order to improve teacher practice and raise student outcomes. This will be done in a trusting environment. • Grade level teams are given at least two common planning periods, as well as, one afterschool collaboration time per week to work together to plan, analyze student work, share instructional techniques, and revise the curriculum to integrate Authentic literacy and learning, modify instruction, 	<p>New Teachers</p> <p>Select Teachers as per UFT contract</p> <p>Lead Teachers per grade</p> <p>All Teachers K-5</p> <p>All Teachers K-5</p> <p>Classroom Teachers</p>	<p>September 2014-June 2015</p> <p>August 2014-June 2015</p> <p>September 2014-June 2015</p> <p>September 2014-June 2015</p> <p>October 2014-June 2015</p> <p>September 2014-June 2015</p>	<p>Specialist, Lead Teachers, Classroom and cluster ELL and Support Service teachers.</p> <p>Principal, Assistant Principals, Mentors</p> <p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal, Lead Teachers</p> <p>Principal, Assistant Principal, Curriculum Support Specialist, All Teachers</p> <p>Principal, Assistant Principal, Curriculum Support Specialist, All Teachers</p>
--	---	--	--

<p>and differentiate activities to lift the level of student engagement and rigor in the classroom.</p> <ul style="list-style-type: none"> Grade level teams will collaborate with ELL and SETSS providers to consider needs of special populations in planning, sharing, and revision of the curriculum in order to align it to best practices and the school's instructional focus of Authentic Literacy. Lead teachers will be assigned to attend Network specialist meetings in mathematics, ELA, ELL, Special Education. These teachers will share materials, teachings, and information gained from these meetings with the staff. 	Lead Teachers	September 2014-June 2015	CFN Support Staff
<ul style="list-style-type: none"> Upkeep and maintenance of newly created school website includes grade pages whereby grade level teams, work collaboratively in a trusting manner to provide monthly updates for parents regarding homework, curriculum and upcoming trips and events. 	Parents of K-5 students	September 2014-June 2015	All classroom teachers K-5, PTA Webmaster

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Principal, Assistant Principal, Curriculum Support Specialist, CFN Network Personnel, Classroom Teachers, Cluster Teachers, ELL and SETSS Teachers
- Curriculum Resources (Ready Gen and Go Math), Online resources Imagine Learning, Reading Tracker, Brain-Pop, Thinking Maps Binders

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Teacher feedback forms, schedules reviews, updated curriculum and student work connected to this collaboration and professional learning time will be reviewed for evidence of impact on student learning.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe		Yes		No
---	--	-----	--	----

specified?				
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A comprehensive review of NYS exam results yield the following information.
 Spring 2014 NYS Math data indicates an increase of close to 20% in meeting the standards. Student progress in math was also impressive with a median growth percentile of 73.0. The average score in math was 3.3.
 Spring 2014 ELA data indicates a 5% improvement in students meeting the standards. However, the median adjusted growth percentile in math was 58.0. The average score was a 2.9.

To summarize, math is an area of strength which needs to be sustained and improved upon to ensure progress for all students. ELA is an area of focus. Student progress indicates a need to address individual student at all levels by providing engaging and appropriate rigorous instruction.

As P.S. 184Q has not had a quality review since prior to 2007 the data used for this specific element of the capacity framework, effective school leadership came from data associated with the principal’s final PPO evaluation feedback and the School Survey data. Areas of strength from those sources were identified as follows:

- Curriculum knowledge and implementation
- Communication of high expectations
- Leveraging Budget and Resources

High levels of parent and teacher satisfaction with communication and instruction as follows: 98% Instructional Core, 96% Systems for Improvement and 97% School Culture

An area for growth was identified in the PPO end of year Measures of Principal’s Practice (MOPP) as providing actionable feedback to teachers based on the Danielson Framework. The focus should be regularly providing specific feedback that ultimately impacts student performance and progress and results in rigorous work products. Based on this data and the important connection to student progress described in other areas of this comprehensive educational plan, the focus for Effective School Leadership is elevating the type of feedback provided to teachers and ensuring the implementation of the feedback has positive impact on student learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% (27/30) of pedagogues in grades K-5 classrooms will demonstrate improvement in practices as evidenced by advance evaluation forms aligned to the Danielson Framework, after receiving appropriate actionable feedback from the principal and assistant principal, resulting in improved student engagement and rigorous work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>

<p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Principal and assistant principal will participate in professional development and training in Advance implementation in a trusting environment. Principal and assistant principal will visit classrooms and conduct norming exercises to ensure consistency in rating and actionable feedback and develop a trusting collaborative professional relationship through this process. Principal and assistant principal will meet with teachers in a trusting manner, first to identify goals based on Advance ratings from previous year MOTP rating, then regularly to discuss actionable feedback and progress toward meeting the goals 	<p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p> <p>Teachers</p>	<p>August 2014-June 2015</p> <p>October 2014-December 2015</p> <p>October 2014-April 2015</p>	<p>DOE, District and Network support</p> <p>Talent Coach</p> <p>Principal, Assistant Principal</p>
<ul style="list-style-type: none"> Supervisors will participate in formal and informal observations to provide focused actionable feedback in a trusting manner aligned to the Danielson Framework for all teachers including those of SWD and ELL Supervisors will participate in walkthroughs for the purpose of providing actionable feedback aligned to instructional focus of Authentic Literacy 	All K-5 Teachers	September 2014-May 2015	Principal, Assistant Principal
<ul style="list-style-type: none"> Principal will provide professional learning opportunities for teachers regarding the essential components of the Framework and how those components relate to authentic literacy practices and heightening student engagement 	All Teachers K-5	August 2014-June 2015	Principal, Assistant Principal, Curriculum Support Specialist
<ul style="list-style-type: none"> Supervisory Book Study using Let's Talk About Teaching: Leading Professional Conversations by Charlotte Danielson Principal will build capacity by creating and providing opportunities for teacher leaders to gain knowledge through professional learning, participate in committees and provide input to Principal and Assistant Principal in a collaborative trusting manner. To participate in ongoing meetings and conversations with the network business manager in order to effectively align budget to feedback conversations in school (Galaxy) To provide communication with parents related to Danielson Framework and its connection to student learning through school website 	<p>Principal, Assistant Principal</p> <p>Members of various committees and teams, lead teachers</p> <p>Principal, Assistant Principal</p> <p>Parents of students in K-5</p>	<p>December 2014-May 2015</p> <p>August 2014-June 2015</p> <p>August 2014-June 2015</p> <p>2x per year</p>	<p>Principal, Assistant Principal</p> <p>Principal, Assistant Principal</p> <p>CFN Budget Specialist</p> <p>Principal, Assistant Principal</p>

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CFN Network support Staff, DOE Staff, Principal, Assistant Principal
Professional Books and Technology Resources

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	----------	--	---------------	--	-----------	--	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, 50 % (13/27) of teachers will have demonstrated growth in the Danielson Framework

Part 6b. Complete in **February 2015**.

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A comprehensive review of NYS exam results yield the following information.

Spring 2014 NYS Math data indicates an increase of close to 20% in meeting the standards. Student progress in math was also impressive with a median growth percentile of 73.0. The average score in math was 3.3.

Spring 2014 ELA data indicates a 5% improvement in students meeting the standards. However, the median adjusted growth percentile in math was 58.0. The average score was a 2.9.

To summarize, math is an area of strength which needs to be sustained and improved upon to ensure progress for all students. ELA is an area of focus. Student progress indicates a need to address individual student at all levels by providing engaging and appropriate rigorous instruction.

NYC School Survey Data indicates that parents are more than satisfied with the level of education their children receive and with the communication systems in place at Flushing Manor. This is indicated as follows:

Instructional Core 96%

Systems for Improvement 94%

School Culture 97%

Documents indicate our parent coordinator and staff members provide ongoing support for parents in many areas through phone calls and email notifications.

Agendas and sign in sheets and PTA membership records demonstrate high attendance and participation rates at school fundraising events indicating a high level of family and community involvement. The involvement of the PTA and of parents is strength at Flushing Manor.

Sign-in sheets from academically oriented parent workshops and meetings offered indicate that they are not as well attended as celebratory student presented events therefore a priority need is to gain more parental engagement in the area of curricula knowledge and involvement.

To summarize our school is strong in providing a welcoming environment and communicating with parents. Our focus is to enhance this communication and provide more content and school based opportunities to engage parents in preparing children for college and career.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of parents will attend a combination of school wide curriculum celebrations and/or parent workshops designed to maintain, strengthen and enhance an already existing strong family and community collaboration.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent Workshops designed to support parents in a trusting manner will be offered and scheduled on a Tuesday afternoons and evenings when as follows: <ul style="list-style-type: none"> • Instructional Focus, Authentic Literacy, and data offered by administration • Parent Workshops specific to grade level academic curricula, including common core and college and career readiness skills will be offered by grade level teams • Parent Workshops designed to support parents of students with disabilities SWD and English Language Learners (ELL) content specific 	PreK-5 parents	September 2014-June 2015 Ongoing	Principal, Assistant Principal, Curriculum support specialist, Technology Integrator, Classroom Teachers and Cluster Teachers
<ul style="list-style-type: none"> • Curriculum Celebrations designed to celebrate student work and highlight instructional practices will be scheduled for each grade a minimum of 3 times per year. Parents and family members will feel valued and this will support and environment of trust. 	Pre-K 5 Parents and Family Members	October 2014-June 2015	Classroom Teachers, Cluster Teachers
<ul style="list-style-type: none"> • Evening PTA Meetings will include information on curriculum, instruction, budget and school happenings. The principal assistant principal and staff members will deliver a message of transparency on all matters building a sense of trust. • Parent Engagement Evenings and special events designed to encourage parent and family engagement and connection to curriculum. Examples include the Winter Fair, Curriculum Night, Barnes and Nobles Night, and Scholastic Book Fairs to involve parents in encouraging positive family based literacy activities. • Alternating the scheduling Student of the Month assemblies between mornings and evenings to meet the needs of working families thus encouraging the celebration of student achievements. This will allow our working families to feel valued and contribute to a trusting environment. • Series of evening parent workshops in a variety of topics for working families • Series of Saturday Parent Workshops designed for parents of ELL students to assist them in supporting their children at home 	Pre-K-5 parents and family members Pre-K -5 parents Pre-K-5 parents and families Pre-K-5 parents and families Parents and Family members of ELL students	October 2014-June 2015 September 2014- May 2015 September 2014-June 2015 September 2014-June 2015 December 2014-April 2015	Principal, Assistant Principal Principal, Assistant Principal, All Teachers Principal, Assistant Principal, Teachers Parent Coordinator, outside providers Assistant Principal, ELL teacher, Common Branch Teacher, Translator

	in grades K-5		
<ul style="list-style-type: none"> Launch and upkeep of new website with school information provided by staff members and PTA Use of email and phone system to communicate events and special happenings 	Pre-K -5 Parents and families	September 2014-June 2015	Principal, Assistant Principal, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Assistant Principal, All Teachers, Parent Coordinator, PTA Webmaster, students
 Paper and ink associated with handouts provided at certain workshops
 Fees associated with phone system (Black box)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA	X	Title III		Grants
---	-----------------	--	----------------------	--	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Review of workshop agendas and attendance records from both workshops and curriculum celebrations as well as feedback sheets in late January to assess effectiveness of the program

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
-----	--	--	-----	--	----

42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Fountas and Pinnell running records, Baseline MOSL results, State regulations regarding AIS services - scoring below a scale score of 299 in grade 3, below 296 in grade 4, below 297 in grade 5 on ELA State exams	Guided Reading, Imagine Learning, Reading Tracker, Close reading, repeated reading, Thinking Maps, guided reading book clubs	Small group instruction, one to one computer based instruction as needed	During the school day, Star period
Mathematics	Go Math assessments, Math Baseline MOSL results, State regulations regarding AIS services - scoring below a scale score of 293 in grade 3, below 284 in grade 4, below 289 in grade 5 on Math State exams	Guided math groups, tiered intervention Soar to Success as provided by Go Math, Think Central, Thinking Maps	Small group, one to one computer based instruction as needed	During the school day
Science	Scoring level 2 or below on the NYS Science test, In-class formative and summative assessments	Guided reading and close read of science based non-fiction, Thinking Maps	Small group instruction	During the school day
Social Studies	In-class formative and summative assessments along with AIS criteria in ELA	Guided reading and close read of social studies based non-fiction, Thinking Maps	Small group small group instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Information/requests from teachers and families, incident reports	Small group and individualized sessions	Small group, individual	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
--	---------------------------------	--	---	----------	--------------------

Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

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 (CEP) 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. (Refer to Galaxy for FY '15 school allocation amounts.)	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 has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

We are not a Title I School therefore not required to complete this section. **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 the 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. [] 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

- 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 (SPC) Template

[], 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 with 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 promptly 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.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: P.S. 184 Flushing Manor School	DBN: 25Q184
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 45
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: Beginner, Intermediate, and Advanced ELL students, grades K-5, will participate in an intensive Literacy program on Saturdays, from 9:00 - 11:30 a.m. The Saturday program will begin in early December and will continue until late April. Saturdays during school holidays will be omitted from the schedule. This Literacy program is above and beyond the mandated core program. This program will be conducted in English. It will be open to all ELL students (all levels) and former ELL students (less than 2 years) in grades K-5. Program will be made available to 45 students. Research shows that balanced literacy enhances learning for new language learners. Students often do not have the chance to acquire reading strategies because they are consumed with the difficult process in learning English. This results in difficulty in reading comprehension and decoding. Research also shows that children who live in homes where English is not spoken need additional assistance to catch up to grade level expectations in classroom curriculum areas.

One licensed ELL teacher, along with a second licensed teacher, will co-teach a group of students in grades K-5 to improve literacy skills, develop language acquisition and curriculum skills. Areas of literacy to be focused on include: Read aloud with discussion, phonemic awareness, phonics (decoding as well as spelling), vocabulary development, fluency, comprehension, as well as, oral and written expression. Strong emphasis will be placed on vocabulary development and oral and written expression. This supplemental program will base instruction on Fountas and Pinnell Assessment, LABR, NYSESLAT, and information from the classroom teacher. In addition, engaging, high interest trade books, as well as, teacher adapted ReadyGen material will be used in instruction. The ELL teacher will work on modifying the instruction to meet ELL students at their entry points through the use of visuals, realia, Total Physical Response (TPR), supporting acquisition of social language (BICS) and academic language (CALPS) and other ELL strategies. The second teacher will support the students through small group instruction on literacy areas such as vocabulary development, oral, and written expression.

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

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: A variety of Professional Development activities will be planned. Two full day sessions of PD will be planned for all Common Branch teachers and ELL teachers. A portion of professional development will take place in the form of collaborative workshops, with time set aside for classroom teachers to meet with Title III service providers, the regular ELL teacher, and the assistant principal. Tentative dates for these PD sessions are May 18th and 25th. During these sessions, staff will examine data and student work and collaborate in content area planning and identifying appropriate instructional next steps for individual ELL students. Strategies and assessments reflecting the criteria for success on the NYSESLAT will then be identified and created. Other Professional Development will be provided by the CFN Network Support Specialist, Literacy Achievement Coach and our own Lead Teacher will include close examination of CCS aligned tasks and rubrics along with examination of student work during the Monday PD sessions. Tentative dates for these PD sessions are 2/2, 3/23, and 5/4. This will drive additions and changes to curriculum maps which will include differentiated instruction for ELL students. This will provide additional professional development in supporting ELLs in meeting the demands of the CCSS.

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

--

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,691	84 per session hours for two licensed teachers (one ESL teacher, one Content area teacher) at a 51.51 per hour and 45 per session hours for one administrator at 52.52 per hour including fringe. (no other Saturday program running)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,120	7 per diem days at 167.70 for coverage of 6 teachers of ELL students to work with ELL Lead Teacher and Title III ELL teachers to learn best practices and examine data and plan instruction for students based on progress. CFN Support specialist will also be scheduled to meet with the teachers and provide focused PD in addressing Common Core Learning Standards.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$709	Headphones with microphones to be used with ELL computer program, Imagine Learning to provide one on one differentiated support.
Educational Software (Object Code 199)	\$1,560	Ten licenses for Imagine Learning Online ELL computer program at 156 per license.
Travel	\$0	_____
Other	\$1,120	Books, materials, and refreshments to be provided for parents during parent engagement 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.
TOTAL	11,200	_____

**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 25	Borough Queens	School Number 184
School Name Flushing Manor		

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 Dora Pantelis	Assistant Principal Anna Dimilta
Coach type here	Coach type here
ESL Teacher Sara Corbett	Guidance Counselor Brooke McHugh
Teacher/Subject Area Denise Dwyer/Grade 3	Parent Lynn Ryan
Teacher/Subject Area type here	Parent Coordinator Margaret McKeon-Baker
Related Service Provider Linda Pittelli	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	507	Total number of ELLs	40	ELLs as share of total student population (%)	7.89%
--	------------	----------------------	-----------	---	--------------

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

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	36	0	1	4	0	1	0	0	0		40

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	36	0	1	4	0	1	0	0	0	40
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1	1	1										4
Chinese	9	6	3	3	2	3								26
Russian			1											1
Bengali														0
Urdu	1													1
Arabic			1											1
Haitian														0
French														0
Korean		3				2								5
Punjabi														0
Polish														0
Albanian														0
Other	1				1									2
TOTAL	12	10	6	4	3	5	0	40						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2		1		1	3								7
Intermediate(I)	2		1	2	1									6
Advanced (A)	8	5	1	1	3	1								19
Total	12	5	3	3	5	4	0	32						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				3	1		1	6
8									0

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.
P.S. 184Q uses the LAB-R, assessments related to Foundations word study program, Fountas and Pinnell leveling system and ReadyGen performance tasks to assess early literacy. This data provides insights on the following: students' ability to recognize letters, phonemic awareness, decoding skills, fluency and reading comprehension and early writing skills. Additionally, speaking and listening checklists

and rubrics are introduced to students and used throughout the grades. The results determine student's reading levels and specific strengths and weaknesses in literacy. This data is used for grouping for instruction. The teacher is also able to determine the type of reading/writing instruction that will best meet the needs of the students. These assessment tools also help the teacher determine the students who need additional language support through use of the Imagine Learning computer program. Our data indicates that our ELL students do not perform on grade level in English Language Arts specifically in reading and writing. Our instructional program includes remediation in foundational skills with an emphasis on Wilson Foundations and guided reading practices. We emphasize vocabulary and shades of meaning in academic language.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Through examining the data patterns across proficiency levels on the LAB-R and NYSESLAT by grades it is revealed that in grades 1 and 2, P.S. 184Q has a majority of advanced students. In grades K, 3, 4, and 5 there is a mixed population of all proficiency levels. In grades 3, 4 and 5 there are more Intermediate and Advanced than Beginner students in each cohort.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The Spring 2013 NYSESLAT results are not available on the RNMR at this time; the RLAT was used to complete the charts. Overall NYSESLAT Proficiency Results indicated that the
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

4.b,c. The school does not currently administer ELL Periodic Assessments. Data from other assessments listed in question 1 is used to make instructional decisions and address needs of individual students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
P.S. 184 classes are organized by placing all of the ELL students in the same class on the grade. This strategic placement allows for a more efficient way to meet the needs of individual students using a push in model. Additionally, teachers of ELL students receive training and usually continue working with those students over several school years. This allows for continuity of instruction and ongoing professional growth. Small group instruction for the ELL students is provided by both the ESL teacher and the classroom teacher. Ongoing formative assessments used as part of the Ready Gen and GO Math curricula along with teacher created assessments are administered and data from these assessments is used to form Tier 2 and or Tier 3 groups as needed. Classrooms on each grade with the ELL populations are prioritized for hardware and software to support the use of Imagine Learning as a tier 3 intervention when needed.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The classroom teachers maintain student records including reading levels as well as ongoing formative assessment data in addition to grade level and schoolwide assessments. The ELL teacher also maintains student records and articulates often with classroom colleagues. Specific next steps are identified for students based on performance data from common core aligned tasks. Instructional decisions are made in collaboration with the ELL teacher as well as the teachers of ELLs upon review of this data.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Data is examined and compared to previous years performance on measures such as NYSESLAT, and when applicable NYS ELA exam. Beginning and end of year reading levels are also reviewed for growth patterns. The number of ELL's does not constitute a subgroup

for AYP in ELA, Math or science as the number of students enrolled and participating in testing grades is below 15.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
P.S. 184Q has implemented appropriate structures to identify ELL students. An initial informal interview is conducted in the main office at the time of student registration, a Home Language Identification Survey, HLIS, in the appropriate translated language is provided to each parent. A licensed pedagogue provides assistance in the completion of this document. At this initial informal oral interview, the licensed pedagogue asks the student age and grade appropriate questions to gauge English proficiency and reviews pertinent form questions with the parent/guardian. The home language status is then determined and entered in ATS. Parent orientation is offered to all possible ELL parents. If at this time translation is required, the school makes immediate outreach to staff, parents in the school community, and staff in neighboring schools, as well as using the Translation and Interpretation Unit of the NYC DOE. Based on the information provided on the HLIS, the ELL teacher determines which new registrants to the NYC school system need assessment for an ELL program. The children are assessed with the LAB R within ten (10) days of admission into the school. The ELL specialist, Ms. Corbett, issues school parent letters advising parents whether the assessment indicated eligibility for an ELL program or not. Annually, all ELL students are assessed using the NYSESLAT during the appropriate testing period. Eligibility for continuing ELL services is determined by the results of the most recent NYSESLAT score.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During the registration process, possible ELL students are identified using the HLIS form. The ELL teacher provides ongoing orientation sessions for families of new ELL entrants. The DOE Translation Unit is utilized when necessary. At this time, parents are given the opportunity to view a video, speak with the ELL teacher and fill out the parent survey. If parents are unable to attend the orientation at registration, an appointment is made to meet with the parent within the next ten days. Parents are advised of ELL programs that are offered in the school. They are also informed of programs that their child might be entitled to, Transitional Bilingual, Dual Language and Freestanding ESL, that may or may not be offered at in the school at this time.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parent Orientation sessions for parents of identified ELL students are organized by the licensed certified ELL teacher. Translated versions of all required letters are sent to parents. If the form is not returned, additional outreach is made to the family. The ELL teacher secures these forms in a designated facility.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Based on Parent Survey and Program Selection forms, children are placed in appropriate programs within the school. Entitlement letters are distributed indicating need and available programs. Forms are collected and maintained on file. If a parental request is made for a program not available at the school, outreach is made to the CFN and OSE for availability of seats and possible placement in another school. Additionally, ELLprogramtransfers@schools.nyc.gov is notified in the event a parental request is made. If parental requests meet Part 154 criteria, an appropriate class would be formed. If numbers are insufficient for a class, the ELL student is placed in the Freestanding ESL program. Outreach continues until parent communicates with the school as to final decision. Continued entitlement letters are distributed to students who still require ELL services based on NYSESLAT results. A copy of these letters are maintained on file.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [i](#)

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

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

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 1. The school's ELL program is a Freestanding ESL program; all ELL students are in 100% English classrooms. A push-in co-teaching model for ESL instruction is implemented by the school's one (1) ELL teacher. The ELL teacher uses the pull out model for Beginners as needed. Beginners and Intermediates are serviced eight times a week, and Advanced are serviced four times. In order to provide the full compliance mandated instructional periods, students are grouped by the ELL teacher into forty-eight (48) sessions.
 - 1.b. ELL students are placed in small groups of 8 -12 children. There are 7 co-teaching push in classes for each of grades K - 5. Students s are consistently assessed in order to identify specific needs. Additionally, articulation ensures alignment with the curriculum.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

see response to #1. Beginner and Intermediate ELL students receive 360 minutes delivered in ESL per week. Advanced ELL students receive 180 minutes delivered in ESL and 180 minutes delivered in ELA per week. P.S. 184Q does not currently have TBE or Dual Language programs therefore we do not deliver NLA instruction.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Ongoing formative and summative assessments are used throughout the year to appropriately evaluate all four modalities. Rubrics and checklists for speaking and listening are used by both the classroom teacher, as well as the ESL teacher to monitor student progress and address academic needs. Individual and small group conferences yield data regarding student performance in reading and writing. This data is shared by the ELL teacher and the classroom teacher to design effective differentiated instruction. Teachers examine data through reports generated by Imagine Learning that identify specific areas of concern in the four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. P.S. 184Q does not have Students with Interrupted Formal Education (SIFE) Alternate placement students or long term ELLs in school year 2011-2012. If SIFE students should enroll, classroom teachers would be made aware of their status and provide intensive small group instruction. We would provide additional support through staff members such as the guidance counselor and social worker. Both will provide at risk counseling and make outreach to family members. We would also provide peer to peer support by providing a student buddy who can help in building social relationships with students in the same

class or on the same grade. Outside resources will also be identified by the parent coordinator who will make outreach to families as well.

b. Instruction is delivered by a combination push in pull out model for these students. The ESL teacher works with classroom teacher to identify and develop activities that support their learning. Small group instruction is supported by one on one access to Imagine Learning Program. Classroom teachers differentiate for these students in all content areas. Word walls include pictures to support language development. Use of speaking and writing prompts and graphic organizers support students in all modalities. Extended day opportunities are offered for those in grades 1-5.

c. Instruction is delivered in a push in model. The ESL teacher collaborates with the classroom teacher to differentiate instruction. When appropriate the ESL teacher delivers instruction in a parallel teaching model or takes a small group to focus on a specific skill or strategy. Word walls, including shades of meaning cards and BICS/CALP word charts support language development. Use of graphic organizers and differentiated performance tasks support student growth. Extended day opportunities are offered for those in grades 4 and 5.

d. P.S. 184Q does not have long-term ELLs (more than 6 years) enrolled during the 2013-2014 school year. In the event that the school had long term ELLs the children are assessed by the ELL specialist and classroom teacher. Subsequently, a teacher request is forwarded to the School Based Support Team (SBST) and the Pupil Personnel Team (PPT). Informal and formal bilingual evaluations are conducted by SBST and PPT pedagogues. Based on these evaluations, if special services are recommended, the appropriate support for the child is offered to the parents. Students receive additional small group instruction for literacy and math during school hours and offered the twice per week, 50 minutes instruction, in the Extended Day Program.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English

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

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

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

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

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

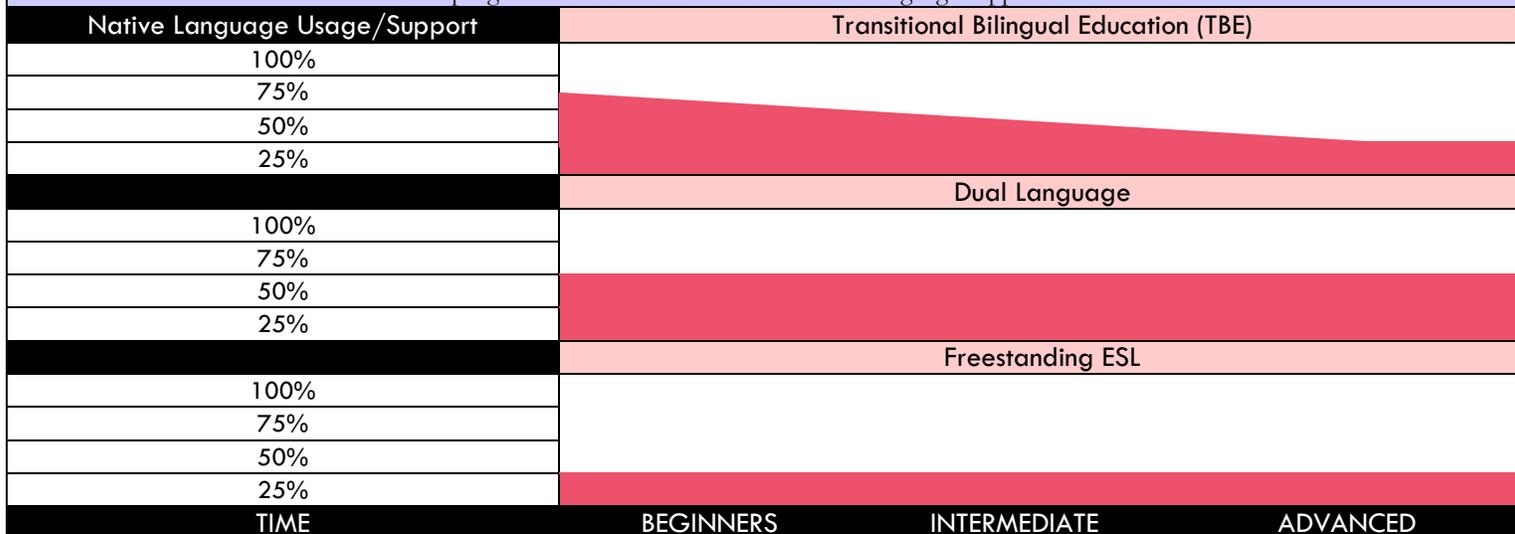
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The ELL teacher attends grade level and faculty conferences. Emphasis is placed on developing small group instructional strategies for literacy and math. She also participates in curriculum mapping for all grades aligning literacy and content area standards. The CFN and DOE also provide ongoing professional development sessions which are attended by the ELL teacher and classroom teachers that service ELLs. This information from the CFN meetings is shared with staff members who work with ELLs.
 2. In-house professional development is held to address the new Common Core aligned curricula and how it impacts ELL instruction. This year extensive professional development in implementation of the Ready Gen Literacy program and GoMath program is provided. Scaffolded strategies are reviewed and put to use as needed. Additional outside opportunities for professional development provided by DOE and/or CFN are attended if offered.
 3. As the school's ELL students enter the middle schools, our ELL teacher and Guidance Counselor articulate with corresponding colleagues at the middle school setting. Specific student goals, objectives and needs are discussed before students enter middle school.
 4. Professional development, meeting the 7.5 hours of ELL training for all staff as per Jose P. is provided at grade and faculty conferences. Workshops are conducted in-house as well as off-site (DoE, private vendors). Professional development sessions are provided by the ELL specialist, the CFN, and Curriculum Support Staff. Agendas and attendance sheets are kept on file.

D. Parental Involvement

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

E. Additional Information

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

Paste response to question here:

School Name: Flushing Manor

School DBN: 25Q184

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q184 School Name: 184

Cluster: 2 Network: 2.04

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

translated school documents will be maintained in the Main Office.