

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M183

School Name:

P.S. 183 ROBERT L. STEVENSON

Principal:

TARA NAPOLEONI

Comprehensive Educational Plan (CEP) 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 Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools 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 Name: Public School 183,
Robert L. Stevenson School Number (DBN): 02M183

Grades Served: K-5

School Address: 419 East 66th Street New York, NY 10065

Phone Number: (212)734-7719 Fax: (212)861-8314

School Contact Person: Tara Napoleoni Email Address: tdudek@schools.nyc.gov

Principal: Tara Napoleoni

UFT Chapter Leader: Veronica Humphreys

Parents' Association President: Susan Kerker-Small

SLT Chairperson: Nicole Foley Kraft

Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A

Student Representative(s): N/A
N/A

District Information

District: 02 Superintendent: Bonnie LaBoy

333 7th Avenue, Room 713, New York, NY 10001

Superintendent's Office Address: _____

Superintendent's Email Address: BLaboy@schools.nyc.gov

Phone Number: (212) 356-3739 Fax: (212) 356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu

333 Seventh Ave, 8th floor NY, NY, 10001

Director's Office Address: _____

Director's Email Address: YChu@schools.nyc.gov

Phone Number: (646)470-0721 Fax: (917)339-1765

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Tara Napoleoni	*Principal or Designee	
Hillary Weil	*UFT Chapter Leader or Designee	
Susan Kerker-Small	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Julie Lundberg	Member/ Parent	
Nicole Foley Kraft	Member/Parent/Chair	
Ursula Fastovsky	Member/ Parent	
Jodi Dennis	Member/ Parent	
Nina Liu	Member/Teacher	
Rachel Belski	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michella Sinigiani	Member/ Teacher	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 183 is a district school serving approximately 590 students in kindergarten through fifth grade. We celebrate the diverse backgrounds and the 40 plus languages spoken by our student population. With our proximity to Memorial-Sloan Kettering, New York Presbyterian Hospital and Rockefeller University, many of our parents are physicians and/or research scientists who come from all over the world to be here. Our neighborhood families create a school community, which uniquely highlights the diversity of New York City. This extremely supportive and dedicated community of families volunteer their time, money and expertise to enrich and enhance the school, helping to create a welcoming learning environment. Our school organizes events for families- math mornings, publishing celebrations, PTA meetings with instructional focus, newsletters/websites to communicate about instructional program and share resources to support students. In addition, for the 2015-16 school year, we've launched Enrichment Electives that offer student experiences such as; coding, cooking, learning Italian, analyzing sport statistics, mindfulness and movement.

P.S. 183 is a collaborative learning environment dedicated to providing academically rigorous and standards-based instruction to its students, while maintaining a child-centered approach to learning. Our curriculum reflects standards and targets the individual needs of students. We have a balanced curriculum program which addresses the needs of a variety of learners (i.e. high-achieving, English Language Learners, intervention) using a workshop model. Our curriculum is aligned with the Common Core Standards. As a school, we provide multiple opportunities to engage in professional collaborations. Teachers share best instructional strategies to positively impact student outcomes. Teachers have opportunities to participate in grade level, vertical, and school-wide planning. Teachers participate in a multitude of structures that deepen pedagogy including lab-sites, inter-visitations, mentoring, teacher team meetings, learning walks and professional development with outside consultants.

At P.S. 183, we strongly believe that each child brings a unique gift and it is our intent to develop individual strengths. We have consistently high expectations of all students; our staff members foster a learning environment where students feel confident to take risks and work to their potential. We have Integrated Collaborative Teaching (ICT) classrooms on each grade, which adheres to our school's child-centered and inclusive philosophy of addressing the needs of all children.

School leaders clearly articulate expectations to staff, students and families. Teachers work with our literacy and math coaches to develop tasks that require students to apply their content knowledge, develop theories and explain thinking.

With the introduction of the Framework for Great Schools, we have identified strengths such as our professional, collaborative learning environment and the rigorous instruction we deliver. We aim to increase the resources we share with families to further strengthen our home-school partnership and increase our partnerships with community organizations.

02M183 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	595	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	1.0%	% Attendance Rate		95.7%
% Free Lunch	7.3%	% Reduced Lunch		2.2%
% Limited English Proficient	5.3%	% Students with Disabilities		21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		4.8%
% Hispanic or Latino	9.1%	% Asian or Native Hawaiian/Pacific Islander		16.7%
% White	65.8%	% Multi-Racial		3.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.32	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		6.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4		68.2%
Science Performance at levels 3 & 4 (4th Grade)	93.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Recent 2015 Quality Review indicated Rigorous Instruction as an “area of celebration” for our school. The report also indicated, “ The schools’ curricula are aligned to the Common Core Learning Standards and offers meaningful learning experiences that promote higher-order skills to improve student learning.”
 - Internal 2014 Math Survey revealed that teachers are generally satisfied with our math curriculum. The need to build students’ fluency skills and efficiency in solving math problems was indicated.
 - School Quality Snapshot reveals that PS 183 has effective and engaging curricula in place which prepares students well for future education. PS 183 is rated “excellent” on improvement on ELA Exam scores for all students. Rated “fair” on improvement in math.
 - Teachers’ lesson plans are based on analyses of student work and on information they have on individual students. Across classrooms, teachers do frequent check-ins, giving targeted feedback, creating small learning groups that target skills and provide opportunities for students to self-assess their work.
 - Time devoted to math instruction appears to be inconsistent based on school leader observations and additionally, teachers have shared in feedback sessions the need to increase math instruction across the day.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of students will demonstrate an increase in math fluency as measured by pre and post on-demand math assessments that will be administered by classroom teachers and analyzed by teacher teams, math coach and school leaders.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Launch of <u>10 Minute Math</u> Study during Chancellor’s PD day on June 4, 2015	All students K-5	June 2015	Math Coach, School Leaders, Classroom Teachers
Planning time for grade teams to select and develop <u>10 Minute Math</u> routines for September/October curriculum aligned to units of study.	All students K-5	June 2015	Math Coach, School Leaders, Classroom Teachers
Grade teams will participate in monthly math teacher team meetings and professional development sessions where they will engage in a structured process of studying strategies that deepen students’ mental math abilities. Resources will be collected and organized from Investigations, Math in the City and Engage NY and other relevant sources. Strategies that will be put in place to address the needs of students with disabilities, English language learners, and other high-need student subgroups.	All students K-5	September 2015-June 2016	Math Coach, School Leaders, Classroom Teachers
Pre-and Post on-demand math assessments will be developed and implemented to measure the impact on student learning.	All students K-5	September 2015-June 2016	Math Coach, School Leaders, Classroom Teachers
Families will have the opportunity to attend PTA meetings and school events to support their understanding of the curriculum.	Families	September 2015-June 2016	Math Coach, School Leaders, Classroom Teachers, Families

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
→ We allocated Fair Student Funding towards a full-time math staff developer. → TL funds allocated to Per Diem to cover substitute teacher costs during workshops and planning days → NYSTL (New York State Tax Levy) Textbook funds for Investigations (Math Curriculum) student books → Grant funds to attend professional development opportunities with Metamorphosis

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ol style="list-style-type: none"> 1. <u>10 Minute Math</u> lesson plans will be reviewed at monthly teacher team meetings where we examine vertical alignment and how the skills evolve over units of study. 2. Informal observations where math routines/ <u>10 Minute Math</u> tasks are promoting mathematical learning and increasing student’s mental math abilities. 3. Teachers will provide feedback via surveys 3x per year (Oct. Jan. May) 4. Level 1 and 2 students will make sense of mathematical challenges with greater confidence and accuracy as indicated by unit formative assessments. <p>*Progress monitoring will be continuous with a adjustments made in February 2016, if necessary.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.
 - The 2014-2015 Quality Review Report indicates that in the Quality Indicator of Pedagogy, “across most classrooms visited, students engaged in partner work and had opportunities to demonstrate their thinking” and rated this indicator as “Proficient”. Additionally, in the Quality Indicator of Curriculum, “teachers have implemented modules from Engage NY Math to increase math fluency and teachers work with the math coach to develop tasks that require students to apply their content knowledge and engage in discussion that deepens understanding. This indicator was rated as “Proficient”.
 - The 2013-2014 Principal Performance Review Measures of Leadership Practice Summative Feedback highlights the school’s learning environment as one of its strengths stating, “[The principal] has worked diligently with staff to establish a safe, respectful environment which allows for risk-taking by students while learning new content and skills” and rates the learning environment as “Well Developed”.
 - The 2013-2014 Quality Snapshot rated the school as “Good” on improvement of students with special needs in mathematics.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students’ will increase their mathematical practices and ability to explain their mathematical thinking by, continuing to foster 100 % of our classroom communities where risk-taking and support are encouraged between teachers and students and student to student as measured by effective classroom observations and student feedback.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Classroom teachers will introduce “Expected Behaviors for All” as part of the classroom expectations.	All students K-5	September 2015	Classroom Teachers
Teachers will model and students will practice effective questioning and discussion techniques.	All students K-5	September 2015-June 2016	Classroom Teachers
Teachers will increase their strategies for ensuring that all students including students with IEPs, ELLs and other high needs students participate in discussions to share their thinking.	ELLs/IEP students K-5	September 2015-June 2016	Classroom Teachers, Special Education Teachers, ESL Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
→ We use our TL IEP funding and Fair Student Funding towards two full time Special Education teachers so we can increase our intervention and targeted services provided to meet student’s needs.											
→ TL funds allocated to Per Diem to cover substitute teacher costs during workshops and planning days.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
1. Informal observations where math routines/ <u>10 Minute Math</u> tasks are promoting mathematical learning and providing students with opportunities for discussion.

2. Teacher teams will review and analyze videos of student discussions during 10 Minute Math routines 2x a year (December 2015 and May 2016) focusing on the participation of students with IEPs and ELLs.

*Progress monitoring will be continuous with a adjustments made in February 2016, if necessary.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this 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 trends and sources.
- Data from the recent 2015 Quality review stated that teachers have many opportunities to engage in collaborative work, including meeting with the math coach to collaborate on instruction. The Quality Review indicated an area of focus is to address the needs of cohorts of students to accelerate their learning.
 - Internal 2014 Math Survey revealed that 95% of teachers would like to visit classrooms of teachers who feel “very comfortable” teaching the math curriculum. After a round of Learning Walks teachers expressed interest in continuing the practice of inter-visitations in the future.
 - School Quality Snapshot rated teacher collaboration as “good”. Teacher teams collaborate well about unit plans and assessments. Teachers would benefit from opportunities to observe daily routines to increase fluency in mathematics for a cohort of students.
 - During end of year reflection meetings teachers expressed the need to work on building mathematics fluency for Levels 1 and 2 students. Current routines which target fluency are not used consistently amongst classrooms as evidenced from classroom observations and conversations.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will engage in a structured process for intervisitation with colleagues implementing 10 Minute Math routines as measured by 3 rounds of scheduled visits and exit slips.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Planning time for teachers to select cohort students and <u>10 Minute Math</u> routines for observations.</p>	<p>All students K-5</p>	<p>September 2015</p>	<p>Math Coach, School Leaders, Classroom Teachers</p>
<p>During teacher team meetings and/or PD time teachers will collaborate regarding Inter-visitation-protocols and scheduling of visits</p>	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Math Coach, School Leaders, Classroom Teachers</p>
<p>Creation of Bi-monthly labsites where the math coach and teachers model and practice <u>10-Minute Math</u> routines for all with a focus on tracking progress of our Level 1 and 2 students.</p>	<p>All students K-5</p>	<p>September 2015-June 2016</p>	<p>Math Coach, School Leaders, Classroom Teachers</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>→ We allocated Fair Student Funding towards a full-time math staff developer.</p> <p>→ TL funds allocated to Per Diem to cover substitute teacher costs during workshops and planning days</p> <p>→ Grant funds to attend professional development opportunities with Metamorphosis/MitC</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- The math coach will provide agendas/notes for bi-monthly labsites.
 - Teachers will provide formal feedback via surveys 3x per year (Oct. Jan. May)
 - Teachers will be observed informally during 10 Minute Math tasks.
 - Teachers will provide visited/observed teachers with feedback slips after each visit.
- *Progress monitoring will be continuous with a adjustments made in February 2016, if necessary.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.
 - The Quality Review Report for 2014-2015 highlights “High Expectations” as an area of celebration and rates it as “Well Developed”, stating “School leaders communicate expectations to staff through ongoing workshops, teacher meetings, and by working with study group teams and all professional development sessions.”
 - The Principal Performance Review Measures of Leadership Practice 2013-2014 indicates that “High Expectations” are one of the school’s strengths and rates this indicator as “Well Developed” stating “[The principal] communicates clear instructional expectations so that all students are well informed of their roles for academic and personal success.”
 - The 2013-2014 Quality Snapshot indicates that 97% of teachers agree that school leaders place a high priority on quality of teaching.
 - The School Leadership Team’s Math Survey found that while “teachers are generally satisfied with the curriculum they would like supplemental higher level materials to push thinking”. Teachers would also like more professional development in mathematics .

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will support teachers in the implementation of effective 10 minute math routines to increase student achievement as evidenced by effective classroom observations and 100% attendance at teacher team meetings and intervisitations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A school leader will be present at each Math teacher team meeting to help guide the work and follow up in supporting the implementation.	Classroom Teachers	September 2015-June 2016	School Leaders
Classroom teachers will be offered and will attend professional development opportunities in mathematics.	Classroom Teachers	September 2015-June 2016)	School Leaders, Classroom Teachers
School leaders will conduct two cycles of informal classroom observations during <u>10 Minute Math</u> routines.	Classroom Teachers	October 2015 and February/March 2016	School Leaders
Teachers will provide feedback to school leaders by completing a survey around the efficacy of professional development opportunities in mathematics.	Classroom Teachers	November 2015, January 2016, May 2016	School Leaders, Classroom Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> → Assistant Principal funded with Tax Levy funds. → Use of Google forms for surveying teachers. → PTA grant funds for professional development opportunities outside of 183. → We allocated Fair Student Funding towards a full-time math staff developer. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- Teachers feedback via surveys 3x per year (Oct. Jan. May)
 - School leaders will review and analyze feedback given to classroom after each of the two rounds of informal observations to look for trends and plan future professional development (November 2015, March 2016)
 - Taking attendance at teacher team meetings and inter-visitations.
- *Progress monitoring will be continuous with a adjustments made in February 2016, if necessary.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

According to the Quality Snapshot, 96% of parents are satisfied with the education their child has received. 97% of parents feel that school offers wide enough variety of courses, activities, and services. Families have expressed the interest in more opportunities to learn ways to support their child at home.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Families will have the opportunity to participate in a variety of school partnerships aimed to support our home-school connection in the area of mathematical fluency as measured by agendas, flyers and attendance sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The School Leadership Team will continue to offer a Math in Motion event aimed to promote how mathematics is used in real life application.</p>	<p>Students, Classroom Teachers</p>	<p>March 2015</p>	<p>SLT members, School Leaders</p>

Families will have an opportunity to attend Math Mornings in their child's classroom 4x a year.	Classroom Teachers, Families, School Leaders	September 2015-June 2016	Classroom teachers, School Leaders
Our morning Math League will provide enrichment for students in grades 2-5 in a before school program. Families will co-facilitate along with our math coach.	Students, Families	October 2015-June 2016	Math Coach, Parent volunteers, School Leaders
Math resources will be purchased to support or math instruction in fluency/routines/10 minute math.	Students, Classroom Teachers	September 2015-June 2016	Math Coach, School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> → PTA funds dedicated towards Math in Motion event for supplies. → Per-Session funds for math coach to lead the before school program, Math League. → Math resources from OTPS funds. 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • Parent attendance at classroom Math Mornings. • Parent feedback via school surveys. • Participation by students and parent volunteers in Morning Math League. <p>*Progress monitoring will be continuous with adjustments made in February 2016, if necessary.</p>										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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 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)	Upon meeting with the Pupil Personnel Team and reviewing the student’s response to Tier I intervention a student may qualify for academic intervention. Student work/documentation is reviewed to determine the targeted intervention service.	<p>Differentiated instruction in all classes – Tier I Includes:</p> <ul style="list-style-type: none"> a. Repeated exposure to practice skills b. Pre-teaching concepts c. Guided Reading/Strategy Lessons d. Conferences e. Modified materials <p>-Tier 2 Includes:</p> <ul style="list-style-type: none"> a) Wilson & Recipe for b) Just Words c) Fountas and Pinnell Intervention System d) Intervention Teacher Gr. 1 & 2 e) Repeated instruction, Preview of Lesson content <p>In-direct services are provided to support</p>	<ul style="list-style-type: none"> a. Small group b. Small group c. Small group d. One to one e. Group/one to one 	School day

		teachers and the PPT team to determine appropriate services and continuation of support as well conduct a “child study” model.		
Mathematics	Upon meeting with the Pupil Personnel Team and reviewing the student’s response to Tier I intervention a student may qualify for academic intervention. Student work/documentation is reviewed to determine the targeted intervention service.	<p>Differentiated instruction in all classes – Tier I Includes:</p> <ul style="list-style-type: none"> a. Repeated exposure to practice skills b. Pre-teaching concepts c. Guided Math/Strategy Lessons d. Conferences e. Modified materials <p>Tier II intervention:</p> <ul style="list-style-type: none"> a. At-risk instruction with SETSS teacher or intervention teacher <p>In-direct support with staff developer and teacher to create modified materials</p>	<ul style="list-style-type: none"> a. Small group b. Small group c. Small group d. One to one e. Small groups a. Small group 	School Day
Science	Upon meeting with the Pupil Personnel Team and reviewing the student’s response to Tier I intervention a student may qualify for academic intervention. Student work/documentation is reviewed to determine the targeted intervention service.	<p>Differentiated instruction in all classes – Tier I Includes:</p> <ul style="list-style-type: none"> a. Repeated exposure to practice skills b. Conferences c. Modified materials 	<ul style="list-style-type: none"> a. Small group b. One to one c. Small group 	School Day
Social Studies	Upon meeting with the Pupil Personnel Team and reviewing	Differentiated instruction in all	a) Small group	School Day

	<p>the student's response to Tier I intervention a student may qualify for academic intervention. Student work/documentation is reviewed to determine the targeted intervention service.</p>	<p>classes – Tier I Includes:</p> <ul style="list-style-type: none"> a. Pre-teaching content b. Presenting information through different learning styles c. Guided Reading/Strategy Lessons d. Conferences e. Modified materials 	<ul style="list-style-type: none"> b) Small group c) Small group d) One to one e) Small group/Individual 	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Upon meeting with the Pupil Personnel Team and reviewing the student's response to Tier I intervention a student may qualify for academic intervention. Student work/documentation is reviewed to determine the targeted intervention service.</p>	<p>Cycle of sessions with guidance counselor</p>	<p>Group and one to one</p>	<p>School Day</p>

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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 activities and strategies for high quality professional development for teachers, principals, 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	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:

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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. **P.S. 183** 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. **P.S. 183** 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, School Quality 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

PS 183, 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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.

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: <u>P.S. 183</u>	DBN: <u>02M183</u>
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ a. RATIONALE: It takes an average of seven years for ELLs to catch up to their monolingual classmates (Cummins and Collier). One way to hasten this long process is to encourage the parents to continue first-language growth at home, while providing supplemental enrichment opportunities for ELLs to practice outside the classroom setting what they are acquiring during the schoolday. ELLs prefer speaking in an unthreatening small-group setting and a student who is too shy to volunteer in a whole class environment often speaks up with other language learners. PS183's direct instruction plan provides this environment by allowing children to participate in small group instruction outside the schoolday, as well as by providing parents in a weekly class information about how best to help their children at home.

b. SUBGROUPS AND GRADE LEVELS TO BE SERVED: There will be two multigrade groups, to simplify scheduling for families with several siblings, and one kindergarten group. Select transitional students identified as at risk on the AMAO who are transitional ELLs still eligible for LEP exam accommodations will be invited to participate as well.

c. SCHEDULE AND DURATION: One day a week after school for 1hr. for 30 sessions, ELLs will meet for literacy activities such as readers' theater for older students or read-alouds for younger ones.

d. LANGUAGE OF INSTRUCTION: The language of instruction for the supplemental direct instruction after school will be English.

e. NUMBER AND TYPES OF CERTIFIED TEACHERS: During the afterschool supplemental program there will be two multigrade groups and one kindergarten group. Each group will be taught by a licensed ESL teacher. Additionally there will be two rotating Early Childhood or Common Branch certified teacher. (This will total 5 teachers.)

PS183 schoolday mandates for ELLs in grades 1-5 are currently met by the school's single fulltime ESL teacher, and kindergarten mandated services are met by the full time ESL teacher Annette Burton and a part-time teacher Holli Weiss. The direct instructors team-teaching with one of the two fully certified ESL teachers will be paid at per-session rates outside school hours and will rotate among certified teachers according to expressed interest in second language acquisition and availability for afterschool work. Which weekday will vary according to the co-teachers' and target population's schedules.

f. TYPES OF MATERIALS: Readers' Theater materials to be used will be Benchmark Education's set of leveled scripts. Multi-leveled roles in a single script allow diverse students learn and to perform together. The genre to be focused on is Folktales, Myths, and Legends, many of which students will scaffold on because of familiarity acquired before arrival here, in their home countries. These materials cost about \$1000. An annual subscription to Scholastic's United Streaming costs \$1320 per year (available for all teachers in the school) is cross-referenced by subject and grade level for use as followup activities to the readers theater and read aloud topics.

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

Part C: Professional Development

Begin description here: a. RATIONALE: Since all ELLs remain with their mainstream classes most of the day, general classroom teachers deliver most of their content instruction, so it's very important for these teachers to have time to get support from the ESL teachers in differentiation, in understanding the students' family cultures, and in awareness of each student's language acquisition progress. It's also important for the ESL teachers themselves to take advantage of professional development beyond the school.

b. TEACHERS TO RECEIVE TRAINING: Therefore, not only classroom teachers and other school staff but also the ESL teachers as well shall have professional development opportunities.

c. SCHEDULE AND DURATION: Our school has Marvelous Monday weekly, from 2:45 till 4pm, during which time teachers work together in inquiry teams, reading professional texts and doing similar collaborative professional improvement activities such as child study, materials making, and unit planning. Specifically, dates for these Monday sessions in the coming schoolyear are November 3 (parent conferences with limited speakers), December 1 (Avoiding Cultural Misunderstandings), January 5 (Making Printed Communication More ESL-Friendly), February 2 (Non-Speaker Newcomers from Diverse School Calendars), March 2 (Increasing Context for More Accessible Content Instruction), April 7 (Exam Accommodations ELLs Are Entitled To), and June 1 (Summer Activities to Maintain English Acquisition). The ESL teachers themselves attend monthly dinner meetings with TESOL colleagues in other districts. These meetings are held on the third Wednesday of every month, from 6:30 till 8:30. None of this is done using Title III money, but is funded by other sources. Specifically, the professional development time on Mondays is provided by the NYCBOE, and the monthly dinner seminars are organized by the fulltime ESL teacher and paid for by the attendees. On Election Day our school hosted professional development for ESL teachers. Presenters included veteran ESL teachers from the dinner seminar, and PS183's physical therapists. Most of the attendees were among the 46 teachers who have done their student teaching in ESL at PS183, now teaching in other New York City schools.

d. TOPICS TO BE COVERED: Topics specific to ELLs for classroom teachers include Parent Outreach, Avoiding Cultural Misunderstandings, Making Written and Spoken Information More ESL-Friendly, The Nonspeaking Newcomer, Increasing Context for More Accessible Content Instruction. Child Study sessions will be used to identify individual students who need extra help in core academics. Topics for the ESL teachers consist mostly of lesson sharing, current professional issues, and solicitation of advice for problems arising in respective schools and regional systems. The agenda for the Election Day PD included whole body listening, the fidgety child, direct teaching methodology as applied to ELLs, targeted questioning in the diverse classroom, parent class launch and outreach, and storytelling in the ESL classroom.

e. NAME OF PROVIDER: The lead provider for the local school PD will be the full-time ESL teacher, Annette Burton. Dinner seminar participants have equal moderating responsibilities, and include Jean Hale, Liza Hanningan, Holli Weiss, and Anne McGuire.

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: a. RATIONALE: Most of our ELL parent population generally has attained a high level of English fluency in only reading and writing, before their arrival; however, many are uncomfortable speaking and they have particular difficulty understanding authentic casual conversation. These parents are eager for opportunities to improve their oracy, especially stay-at-home parents whose spouses are working, but also including some already in the work force who only use the native

Part D: Parental Engagement Activities

language in their jobs. A weekly parent class held in the ESL room focuses on oracy skills. Thirty-two teachers and other staff at our school speak one of fourteen languages other than English.

b. SCHEDULE AND DURATION: Except for exam days, the class meets every Friday morning before school, 7:30am-8:30am. In addition, for those who cannot arrive before school, during 1st period on Friday from 8:30-9:10am. (This equals 1hr of per-session for a total of 25 sessions. The additional time from 8:30-9:10 is our own internal scheduling.)

c. TOPICS TO BE COVERED: Topics to be covered include Getting Acquainted, Conversational Etiquette, Comparative Humor, Conversational Register and Intonation, American School Culture, Initiating Family Social Activities with Children's Classmates (Play Dates), Family Opportunities in the Rich New York Arts Scene, Navigating Central Park, Family Raptor Day at Wave Hill, Shopping for Clothes for NYC Weather, Roosevelt Island, Helping Your Child with Homework, Your Child's Entitlement to Accommodations on Standardized Exams, Classroom LINGO, the Parent-Teacher Conference, Middle School Application Process, Core Curriculum Expectations, Parents' Role in Supervision Of Homework, Taking Advantage of Free Community Resources (such as Adult ESL), Participation in PTA, Utilizing the City-Provided Parent Coordinator's Services, Translation and Interpretation Services Available, Importance of Good Nutrition, Open School Week when parents come in to observe classes.

d. NAME OF PROVIDER: Parent class teacher-moderators include the school's fully certified ESL teachers, Annette Burton and Holli Weiss, as well as NYU and Hunter graduate students in TESOL. Parents from former years come to the class when they return to NYC to visit. For example, one Norwegian father addressed the group to share information about his work with handicapped athletes in Uganda.

e. HOW PARENTS WILL BE NOTIFIED: All ELL parents in our community have email, and every Friday a reminder of the next day's parent class are sent out, along with the focus topic and attachments of handouts for advance study. ELL parents in our community particularly enjoy a weekly grammar focus, and tell us they especially value the opportunity to contribute to discussions moderated by the ESL teachers. Orientation meetings with new parents always include information about the class, and a questionnaire to assess parent-class interest is filled out by each parent and collected by the ESL department. Other family members or parents' co-workers sometimes join the class as well, and are always welcomed. Sign-in sheets and agendas are kept on a clip-board in the ESL room.

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 	<u>\$8,960.</u>	<u>1. (Per-Session x5 teachers) 30 Sessions of after school supplemental Title 3 instruction. 2(Per-Session x1 teacher) 25 Sessions for parental involvement. 3(Per-Session x1 teacher) 25 hrs for professional development.</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>—</u> <u>x</u>	<u>—</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	<u>\$920.</u>	<u>Replenishing Reader's Theatre and Read Aloud Text for afterschool Title 3 program.</u>

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	<u>\$1,320.</u>	<u>Scholastic's United Streaming supplemental home-school connection to Common Core content instruction.</u>
Travel	<u>_____</u>	<u>_____</u>
Other	<u>_____</u>	<u>_____</u>
TOTAL	<u>\$11,200</u>	<u>_____</u>

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Tara Napoleoni	Assistant Principal Kim Banks
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Annette Burton / ENL	School Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator LuAnn Propper
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	561	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	----	---	-------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	33	0	2	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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														0
Chinese				1		1								0
Russian	1	2												0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												0
Korean														0
Punjabi														0
Polish						1								0
Albanian														0
Other	8	6	3	3	3	3								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	3	2	2	3	1								0
Emerging (Low Intermediate)		1		1		1								0
Transitioning (High Intermediate)			1			2								0
Expanding (Advanced)	3	5		1		1								0
Commanding (Proficient)		2	2	3	1	3								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	2	3	1	3								0

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 - PS183 uses Columbia University Teacher's College Assessments for the Kindergarten through 5th grade student literacy profile. In kindergarten and first grade, we first test children's ability with Concepts of Print, followed by use of sightword lists. For all grades, we use running records. Every student in the school is given a spelling inventory. Classroom libraries have been indexed according to Fountas & Pinnell's leveling system, to make it possible to match students to appropriate books at their individual independent and instructional levels. In addition to formal assessments four times a year, other assessments are conducted as needed in order to measure progress towards benchmarks and to plan instruction accordingly.

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

As a quantitative example, a disparity between a below grade level Fountas and Pinnell reading level, another assessment tool the school uses, and that of the wordlist recognition, indicates the child can decode but can not comprehend at the comparable level. Student "J" scored a level one on the F&P but had a 92% average in accurately decoding uncontextualized words in lists. Student "L" scored a level two on the F&P but had a 100% accuracy on the wordlists out of context.
 - What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data reveal that most of the school's ELLs are either entering or expanding. About a quarter of the current ELLs who took the NYSESLAT exited due to scoring as proficient (commanding). The school has no long-term ELLs at any proficiency level. Of the 41 recent entrants who took the NYSITELL, 22 scored as proficient and therefore are not ELLs. Of the 19 new ELLs, the largest number (13) are entering level and 1 emerging, and therefore are mandated to receive 360 minutes of ESL. A third that many are mandated to receive 180 minutes per week; one student scored as transitioning and 4 scored as expanding (advanced). The fully certified ESL teacher is able to access students' scores on state tests through ATS to determine the breakdown of test results. Of the 9 kindergarten

ELLs, two-thirds are entering level and a third are advanced. Of the other new entrants, all but two require two units per week because they scored at the lowest levels; the two who scored high enough to receive only one unit per week are in first and second grades. These data clearly show that the greatest number of new ELLs are non-speakers needing the most support. NYSESLAT data from last spring placed 5 students at the double-mandate level; of these two have IEPs, and one considered guessing to be cheating, one entered just before testing, and one didn't speak all year last year except in Hebrew (this year he speaks English freely). Four of this year's first grade ELLs scored as advanced on the NYSESLAT as kindergartners. Three fifth graders achieved single-mandate level, and one third grader who attended this school for only two months two years ago but left without taking the NYSESLAT is by default still considered an ELL, but he would surely have tested out had it been possible for him to take the NYSITELL. Seven of the students who tested as proficient on the NYSESLAT are still at this school, while the others either graduated or returned to their home countries. Patterns of student performance are helpful in grouping the classes and to identify areas needing improvement. As one would expect, it is the school's newcomers each year who score as beginners, although quite a few new entrants are children of post-doctoral researchers who provide private tutors for their children before arrival, and who therefore begin ESL with a kinesis boosting their acquisition and hastening their achieving exit scores. These students have early literacy skills superior to their oral skills. Advanced students have generally acquired good reading and oral skills and need greatest focus on their writing—usually, the writing modality is the last of the four to approach native proficiency.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

All but one of our school's ELLs made measurable progress on the 2015 NYSESLAT over previous tests (that child felt it was cheating to make any guesses, she said, and left many questions blank). In some cases children advanced in only one year from beginner on the screening instrument to exit proficiency on the NYSESLAT. It is possible to look at each child's results on each modality and see how proficient (or how far from proficient) the raw scores for listening, for speaking, for reading, and for writing were, but there is no ranking available for lower raw scores on the subtests; in other words, it is impossible to say that a child advanced from beginning level on writing to intermediate. The testing company has not evaluated the subtests except to specify an exit level. Looking for program weaknesses by seeking patterns in specific modalities of those who did not exit, the conclusion has to be that individual differences are more operant than program weaknesses. Since most ELLs are quite reserved about speaking in front of large groups, and since mainstream teachers are more focused on the content than on the form of utterances and are loathe to embarrass students by correcting their grammar and word order, nearly all the oral corrections many get occur during the small group work with the ESL specialist. The ESL teacher stresses the importance of recasting spoken errors correctly during the monthly professional development sessions with mainstream teachers. New York City's Annual Measurable Achievement Objectives tool for data analysis (AMAO) confirms the data evaluations described above, except that it offers only raw data, whereas the elucidation above gives explanations based on the ESL teacher's knowledge of each student's situation. Some of this knowledge emanated from 1. a deep understanding of the school community from 1994 when she first came to PS183 till the present time; 2. from ESL classroom interactions, from holistic assessment; and 3. from a grasp of family dynamics borne of a. the relationships developed in parent classes, b. coordination with the guidance counselor Jara Milman, and c. common branch teacher collaboration. The data analysis in the AMAO yielded no surprises, when juxtaposed with the ESL teacher's familiarity with the ELL population and their families.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Because few of our students speak languages that have translated exams, it is difficult to analyze ELL students' success in taking English tests versus tests in their home language. Of course general ed students have an easier time taking exams in their native language, and when possible they are provided with a translator. However these ELLs have been successful in English speaking tests as well. Our students with language processing problems or other special needs are struggling in both assessments, regardless of language. Results from NYC performance assessments, NYS ELA and Math test scores, as well as supplemental assessment tools help in planning instruction that target each student's needs. We use these results to develop goals for ELLs that target and support the development of their academic strengths and weaknesses. The ELL curriculum stems from these goals, and therefore is directly impacted through periodic assessment. The school learns a lot about students from assessments, which can highlight where individual student strengths and weaknesses lie. This data helps all our teachers modify daily lessons in order to differentiate and support individual ELLs. Assessments also drive the ESL curriculum, which is geared toward the individual needs of the ELL population. Therefore the ESL curriculum is changing constantly as students move in or out of the school community. What is an appropriate lesson for one year's more advanced fourth graders, for example, may be totally wrong for the next year when all may happen to be newcomers.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] With the multiple means of data that we are able to collect from tests including the NYSESLAT, NYSITELL and other assessments such as running records and TCRWP, we identify which ELLs need additional language support and in which areas this support is needed. As is aligned with the RTI, teachers are able to determine whether or not students are benefitting from the instructional program

within a reasonable timeframe. Teachers are then able to build more effective instructional programs for students who are not benefitting, as they detect the specific areas in which the child actually needs additional support. This approach to RTI also helps the ESL teacher as well to design more effective individualized plans for different students. Another part of the data collection process which helps give a clearer picture is time for the classroom teacher and ESL teacher to assess collaboratively the student work, and compare notes and observations. With additional information and attention to detail, there is greater potential for effective instructional techniques to support academically at-risk ELLs. If the classroom teacher and the ELL teacher agree there is need for further evaluation for a student who is not performing or growing as expected, additional interventions begin with in-class interventions, and if necessary, outside specialist support. At the beginning of each ELL's attendance in PS183, a detailed questionnaire is filled out by the family yielding valuable cultural background information. Information is gathered about, for example, each child's extended family, frequency of contact with them, prior school experiences including problems or special accomplishments, family routines such as bedtime, computer and television use, and resolution of sibling conflicts; and any issues regarding first language acquisition such as articulation difficulties. Contact with parents is frequent so this kind of valuable information is kept current.

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

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

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Our school does not have a dual language program.

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

School leadership and teachers use the results of the NYSESLAT, NYSITELL, and other language based assessments to evaluate the success of our program. These assessments provide our teachers and staff with detailed information about our students' strengths and weaknesses in English language development. By looking at student data over several years, such as NYSESLAT scores for individual students, we are able to determine whether or not our students are making progress in their English proficiency. These tests also serve as a resource to help the ESL teacher plan for small-group lessons. By seeing where specific strengths and weaknesses fall, we are not only better able to get the students placed, but we can also focus on problem areas while focusing less on the areas they excel in. Classroom teachers' running records and other literacy assessments also monitor how an ELL progresses in English proficiency and whether or no the student is making gains towards reaching their reading goal for the MOSL. The school gains information about ELLs from all assessments performed. When we can see where certain students are falling behind, and where they are excelling, better planning is done. These tests give us an idea of what each student is capable of. This data helps all teachers to plan and create different lessons with appropriate amounts of differentiation and scaffolding to help the ELL population be successful.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At registration, families are interviewed by a licensed pedagogue, Annette Burton, the school's fulltime ESL teacher since 1994. (For the last 10 years the school also had a fully qualified part-time ESL teacher, Holli Weiss most recently.) Ms. Burton then fills out a survey for the parent to sign. This is known as the HLIS, a home language questionnaire. The interviewer finds out about the child's earlier school experience and language of instruction. When a new international family registers during the schoolyear, the school secretary or the parent coordinator calls an ESL teacher to meet parents and child, and an interview helps ascertain whether translation assistance is needed. Nearly all our school parent population is highly fluent in English, and 100% have requested that both written and spoken information from the school be in English. All are informed that translation help will be provided by the school

when requested. Our school's ESL teacher has a masters degrees in applied linguistics and is fully certified by the state of New York. This individual's other languages include French, German, Greek, and Italian. Other pedagogues in our school building who are available when needed speak Albanian, American Sign Language, Arabic, Cantonese, Hindi, Vietnamese, and Spanish. Upon review of the signed survey, if answers meet the New York City criteria that certain questions be answered with a language other than English, and if deemed warranted following the interview with parent and child, then the child is eligible to be given the NYSITELL screening test. The interview and questionnaire determine 1. the student's native language, and 2. whether or not they should be administered the NYSITELL, which is administered by the ESL teacher Ms. Burton within 10 days of registration. From the HLIS copies and a report generated by ATS, a roster of NYSITELL-eligible students is compiled. After testing, the answer sheet is immediately scanned into ATS. Our school currently has no Spanish-speaking ELLs, but when there is one, that child is then given the Spanish LAB to determine L1 competency and to prove language dominance. Each ELL is evaluated again the following spring using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Interview answers on p1 of the HLIS indicate past school history, and confirm that the child's schooling has not been interrupted. Our school has never had a SIFE register. However, if Annette Burton, the licensed pedagogue interviewing all registering parents, were to suspect on the basis of a parent's answers to questions about prior schooling that a child in 3rd, 4th, or 5th grades did experience a gap of two or more years of formal schooling, there is a helpful questionnaire available online provided by the Department of Education, also saved as a PDF in the ESL computer to get more specific information such as country of residence, whether the child's school was in a city or town, in what language lessons were given, if study were done outside school in each year of the child's life. If a child is determined to be a SIFE, a literacy assessment such as the Literacy Evaluation for Newcomer SIFE (LENS) is available which would yield specific information that would permit individual remediation in order to bring the SIFE a quickly as possible to a functioning age-appropriate level. Additionally, samples of student work would be requested and collected after placement in a class which would further inform the school how best to proceed to give the child the best possible chance to achieve academic success.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification for newly enrolled students with IEPs begins in the same manner as all other students who register and enroll in the school. The ESL teacher first interviews the parent and looks at the Home Language Identification Survey to determine if the child would be eligible for testing for ENL services through the NYSITELL. If the parents indicate another language once in questions 1-4 and twice in questions 5-8, the ESL teacher then calls on the members of the LPT (Language Proficiency Team). These members come from the Pupil Personnel Team and include the principal Tara Napoleoni, a special ed teacher Jillian Livolsi, the ESL teacher Annette Burton. The child's parent and an interpreter if needed is also part of this LPT. Together, the LPT members look at the IEP to determine the specific needs of the child and any mandated services already recommended. Bilingual assessments in order to determine if the student were stronger in a language other than English are noted. The LPT committee decides whether or not the child should be tested with the NYSITELL based on the level of English proficiency, weighing evidence that might indicate whether issues are due to a disability or to an English language acquisition deficiency and the parent is notified within 3 days. If the committee believes that the child might need ESL services, and that important information about the child's fluency and language proficiency will be gleaned from NYSITELL administration, the principal can approve or disapprove. The principal's approval is duly approved or disapproved by the superintendent within 10 days. If the decision is made that administration of the NYSITELL will yield a valid determination of English language needs, the ESL teacher Annette Burton will then administer the NYSITELL within 5 days to determine whether services should indeed be rendered. Services would begin immediately. If the committee on the other hand believes that the child would not qualify for ESL services and that the sole focus should be on the mandated services from the IEP to address deficiencies caused by disability, the child will not be administered the NYSITELL. The child will be entered in ATS as a speaker of another language, but the ATS LEP indicator will show that the child was not deemed NYSITELL-eligible by a formal LPT.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher Annette Burton sends letters to parents indicating the results of their children's NYSITELL screening and services are begun as soon as testing is finished. Letters are also sent (and signed to indicate receipt and understanding) to those who are to continue to receive services on the basis of the prior spring NYSESLAT, and to those who scored as newly proficient and therefore continue to be eligible for service as well as to exam accommodations for two years. If the parent has indicated a language preference other than English for written communication, the letters are translated into that language (100% of our parents have expressed a preference that information from our school be in English, however).

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Placement letters Annette Burton, the ESL teacher, sends to all ELLs' parents include the information that they have the right to appeal ELL-status within 45 days of enrollment, and this information is discussed at the parent orientation meeting as well. As mentioned in answer #4 above, all correspondence is sent in the parents' preferred language of oral or written communication; in the case of the

2015-2016 school population, 100% have asked that all correspondence be in English. A binder of all letters sent from the ESL department is kept in the ESL room, and rosters of recipients are both stored in the ESL computer, and printed out and taped to a file folder with a checklist of timely return of signatures.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 10 days following a child's registration, Annette Burton, ESL teacher, sends written information in preferred languages immediately to inform parents of various language acquisition models available to them in the city. Parents' email addresses are compiled during registration, and the same day the written information goes home, an email with a link to videos in various languages to preview online is sent to all ELL parents. A schoolwide ELL parent meeting is scheduled within this same 10 days, at which Annette Burton shows this video to the parents again. The program choices are explained by the ESL teacher again at the meeting, and any questions answered. The ESL teacher follows up yet again with all parents electronically, if there are those whose names are not on the signup sheets circulated at the schoolwide ELL meeting, offering them private showings of the video, and appointments with them are made. Rarely has it been necessary to make phone calls to parents as well, when all previous efforts at informing them of their options have not resulted in their returning the survey and bilingual program option forms. All this takes place before the end of the first month of school. The default placement for children whose parents do not return their program preference is bilingual. If a parent indicates a preference for a program not offered by the city, the ESL teacher notifies them of such and then contacts them again if the requested program does become available.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

One hundred percent of the new families came to the parent orientation meeting in fall of 2015. Annette Burton, ESL teacher, sent several reminders of the meeting via email as well, and some of the parents had already watched the video explaining the three types of bilingual choices before the meeting. The survey and program selection forms in parents' preferred languages (100% English) were signed and collected at the meeting from every family, and the ELPC for all new ELLs was duly completed within one day of the meeting. All parent surveys and signatures are kept in a binder in the ESL room. A checklist of names and forms to be returned is taped to the front of the binder. The program choice surveys are carefully screened to look for any requesting a program not offered at the school. The single request for a dual language program, from a late-registering parent who came to a makeup orientation appointment, is only available at the kindergarten level at one school a long commute from the family's residence, and the child is in third grade. The ESL teacher will check again at the end of the schoolyear in case that school has added a fourth grade class in that low-incidence language for next year, and will check the internet monthly to determine that no other locations have begun such a program midyear.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Annette Burton, ESL teacher, is responsible for collecting survey and program selection forms, and for having them in all parents' preferred languages. They are kept in the ESL room in a binder with a checklist roster taped to the front. All of our parents gave the survey and program selection forms to her at the orientation meeting held within 10 days of the beginning of school. However, if necessary any parent not returning the forms would have been approached at dismissal or arrival to get the signatures. Having the parents fill the forms out at the meeting gives a clear indication that all have responded.

9. Describe how your school ensures that placement parent notification letters are distributed.

Annette Burton, ESL teacher, is responsible for sending out and collecting the signed placement notification letters in the preferred languages. These are kept in the ESL room in a binder with a checklist roster taped to the front. They are hand-delivered by the ESL teacher personally to each ELL, in each classroom. Then the letters with signatures are returned to the classroom teachers, who put them in the ESL teacher's mailbox in the school office to be put in the ESL room binder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Annette Burton, ESL teacher, is responsible for collecting required documentation such as HLIS, and entitlement and non-entitlement letters in the preferred languages. The HLIS and interview forms are kept both as hard-copy and scanned into the ESL office computer as a backup. The original HLIS forms are returned to each child's cumulative file, kept under lock and key in each classroom. Letters in the preferred languages are kept in the ESL room in a binder with a checklist roster taped to the front.

11. 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.

To ensure that all ELLs take the NYSESLAT, the ESL teacher generates the NYSESLAT eligibility report from ATS. The ESL teacher creates a schedule of when the 4 sessions of the NYSESLAT exam are administered. Parents are informed months in advance, as soon as dates for NYSESLAT administration are set by NYSED, so that families will avoid taking the children out of the country to visit family, etc., during testing. All parents are informed that all ELLs who do not take all four parts of the NYSESLAT will automatically be required to receive services again the following year, regardless of language proficiency. All understand that there is no possibility for make-up exams.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. To ensure that entitlement and non-entitlement letters are sent home within five days of scanning the NYSITELL scores into ATS, the ESL teacher records the dates letters are sent, signed, and returned. Students qualifying for ESL services receive entitlement letters, while students who passed the NYSITELL receive non-entitlement letters. All letters are sent home in the parent's preferred language if and when they are available, unless the parent has asked for information to be sent home in English only. For low incidence languages, if the parent has requested written communication be in the home language at registration, translators may be hired by the school.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- One hundred percent of PS183's ELL parent population opts for freestanding ESL every year, with the exception of the one late-registrant who requested a low-incidence dual language program that does not exist, for her child. All but this one parent understand of course that there may be other excellent programs available, such as bilingual or dual language programs, but none of the parents attending the fall orientation requested one of them as their preference. Our school has never had enough speakers of a single language as per Aspira to have self-contained bilingual classes, and further, bilingual programs elsewhere in the city don't match the needs of the large number of low-incidence languages in our community. Of PS183's ELLs' languages, one and a half times as many fall into the "other" low-incidence category as compared to those the city considers high-incidence ones. If in the future parents were to request a bilingual or dual language program, they would be referred to the website ELLProgramTransfers@schools.nyc.gov. If the demographics of our community were to change so there were at least 15 students with the same home language in two contiguous grades, then the school would open a bilingual program here. Forms for parent options are kept in the school both as hard copy and in electronic form. The ESL teacher at PS183 has taught ESL in this school since 1994, and can say from personal observation that there is no discernible trend away from the preference that the local ELLs' parents have expressed that their children stay at this community school and receive services in the form of free-standing ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.
English as a New Language is a research-based English language development program comprised of two components: Integrated ENL, and Standalone ENL. Integrated ENL is a program in which students receive core content instruction and language development instruction simultaneously. Some of PS183's ESL services are delivered using the push-in model of instruction. The fully certified ESL teacher goes into the classroom and co-teaches with the common-branches certified teachers. Standalone ENL at PS183 is taught by the NYS-certified ESL teacher (Annette Burton holds permanent certification in grades pre-K through 12th grade), working toward students' acquisition of sufficient English for success in core content, in a pull-out model as well. Push-in is used when practical, but students requiring more individualized instruction are pulled out for private tutoring as well. All ESL students are scheduled for three hours a week in grade-level cohorts, with heterogeneous linguistic skills. Students who require twice that number of instructional minutes receive additional instruction either in the mainstream classroom, or in small pull-out groupings of no more than two consecutive grades per group. Some have extra ESL instruction in extended-day sessions as enrichment.
 - TBE program. *If applicable.*
inapplicable
 - DL program. *If applicable.*
inapplicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and emergent level students receive a minimum of 360 minutes per week (2 units) with Annette Burton, the fully certified ESL teacher. This includes instruction in math language and math skills, as well as the language arts skills of speaking, listening, reading and writing. Transitioning and expanding level students receive more reading- and vocabulary-intense instruction, and they receive an additional minimum of in-class ELA literacy instruction delivered by common branches certified teachers, for one unit (180 minutes) weekly. Students considered proficient, or commanding, on the basis of past NYSESLAT performance continue for two years to receive service in the amount of half a unit weekly (90 minutes).

3. Describe how core content is delivered in each program model. 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.

To ensure the mastery of content areas for ELLs, the ESL teacher works closely with the science teacher in grades one through five, and with the math and literacy coaches for all grades, using sheltered English with scaffolding to facilitate contextual learning strategies. Bilingual dictionary use is taught and encouraged, and parents are involved through the weekly parent class and frequent email contact. Captions are written by the ESL teacher and embedded, to accompany content-area videos. Classes are all taught in English so teachers and ELLs use electronic translation programs and the bilingual dictionaries to aid comprehension of topics being presented. ELLs not yet literate in the home language before arrival get additional help from their parents. Topics covered in the weekly parent class taught by the ESL teacher include information elucidating differences in elementary education worldwide, and parents share ideas that have proven successful in the past with their older ELLs. With the ability to understand and use content vocabulary, ELLs are not only more comfortable but also more successful in content areas. As the Common Core Learning Standards are expressly "informed by other top performing countries in order to prepare all students for success in our global economy and society," this collaboration of teachers and ELLs' parents at PS183 strives to bring about the acquisition of the Standards' coding of what it describes as "the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live." The CCLS were established with the goal of accomplishing consistency throughout the nation in teaching and learning concepts for each grade level.

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

Through out the year, multiple international graduate students from NYU come observe classes, in informal exchange for their willingness to translate for PS183 students, especially during evaluations and assessments (as well as during parent conferences). For low incidence languages (as most of our ELLs speak) many of these grad students who were pedagogues in their home countries before coming to NYU come at state assessment time to help with science and math exams for which there are not already preprinted translations. Additionally, many of our school's second-language parents whose children have previously exited ESL are teachers at higher institutions, and they are usually willing to help validify assessments as their own children were once helped. If we are referring an ELL student to have related services such as SETTS or speech, we request a bilingual evaluation for the student. If any standardized exam is available in a student's native language, that translated exam is ordered as an option for the student unless the parent requests the child be evaluated in English as the dominant academic language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are continually evaluated in all four modalities throughout the year. The NYSITELL and NYSESLAT raw scores are considered along with regular holistic and formal assessments performed by the ESL teacher and classroom teachers. Reading and writing are constantly being practiced and monitored in both the classroom and ESL class, while oracy is primarily focused upon in pull-out classes for lower-scoring students. Listening and speaking skills are practiced routinely in the classroom but more formally monitored and checked in the ESL room throughout the year. The changes and progress are recorded in conference notes and in student progress reports, and this is also discussed during parent teacher conferences.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Instruction and intervention within the ELL subgroups is differentiated according to the measured fluency levels of the students.

- a. PS183 has never had any SIFE students, so no SIFE program model is used. If a SIFE student were to be registered, after identification described in question IV#2, the student would be age-appropriately placed in a classroom. Then that student would be served individually to suit literacy needs, using relevant scaffolding techniques and private tutoring if possible.
- b. All our current ESL students are categorized as newcomer ELLs (in the US less than 3 years). Lessons for double-mandate lower scorers in a pullout setting frequently begin with a highly contextualized story, sometimes projected via powerpoint illustrations. Followup lessons are text based, building on the story as presented in pictures. Homework and classwork focuses first on single word vocabulary, progressing (or differentiated for more fluent students) to phrase- and sentence-work, finally with full discourse lessons involving essays. All involves higher order reasoning, because many of our students arrive already certified in their home countries as intellectually gifted. The more advanced lessons introduce grammar and syntax foci.
- c. We have no long term ELLs (in the US for over 4 years). By the time this interval has passed, students are on the spectrum to be evaluated as possibly having special ed needs. ESL lessons for these students are different than those for newcomers. These

ELLs focus almost exclusively on reading and reading comprehension as well as essay organization and editing. These learners receive special help in a variety of content areas, scaffolding learning through previewing, explaining concepts and ideas in pair work, and using manipulatives and other hands-on materials. When possible, in the past these students had one-on-one help from the ESL department, too.

d. At PS183 since we have only kindergarten through fifth grade, unless a student has repeated a grade, there'd be no students here longer than six years, so there is no program in place. However if we did have such students, the program would be based upon an intensive study created using the NYSESLAT score reflecting areas of weakness. If a student were to get low scores in a single modality, they would be placed in a writing-intensive ESL class. For all ELLs with special ed needs, lessons are tailored according to the individual's specific needs as indicated on the IEP.

e. Former ELL students who exit their ELL status according to the previous two springs' testing receive additional support from the ESL teacher and are included in grade-level groupings across fluency levels, using the integrated ESL model. As mandated by the new regulations in CR Part 154, the students receive half a unit of service. These students are also provided with all ELL test accommodations, including 1. extended time on all standardized statewide tests, 2. separate location, 3. bilingual glossaries, and 4. translated tests if the parent does not object. The ESL teacher and the classroom teachers have an ongoing dialogue throughout the year to monitor former students' progress. Former ELLs may be further screened for special needs such as extra reading or math help. The school math coach assesses struggling students as do reading and literacy coaches. If they are deemed eligible by interventionists, they may be brought up at the weekly student personnel team (usually by this time such students may already have come to their attention). The ESL teacher meets regularly with former ELLs' classroom teachers regarding possible at-risk services.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

PS183 has never had a student reenter after switching to a different language acquisition program model. For students re-entering after more than two years outside the country, including those who previously exited ELL status via a high score on the NYSESLAT or NYSITELL, the NYSITELL is administered (again) to determine L2 needs. According to new CR Part 154 regulations, the student may again be eligible for services and exam accommodations as a re-entering ELL. If a student were to transfer from a different model program, the principal, the ESL teacher, and the classroom teacher would all monitor the student's academic growth for six to twelve months to ensure the re-identification decision did not adversely affect the student. To ensure that academic progress is occurring, formal assessments, such as TCRWP assessment and TC running records, as well as informal assessments like observations and conferencing notes, will provide a holistic picture of the student's academic growth. If the principal and teachers believe that the re-identification decision did adversely affect the student, the student would receive at-risk academic support such as time in a small-group pull-out setting or time with other ELLs during the integrated ENL program. If the student continued to have difficulty in this six to twelve month time period because of insufficient English language proficiency, the principal would reverse the decision and re-identify the student as ELL. The principal would consult with the superintendent about this decision, and if the student were re-identified, the parents would be notified within 10 days of the superintendent's approval through a written letter in the parents' preferred language.

8. 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?

Instructional strategies and grade level materials used with ELL-SWD's provide access to academic content areas and also accelerate English language development. The ESL teacher works collaboratively with the classroom teacher and other specialists providing the child services to ensure that appropriate and relevant context-related texts are used in the classroom. For example, if the mainstream class is doing a unit on the American Revolution, the ESL teacher might find corresponding texts, but in a clearer, simpler way, more contextualized. By incorporating simpler texts, extensively supported by visual information and graphics, the ESL teacher would scaffold content so the students comprehend what the classroom peers are using, but on a more understandable level (as per Krashen's I+1, instead of the classroom's I+5). The school owns a subscription to Rosetta Stone, which supports newcomer ELLs in the general classroom until a beginning modicum of English competency is acquired.

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

Our school uses curricular, instructional and scheduling flexibility to meet the diverse needs of the ELL-SWD's within the least restrictive environment. Students are grouped by both grade/age level and by comprehension levels. An entering or emerging ELLs (mandated for two units) will be grouped with similarly mandated students, roughly matching fluency levels. Transitioning and expanding students (mandated for a single unit) would either receive pushin instruction, or if grouped would be served at grade level. Lessons are differentiated so more advanced or older students are challenged appropriately. Curricular and instructional flexibility is dependent upon the fluency levels of the students in each group. With lower levels, the focus is mainly on getting the appropriate context-related vocabulary. If fluency levels are intermediate or advanced, the

Chart focus shifts to understanding grade level vocabulary and grade level context of the unit (CALP). More focus is on grammar and a writing intensive element.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

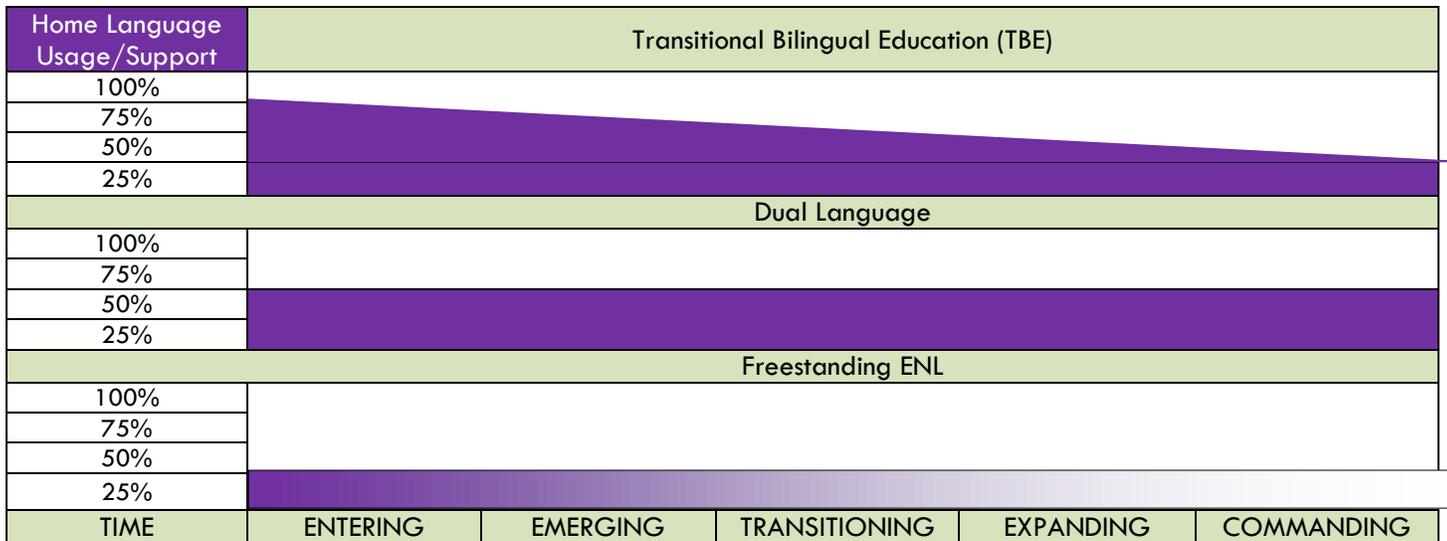


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. All ELL students are continually assessed to examine the effectiveness of the instruction and the intervention program for all content areas. Additional at-risk intervention is available for those who qualify. There are targeted intervention programs available for ELLs who need the assistance in math, social studies, science and ELA prep. Intervention teachers evaluate and assess what each ELL student may need for the year and, depending on scores, the interventionists work with students who may benefit from additional support outside of the ESL class and the general classroom. Various curricula are begun and monthly assessment is provided for each student who has intervention services. Assessment tools include running records, reading levels, anectodals and conference notes. Additionally, the content area standardized tests are used as well, supplementarily. Three times as many ELLs score at or above grade level in math as score below. The disparity is reversed in ELA results: only a fourth of the ELLs scored above grade level. Consequently efforts are driven by these differences and there is greater support for language skills while maintaining emphasis on math and enhancing pride in accomplishments in numeracy.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Evidence of the outstanding reputation of PS183's ESL program is that newcomers from other countries have told us they moved into the neighborhood expressly so their children would learn English in this particular ESL program. The ESL teacher received a state-level award for Outstanding Teacher. Quantitative proof that PS183's ELLs are thriving includes the high percentage of newcomers who achieve proficiency and exit the language program and the high percentage who score above grade level on state math (92%) and science exams (100%), excluding the students with certified disabilities impacting their grade level performance and who therefore have reduced requirements as per IEPs. Classroom teachers are in constant contact with the ESL teacher and vice versa regarding the students they share, both by email and by face-to-face consultations. Time is available for this kind of collaboration during the 150 minutes of afterschool time on Mondays and Tuesdays. From time to time concurrent sessions are scheduled and the ESL teacher rotates to stations where the ELLs' teachers are. Teachers are cc'ed on emails sent home regarding homework assignments and suggestions for extra help from parents. NYSESLAT and NYSITELL scores are provided to each teacher, and additionally the ESL teacher has easy computer access to content exam scores for each student for all years these assessments were made. Teachers continue to assess ELLs with the same instruments used with monolingual students (e.g., those created by the Teachers College Reading and Writing Project for the NYC Department of Education).
12. What new programs or improvements will be considered for the upcoming school year?

Due to the new regulations in CR Part 154, the integrated ESL model will become a much bigger part of the ESL program. This will require even more collaboration among the classroom and ESL teachers to ensure the integrated ESL program is a success and a meaningful learning opportunity for the ELL population.
13. What programs/services for ELLs will be discontinued and why?

No programs have been discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Companies and organizations providing extracurricular and curricular programs include National Dance Institute, Wingspan, Yorkville Youth Athletic Association, Chess NYC, Vision Education Media, Spanish Ibero Institute, Roll America, and Simply Sports, to name a few. Afterschool programs provide instruction in chess, drama, Spanish, and art, as well as various sports. At the beginning of the schoolyear, tables are set up with information on the various programs, flyers are sent home in backpack mail, and information is available on the school website. This information is available in the parents' preferred languages. LuAnn Propper, the parent coordinator, is readily available, with her office space near the building's front entrance, to answer ELL parents' questions about the programs available and to seek translation assistance if needed. Groups are small, so that ELLs participating in their activity of choice receive plenty of individual attention and help from the coaches and teachers. The Club Wingspan afterschool model, for example, is tailored specifically to our diverse school community. Site Directors and assistants facilitate daily program management, and talented teaching artists, all having acquired security clearance, focus on instructing the mediam they do best. All students have equal opportunity to broaden their learning, and classes such as Rock Band, Karate, Mini Musical, Pop Art, and inline skating are favorites of ELLs. Any ELLs whose families are unable to pay for these contracted afterschool programs may apply for assistance through the school parent coordinator. All these programs are conducted in the school building.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

While students are still new nonspeakers, push-in teachers carry laptops with them into the classroom where they use Google Translate to ensure students' comprehension of the content under discussion and of homework assignments. Written translations of the material are printed out for the students to study from, and emailed home as well. This keeps parents up-to-date on what is being studied in the school, so that they may support the students' schoolwork better at home. Students are taught to use bilingual dictionaries purchased in each language by the school. This both supports L1 maintenance, and encourages the students to use available technology to bridge to the time their L2 comprehension has improved. Incoming beginning and intermediate speakers to our school are given the Rosetta Stone program on laptops to work on independently in their classroom. Younger ELLs are given in-

school tutorials of free English language websites such as starfall.com and britishcouncil.org/kids. Parents of ELLs receive monthly newsletters and emails about these and other new internet sites to try at home. Our younger k/1 ESL students participate in a computer program lending library in which they may borrow an educational computer program for a two-week period (e.g., Reader Rabbit, Math Blaster, etc.). Our school has a subscription to an online Discovery website, unitedstreaming.org. All parents of ESL students receive a user name and password giving them access to an online library with over 9000 content-related video clips. Content during ESL instruction varies from folk stories, geography, games, songs, readers' theater, science, etc. Materials for instruction range from picture books, books on tape, jazz chants, bilingual dictionaries (both electronic and hard-copy), games, puzzles, manipulatives such as reading rods, cuisinaire rods, and base-ten blocks, and teacher-made activities follow-up materials.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs are grouped by grade level in groups that include both beginner levels and advanced. However groups of literate newcomers are given additional time in groups of two contiguous grade levels for second + third, and fourth + fifth; first grade beginners are taught only on grade level. Resources for all ESL groups are chosen with individual students in mind. Materials appropriate for beginning first graders in fall of 2014, for example, whose oracy skills surpassed their literacy skills, would not be appropriate for this year's first graders, whose oracy is still limited. One of the challenging aspects of delivering ESL instruction across six grade levels is to tailor it according to the developmental level of the array of students served, including what is typical of each age and grade, as well as that of students identified as having atypical cognitive needs. Continuous informal assessment throughout the term quickly reveals any mismatch between materials and methodology being used and the needs of any ELL student. Using these assessments assures that required services and resources do indeed correspond to appropriate ages and grades. ELL-SWDs at our school are all mainstreamed in the least restrictive environment deemed best for the individual and prescribed in their IEPs. Services and resources are adapted for these two children to correspond to their ages and grades while specifically being geared to address their individual cognitive needs. During push-in for example, the ESL teacher may sit nearer one of these children and explain clearly one step at a time, and demonstrate material organization, prompting to keep the child on-task and modifying worktime with frequent breaks and praise.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Parents of ELL students who will be returning to PS183 the following school year are informed via email of summer programs appropriate for their children. Our school coordinated with other city schools to provide a summer school program through the month of July, and worked strenuously with the families to ensure all children had transportation to and from (the program was held at a school building at some distance from our neighborhood). In the spring, our office staff gives copies of preregistration papers to the ESL teacher, for new families whose home language appears not to be English, and those whose interviews in the spring makes them NYSITELL-eligible. Pre-registering kindergartners, some of whom are very young, are NOT tested until school begins, because the testing environment is too inauthentic a situation for a child who may not turn five for eight or nine months to have a valid language assessment. That span is about 15% of the child's entire life to that point. Families are invited to bring the preregistered kindergartners to the school for a few hours in small groups in the kindergarten teachers' classrooms (their own kindergartners visit the first grades that day). The ESL teacher, intervention specialist, assistant principal, etc., have a list of names to go observe in the kindergarten setting and gather further information about language proficiency prior of course to their being formally tested when school begins the next fall. Additional information and support resources are available through the parent coordinator. Official documents and information about the school is available in a variety of translated languages. In addition, since most of our ELL population works at nearby hospitals and scientific research institutions, we can exchange information with those staffs to get information and provide additional resources for those new incoming families. Parent coordinator LuAnn Propper and the fully certified ESL teacher Annette Burton contact all potential ELL parents before the start of school to give exchange contact information. Since many of the children are in similar circumstances, it is a very good way for families to find friends and schedule playdates. Since school terms vary across the globe and since most of our families' calendars are dictated by their parents' new positions in New York City, it is not unusual for families to enter at other times of the year. When these newcomers first arrive, they are quickly introduced to other families who speak their languages, and the very day they register they meet the ESL teacher as

well as the Parent Coordinator. They fill out the papers while sitting facing the school's language board, listing each of the nearly 50 languages spoken in the school and the names of children and staff who speak each of them. This board is updated monthly, so in a short time the new entrants' names are also posted there for the next registering family to note.

19. What language electives are offered to ELLs?

In years past, we have offered afterschool enrichment classes in French conversation and in Spanish literacy. Currently we have no language electives in place.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Inapplicable

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ESL teachers receive on a regular basis an email newsletter from the Office of English Language Learners (OELL) listing professional development opportunities in the region. The state professional organization, NYS TESOL, has an annual conference with nationally renowned keynote speakers and concurrent session presenters (our ESL teacher has frequently presented at this conference). Additionally the global organization, TESOL, is attended in March whenever held in the eastern United States. This information is in turn always reported to common branches teachers of ELLs, as well as to administrators such as the principal and assistant principal, to the guidance counselor and school-based support team, and to office staff such as the secretary and clerks and assistants—all to ensure that the necessary steps are taken to follow new compliance regulations and best practice as shown by new research in the field of applied linguistics. The ESL teacher and invited colleagues (many of whom are among the 50+ NYU masters degree student teachers she has trained in her decades at our school) meet one evening every month during the school year for professional peer consultation regarding requisite red tape (ATS, LAP, STARS, etc.), student and family issues, and good teaching practice. Reports about workshops and conventions attended are shared at these monthly dinner meetings, the dates of which are set at each preceding meeting. The first date for the current school year was October 27, and the topic was Language Allocation Policy feedback. At that meeting the next date and time, November 17 at 6:30, was set, as was the agenda to discuss curricular schedules. The agenda for professional development on November 3 includes Intensive Examination of Impact of New Part 154 Regs and How ATS Can Help; A Look at Different Models (push-in/pull-out), Pros and Cons; Scheduling; Language Objectives: What Are They, and How Can They Help Us Focus Our Instruction? Wrap Up: Round Table Discussions on How to Implement Newly Learned Strategies and Information.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

All teachers at the school have been given hard copies of the CCSS, and links to them are readily available as well. PD sessions help support teachers in delivering Common Core-aligned instruction, with modifications and accommodations to make the standards more accessible to their ELL students. Staff development is highly valued by all teachers of ELLs at our school, who care deeply about their students' progress and academic achievement, as well as linguistic acquisition. Activities include turn-and-talk, picture walks, workshop model, and role play. The ESL teacher and any other teacher who would like to participate, take advantage of opportunities such as NYS TESOL conferences, small ELL study groups offered within the network and other related workshops. One example of a recent half-day workshop the ESL teacher attended was entitled ELL Start Up on October 7, facilitated by the Manhattan Field Support ELL Services Coordinators. The ESL teacher stays abreast of successful techniques and assessments. Throughout the year, the ESL teacher attends workshops focused both on instructional techniques and on updated regulations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Support is provided to staff to assist ELLs as they transition from one school level to another. Within the school, the previous teacher, the new teacher and ESL teacher meet in concurrent sessions during the Monday meetings in spring and again in fall to discuss individual student needs at length, giving the new teacher insightful strategies and methods that have proven helpful in enhancing past years' student progress. Teachers old and new are especially collaborative in this way, constantly speaking to one another about ways to help scaffold the students who require it. When it is time to apply to middle school, parents during the weekly parent classes share opinions and advice. All work closely with guidance counselor Jara Milman to make the middle school transitions smoother. She is kept informed of issues as soon as they may arise for individual ELL students, and together the ESL teacher and guidance counselor work out intervention measures, both professionals meeting with parents as is deemed advisable. The guidance counselor also goes in mid November to a Respect for All (RSA) workshop to help ELLs incorporate seamlessly and smoothly into the fabric of the school community, after which she will report back to the ESL teacher and the ELLs' common branches teachers and cluster teachers (gym, computer, art, music, dance, chess, science).
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

The ESL teacher offers eight 50 minute sessions of professional development training to the school staff once a month during the Monday afternoon enquiry periods provided by the school administration. Topics include Second Language Acquisition Continuum (in 2 parts), Vocabulary Development, Cultural Differences and Teaching and Learning, Scaffolding Techniques in Content Areas (2 parts), Your ELLs and Assessment, Interpreting Data. Activities during these sessions include turn-and-talk, and Q-and-A Quicktalk. This period is supplemented by sessions during the two Chancellors Days in November and June, and on Election Day in November. Agendas are reported to the principal, and rosters of attendance following each session's sign-up are kept.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

After a newcomer has been here long enough for the teachers to be familiar with the individual, parents are invited to come in for a conference. Another meeting usually occurs after the NYSESLAT, math, ELA, and science exams have completed, during June, to discuss the student's apparent performance (scores are not available until the next year), and to hear family's activities for summer and make suggestions for camp or summer school. As always at our school, translation services are engaged when the parent's language preference is other than English. Translators may be solicited from among the parent community, the staff community, NYU Teaching and Learning TESOL graduate students, or neighborhood resources.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Individual parents are kept informed of any problems that may arise several times a week via email, and suggestions are made for home involvement to hasten the child's language acquisition and to help the child catch up on material other students mastered before the family's arrival (an example might be counting US currency and making change). When these emails are sent by the fully certified ESL teacher Annette Burton, the ELL's common branches teacher or guidance counselor Jara Milman are cc'ed as deemed appropriate. Parents are quickly given an appointment privately whenever something arises that is best dealt with in this way, and if the parent's preferred language is other than English, a translator may be solicited by the ESL teacher or by LuAnn Propper, the Parent Coordinator, from among the parent community, the staff community, NYU Teaching and Learning TESOL graduate students, or neighborhood resources. All emails are kept in electronic form, and important hardcopy records of individual meetings are scanned to a file entitled INDIVIDUALS. Meetings with individual parents are quite frequent. Often parents who come to the weekly parent class stay after others leave to discuss their child privately.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Level of PS183 parent involvement is extremely high throughout the school, not only as concerns ELL parents. English-speaking parents help contribute to meeting ELL students needs. For example, they donate books or software their own children may have outgrown. Parents of ELLs are also highly active, participating in PTA for example, or volunteering time to help at school, such as mounting artwork in the halls, or chaperoning class trips. At the ELL Parent Orientation meeting at the beginning of the year, parents chatted and exchanged contact information so they can contact each other. All PS183 parents dedicate time, energy, books, and money to the school, and kindergarten parents send snacks. All parents, including ELL parents, come to publishing parties and class breakfasts. Parents receive notification of the above mentioned activities via backpacked letters home and the school website. These letters are translated into the preferred home language for those who requested that at registration. Lists of parent translation preferences are kept in the school office by LuAnn Propper, Parent Coordinator. She speaks face to face frequently with parents seeking clarification or other assistance, and her desk faces the main office door, always open, so she is personally visible to all who enter the main front door.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS183 works closely with the nearby branch of the New York Public Library to be sure parents avail themselves of the opportunity for free English practice held on the third floor of the 67th Street Branch on Saturdays from 11 am till 1pm. Additionally scientists from among our parent population who work at neighboring institutions such as Cornell Medical School, Sloan Kettering, Rockefeller Institute, and Hospital for Special Services come frequently to our school to present special programs for the students. Many of these are parents of ELLs here, doing research with temporary work visas. It is a source of great pride to their children to have their parents in such a visible and respected position of authority. Additionally, local community agencies and organizations are resources for translation services when needed. Occasionally a very low-incidence language speaker may need help that no one in the building can address, and someone working at, for instance, Rockefeller University or nearby Sloan Kettering may be able to assist with translation.

5. How do you evaluate the needs of the parents?

Close email contact with parents yields important information about parent needs. Our parents' English is usually quite good in written form, while they are reticent and self-conscious about their oracy skills. And the ease of electronic translation makes our parents greatly favor this form of communication. They avoid phone calls at all cost, even occasionally asking, "May I come to the school right now instead of talking by phone?" Translation services are secured by the Parent Coordinator, and both she and the ESL teacher Annette Burton keep lists of translation resources with phone numbers and email contact information and direct spoken if applicable. One questionnaire that is especially useful in determining parent and family needs includes questions such as Do you have a printer at home? and How do you deal with arguing and hitting? and Do your child's grandparents ever correct the child's grammar? and Does your child already pronounce all sounds perfectly in the mother tongue? and Does your child handle money on a regular basis? LuAnn Propper, Parent Coordinator, is able to discern special needs among the ELL families, such as the need for

financial help for field trips or concerts, or to trouble-shoot and offer suggestions when lunch monies are not paid in a timely manner.

6. How do your parental involvement activities address the needs of the parents?

Our weekly parent class is very popular, and parents throughout the school community, not just parents of ELLs, are contacted by survey to determine interest in and need for such a class. Parents with small children are encouraged to bring them along if childcare is a problem. The weekly meeting provides an informal setting for socializing and discussing over coffee or tea various school and current educational jargon they constantly encounter, as well as to clarify and explain the mysteries of American or specifically New York City popular culture. The conversation in this kind of activity is quite revealing and enables the fully certified ESL teacher Annette Burton to keep the classroom teachers informed of what might be going on at home. It is often possible for intervention suggestions to be made privately that can meet unusual parent needs. LuAnn Propper, Parent Coordinator, is able to discern special needs among the ELL families, such as the need for financial help for field trips or concerts, or to trouble-shoot and offer suggestions when lunch monies are not paid in a timely manner. Translation services are secured by the Parent Coordinator whenever needed, and both she and the ESL teacher Annette Burton keep lists of translation resources with phone numbers and email contact information and dialect spoken if applicable.

D. Additional Information

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

School Name: ROBERT LOUIS STEVENSON

School DBN: 02M183

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tara Napoleoni	Principal		10/31/15
Kim Banks	Assistant Principal		10/31/15
LuAnn Propper	Parent Coordinator		10/31/15
Annette Burton	ENL/Bilingual Teacher		10/31/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M183** School Name: **P.S. 183**
Superintendent: **B.Laboy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At registration, all parents are interviewed by a trained pedagogue, at which time they indicate if they need translation and interpretation assistance. This information is duly entered into ATS. The RRPL report is generated to determine that all parents are receiving the assistance they need. If there are errors, the UPPG is used to update language preference. Fewer than 1% of our school's parents request formal translation service

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

All PS183 parents have requested information be submitted in English.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school community speaks nearly 50 languages, most of them low incidence languages. Translation is provided during parent conferences during March and November, and administering student exams. Flyers are organized in advance, however all of our families have requested information be in English as they have a speaker in their home to translate. We also would utilize that many templates for school holidays, parent-teacher conferences and other DOE notices are available in translation at the Translation and Interpretation Unit's intranet site:
http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit..

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Any oral interpretation needed in Spanish or Chinese is done so by school faculty members. We have parent volunteers for many of our languages spoken by families. Any other oral language is translated using the free over the phone translation service at 718-752-7373.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school community speaks nearly 50 languages, most of them low incidence languages. Our local community is eager to help out newcomers, and the steady stream of NYU graduate students who are

frequent observers of the ESL classes are happy to provide translation assistance. Contact information for those graduate students is kept by the ESL teacher in a binder and online. Any other oral language is translated using the free over the phone translation service at 718-752-7373.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school has in-house professional development weekly (by the ESL teacher) that provides opportunity to discuss translation issues, and teachers are reminded of various available resources regularly via email as well. Directions are shared with staff via our Principal's weekly newsletter.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We provide and display the requirements indicated above. There is always assistance provided as needed to ensure families feel supported in their language needs.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The ESL teacher holds weekly parent meetings early Thursday mornings, and is therefore in steady contact with those who consider themselves in need of English acquisition help. Questionnaires are collected at the beginning of the year asking about parent language needs, and then followed up later in the year.