2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 23K184

School Name: P.S. 184 Newport

Principal: Lisa Linder
Comprehensive Educational Plan (CEP) Outline

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Section 6: Academic Intervention Services (AIS)

Section 7: Support for Students in Temporary Housing (STH)

Section 8: Title I Program Information

Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
School Information

School Name: The Newport School
School Number (DBN): 23K184
BEDS Code: PK-8
Grades Served: PK-8
School Address: 273 Newport Street
Phone Number: (718)495-7775
Fax: (718)385-4655
School Contact Person: Lisa Caldwell-Linder
Email Address: linder@schools.nyc.gov
Principal: Lisa Caldwell-Linder
UFT Chapter Leader: Denise Huggins
Parents’ Association President: Felicia Robinson
SLT Chairperson: Nanakenyatta Morgan
Title I Parent Representative (or Parent Advisory Council Chairperson): Felicia Robinson
Student Representative(s): NA
CBO Representative: Nicole Williams

District Information

Geographical District: 23
Superintendent: Miatheresa Pate
Superintendent’s Office Address: 1665 St. Marks Avenue
Superintendent’s Email Address: MPate@schools.nyc.gov
Phone Number: 718-240-3677
Fax: 718-385-3768

Field Support Center (FSC)

FSC: Brooklyn North
Executive Director: Bernadette Fitzgerald
Executive Director’s Office Address: 131 Livingston Street, Brooklyn, NY 11201
Executive Director’s Email Address: BFitzge2@schools.nyc.gov
Phone Number: (718) 935-3954  Fax: 718-935-2382
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Caldwell-Linder</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Denise Huggins</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Felicia Robinson</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Kim Blakey</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
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<tr>
<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Felicia Robinson</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Nanakenyatta Morgan</td>
<td>Member/SLT Chairperson -Staff</td>
<td></td>
</tr>
<tr>
<td>Laneé Hardwell</td>
<td>Member/ UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
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<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Yvette Lewis</td>
<td>Member/UFT</td>
<td></td>
</tr>
<tr>
<td>Sade Chadwick</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Tynisha Washington</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Aliyaminnis</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>NeKeisha Quick</td>
<td>Member/Parent</td>
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Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
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<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
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<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click [here](#).

**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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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<tbody>
<tr>
<td>PS\IS 184 will engage in an academically rigorous curriculum, build academic skills and personal values necessary to become college and career ready.</td>
</tr>
</tbody>
</table>

2018-19 CEP
At PS 184 rigor is creating an environment where high expectations for all students are prioritized and we provide the students with the skills and motivation needed to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers.

In our building, rigor is continuous and ongoing in teacher development focusing on supporting all students to meet the Common Core standards. The principal and two assistant principals conduct short frequent observations as well as informal and formal observations and provide teachers with formative feedback and professional development to support improved practice. We have selected specific competencies relevant to teachers’ developmental needs and that most support implementation of the Common Core standards - Charlotte Danielson’s Framework for Teaching.

Our school provides a broad and compelling curriculum that enhances student learning across the subjects. The school is creatively utilizing innovative curriculum programs that align with its goals to challenge students to think more critically. To go above and beyond the regular core curricula, we utilize various computer programs to enhance reading and math and incorporate the arts project-based, theme-based and performance-oriented instruction. Our curriculum is aligned to the key State Standards. We have fully embraced the New York City curriculum in Grades K-8 ELA and Math.

These are the programs we utilize:

- **Ready Gen (Grades K-5)** - This common core aligned reading program is used in Grades K-5 and teachers are continuously adapting and refining their lessons using depth of knowledge to meet the needs of all the learners in their class. Grade teams collaborate to develop and design assignments, assessments, tasks, projects and anticipated outcomes that are aligned through the grade. Teachers are highly committed to working with students to identify individual goals for improvement, differentiate instruction, improve learning and align lesson planning to the Shifts in Literacy. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas.

- **Code X (Grades 6-8)** – This common core aligned reading program is used in Grades 6-8 and teachers are continuously adapting and refining their lessons using depth of knowledge to meet the needs of all the learners in their class. Teachers integrate authentic, complex grade-level nonfiction and literary text types, whole- and small-group teaching, classroom routines for developing academic discourse, instruction to meet students at different levels, and rigorous writing tasks and projects. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas.

- **MyOn Reader** - This program is a reader which is a complete literacy program providing access to thousands of enhanced digital books, recommending content by interest and reading level. This is used in Grades 2-8 in conjunction with guided/independent reading.

- **Go Math (Grades K-5)** - This common core aligned math program is being used in Grades K-5 and teachers are continuously adapting and refining their lessons ensuring they are aligned to the Shifts in Math. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas. The pacing of the program allows for more depth, so the teachers have more time to teach for understanding. Go Math develops conceptual understanding through daily problem-solving and step-by-step Visual Learning and it offers the right amount of support and challenge for every student.

- **CMP3 (Grades 6-8)** - This common core aligned math program is being used in Grades 6-8 and teachers are continuously adapting and refining their lessons ensuring they are aligned to the Shifts in Math. The teachers are working to help the students’ reason and communicate proficiently in mathematics. Teachers encourage the use of
vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of math to solve problems with reason, insight, inventiveness, and technical proficiency. Detailed curriculum maps and calendars are created to provide teachers with the objectives, skills, and differentiation ideas.

We were a Learning Partner School (LPP) for 3 consecutive school years and will continue to implement the strategies and structures obtained as a result of this partnership. Via the LPP Continuation grant we will continue to enhance teaching practices to ensure students continuously make progress. Through LPP, we had the opportunity to visit our host school to observe and implement some of their strong practices in reading development. Our focus via LPP was on student engagement in reading. Through these collaborative visits, the teachers have adopted some of the observed practices and have shared them with their colleagues through inter-visitations. We have worked very closely with our host school to understand the systems and structures developed in their school to improve outcomes for our students. Additionally, to support our Middle School students we also engaged in another DOE initiative—MSQI (Middle School Quality Initiative). Via this initiative we have developed several whole school non-negotiables as it relates to providing meaningful literacy instruction, for example; small group instruction, independent reading, daily discussion or spoken language activities, book talks, book of the month and core texts for each grade level.

As an administrative cabinet we take weekly instructional walks to look for evidence of our instructional focus across grade bands in the building. As a result, we provided our teachers with explicit professional development in the execution of ReadyGen, GO Math, CMP3 and CodeX Lessons. To ensure that teachers were provided with the professional development needed to enhance their practices differentiated professional development opportunities are provided. We continue to monitor the implementation of our chosen Curriculums through informal walkthroughs and observations, providing teachers with feedback both informally and formally. To further enhance our instructional coherence in all classes, all teachers adhere to a structured prototype for the delivery of ELA and Math instruction.

Our administrators and teachers are continuously taking a critical look at the current educational programs to help the school define implications for the changes that need to be considered. This leads to the development of educational priorities in support of the school’s vision. Once priorities are established, they are further defined by the development of specific annual goals and measurable objectives, and action plans that will translate into observable, effective strategies to improve student achievement. Carrying out these assessments, analyses, and planning tasks, and the activities decided upon, becomes the work of improving the school. Budgetary resources and other organizational decisions are then aligned to the schools long term goals.

3. Describe any special student populations and what their specific needs are.

Student with disabilities, English Language Learners, Students in Temporary Housing.

4. Identify 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.

Our major focus for this year is that all staff and students at P.S. 184 will engage in a coordinated whole-school effort to have all students show growth in reading comprehension and the ability to demonstrate knowledge through effective, critical questioning and text-based discussions across the curricula through the implementation of a set of shared practices in literacy instruction. We have great progress in rigorous instruction as evidenced by NYSED first year progress data.
### School Demographics and Accountability Snapshot for 23K184

**School Configuration (2018-19)**

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05,06,07,08,SE</th>
<th>Total Enrollment (2017-18)</th>
<th>567</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
</tr>
</thead>
</table>

**English Language Learner Programs (2018-19)**

| Transitional Bilingual | N/A | Dual Language | N/A | Self-Contained English as a Second Language | N/A |

**Special Education Programs/Number of Students (2015-16)**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>86</th>
<th># SETSS (ELA)</th>
<th>25</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>84</td>
<td># SETSS (Math)</td>
<td>24</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>8</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

- Great 5
- # Music
- # Drama
- # CTE

**School Composition (2017-18)**

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>91.0%</th>
<th>% Attendance Rate</th>
<th>88.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Free Lunch</td>
<td>89.6%</td>
<td>% Reduced Lunch</td>
<td>0.2%</td>
</tr>
<tr>
<td>% Limited English Proficient</td>
<td>4.1%</td>
<td>% Students with Disabilities</td>
<td>26.6%</td>
</tr>
</tbody>
</table>

**Racial/Ethnic Origin (2017-18)**

- % American Indian or Alaska Native | 0.5% | % Black or African American | 71.8% |
- % Hispanic or Latino | 26.5% | % Asian or Native Hawaiian/Pacific Islander | 0.2% |
- % White | 0.7% | % Multi-Racial | 0.9% |

**Personnel (2015-16)**

- Years Principal Assigned to School (2018-19) | 4.1 |
- # of Assistant Principals (2016-17) | 6 |
- % of Teachers with No Valid Teaching Certificate | 0% |
- % Teaching Out of Certification | 29% |
- Average Teacher Absences (2014-15) | 6.6 |

**Student Performance for Elementary and Middle Schools (2017-18)**

| ELA Performance at levels 3 & 4 | 17.3% | Mathematics Performance at levels 3 & 4 | 13.6% |
| Science Performance at levels 3 & 4 (4th Grade) (2016-17) | 45% | Science Performance at levels 3 & 4 (8th Grade) (2016-17) | 33% |

**Student Performance for High Schools (2016-17)**

| ELA Performance at levels 3 & 4 | Mathematics Performance at levels 3 & 4 |
| Global History Performance at levels 3 & 4 | US History Performance at Levels 3 & 4 |
| 4 Year Graduation Rate | US History Performance at Levels 3 & 4 |
| Regents Diploma w/ Advanced Designation | % ELA/Math Aspirational Performance Measures (2015-16) |
| N/A | N/A |

**Overall NYSED Accountability Status (2018-19)**

| Reward | No | Recognition | N/A |
| In Good Standing | Yes | Local Assistance Plan | No |
| Focus District | Yes | Focus School Identified by a Focus District | No |
| Priority School | No | Focus Subgroups | N/A |

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

| 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 | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

| American Indian or Alaska Native | N/A | Black or African American | NO |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | N/A |
| White | N/A | Multi-Racial | N/A |
| Students with Disabilities | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | NO |

#### High School

| 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 | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |

| 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 | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | N/A |

| 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 | NO | Limited English Proficient | N/A |
| Economically Disadvantaged | NO | ALL STUDENTS | 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As per the most recent School Quality review, " school leaders and faculty ensure that curricula are aligned to CCLS and the instructional shifts. Across grades and subjects, rigorous habits and higher order skills are emphasized for all students, including ELLs and SWDs. Recent performance data has indicated that our Students with Special Needs and our English Languages Learners are demonstrating or improving towards proficiency at the same rate as those of our General Education Students, however, getting students to perform at a level 3 remains a challenge.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019 SWD and ELLs will demonstrate a 10% improvement in performance(proficiency level) as evidenced by their performance on the NYS ELA State Exam.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who are reading below grade level</td>
<td>Beginning September 2018 and ending June 2019</td>
<td>Wilson Licensed Teachers implementing Wilson Lessons</td>
</tr>
<tr>
<td>ELL students who are reading below grade level</td>
<td>Beginning September 2018 and ending June 2019</td>
<td>Administrators reviewing student performance data</td>
</tr>
<tr>
<td>All teachers</td>
<td>Beginning September 2018 and ending June 2019</td>
<td>Teachers and administrators</td>
</tr>
</tbody>
</table>

All students who are in Self-Contained Classes will receive a beginning of year assessment. Students will be identified based on their reading levels.

Students will be divided into groups based on their reading proficiency levels.

Teachers will administer Wilson based Literacy lessons using Wilson materials and lesson format, based on initial student assessment results.

English language learners student performance will be monitored and reviewed collaboratively via classroom teacher and the ESL teacher to monitor student performance or lack of and review instructional strategies being employed. Teachers will meet during regularly scheduled common planning meetings and or dedicated Monday professional development days.

Teachers will engage in ongoing cycles of professional development, beginning with Developing and Maintaining a Data Driven Culture. In conjunction with our 6 week cycle of analyzing the interim assessment results teachers will identify the gaps and be provided with resources and strategies to the close the gap. Weekly and monthly data meetings will be held to ensure the re-teaching of content that was not mastered. A heavy emphasis will be placed on developing differentiated tasks as per the results of F&P and Performance Series assessments.

Teachers will continue to implement the literacy strategies and structures obtained via our LPP partnerships and our continued MSQI partnership.

Teachers will continue to implement the delivery of Reading Reform Foundation practices to support teachers with explicit strategies for early literacy development.
PS 184 will continue to participate in the Middle School Quality Initiative (MSQI) in the 2018-19 school year, which will include professional development for teachers in addition to a heavy emphasis on promoting literacy across all content areas, and frequent visits from an MSQI coach.

The READ NYC program is a citywide initiative whose goal is to promote literacy throughout the early childhood grades for both students and families, and instill a life-long love of reading from the start.

| All teachers of Grades 6-8 | Beginning September 2018 and ending June 2019 | MSQI Coach & Coordinator |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During dedicated weekly Tuesday Parent Engagement days teachers along with the Parent Coordinator will facilitate workshops with monitoring a support by 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.

| Literacy Intervention teachers, the Wilson program, common planning time and per session activities. |

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |
| Tax Levy | Title I SWP | Title I TA | Title II, Part A | Title III, Part A | Title III, Immigrant |

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.

Students will be regrouped as performance data is reviewed to ensure continued progress for students in the target group.

Continued monitoring of student performance through the analysis of post assessments as students move from one level to the next. A six week cycle of monitoring will be employed to ensure that student progress is reviewed and groups are restructured as needed to ensure maximum impact on students’ individual needs.

Mid Point Benchmark: By February 2019, we expect to see 75% of SWD’s and ELL making progress on Performance Series ELA Assessments.
<table>
<thead>
<tr>
<th><strong>Part 5b.</strong></th>
<th>Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Series ELA Assessments</td>
<td></td>
</tr>
</tbody>
</table>

| **Part 5c.** | In **February 2019**, 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 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

As an administrative cabinet we conduct weekly instructional walks to look for evidence of our instructional focus across grade bands in the building. As a result, we provided our teachers with explicit professional development in the execution of ReadyGen, GO Math, CMP3 and CodeX Lessons. We continue to monitor the implementation of our chosen Curriculums through informal walkthroughs and observations, providing teachers with feedback both informally and formally. To further enhance our instructional coherence in all of the classes, all elementary classes have ReadyGen and GO Math Concept boards visible so both students and visitors can reference them for the essential understanding for the current unit. In addition to daily Common Core aligned instruction we have partnered with Green Generations which will support students social emotional growth. Green Generations will be housed at 184 2 times per week and will empower students with life skills, healthy self esteems and emotional nurturance. Additionally, via another DOE initiative- Single Shepherds we have been assigned a Guidance Counselor and Social Worker who are specifically assigned to our middle school students. To promote a strong school community, every morning all cohorts Pk-2, 3-5, 6-8 engage in morning circle whereby our school motto and core values are chorally recited. Via our middle school extended day program our CBO has increased the extra curricular offerings as we have begun a marching band. Lastly, our middle school students will participate in Broadway Jr. and the MSQI Debate league to further enhance and expose them to additional opportunities and venues to express themselves orally.

As per our most recent School Quality Review- “The school’s professional development plan reveals that all teachers receive ongoing training in both planning and delivering rigorous instruction and implementing social/ emotional learning initiatives. Along with training in topics such as effective questioning and using assessment in instruction, teachers receive training to implement a Positive Behavior Intervention Support program designed to improve students’ social emotional learning skills across grades. Through grade team meetings, staff conferences, study groups and inter-visitations, including visits to a host school as part of the Learning Partners’ Program, teachers are supported by peers, including model teachers, coaches and administrators, in planning lessons that align to school wide instructional expectations”.

To continuously enhance and maintain a a school culture where students feel safe, supported and challenged by their teachers we have implemented "Morning Circle". During our school wide morning circles our school motto along with our core values of being respectful, responsible and ready to learn are recited to as a reminder of expectations throughout the day. During morning circle students are recognized for good citizenship and compliance with our core values.
The 2017 Framework for Great Schools Report indicates that 52% of our students have a 90% or higher attendance rate, compared with the city average of 80%. This indicates a need to improve attendance for at least half of the school's population.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be a 5% decrease in PPT referrals for General Education students and a 5% decrease in suspensions of SWD's.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>UFT, Resource Coordinator</td>
</tr>
<tr>
<td>Students in Grades 6-8</td>
<td>September 2018-June 2019</td>
<td>District Single Shepherd Coordinator</td>
</tr>
<tr>
<td>All Students</td>
<td>September 2018-June 2019</td>
<td>All staff</td>
</tr>
<tr>
<td>Students</td>
<td>September 2018-June 2019</td>
<td>All staff</td>
</tr>
</tbody>
</table>

As a Community school, we have been given additional resources to address students' social-emotional needs, such as an additional social worker.

The Single Shepherd program will provide all students in Grades 6-8 with a mentor who will provide guidance and function as a positive role model for them.

Morning Circle is conducted each morning, during which the school’s core values are discussed, monthly assemblies to highlight and celebrate student achievement in a wide variety of areas (attendance, academics, improvement).

Continue implementation of PBIS program school-wide.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

During dedicated weekly Parent Engagement days teachers along with the parent Coordinator will facilitate workshops and provide relevant resources which support the whole child.

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.

Use of Tuesday professional work time to review ongoing student performance and identify students who should be recognized for achievement, improvement, attendance. Attendance teacher and foster grandparents provided via Department of Aging.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
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.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

PPT meeting minutes and logs of assistance for social\emotional providers.

**Part 5c.** In *February 2019*, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

As a result of our 3 year involvement in the Learning Partners Program we have had the opportunity to visit our host school to observe and begin to implement some of their strong practices in reading development which allowed us to strengthen our instructional coherence across grades. With a focus on student engagement in reading and through the collaborative visits, the teachers have adopted some of the observed practices and have shared them with their colleagues through inter-visitations. We worked very closely with our host school to understand the systems and structures developed in their school to improve outcomes for our students. We will continue to develop a program that allows for weekly common planning as it was a common practice during the 2017-2018 school year. In the upcoming school year an increase in vertical teacher team meetings will be programmed.

Advance data also indicates that Domain 3 (Instruction) is an area in which teacher performance has room to grow.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 February 2019 we will meet or exceed the district and citywide benchmarks as it relates to observation completion in the Advance system.
### Part 3a – 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:

- Evidence-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).

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<tr>
<th>Target Group(s) Who will be targeted?</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers</td>
<td>September 2018- June 2019</td>
<td>LPP Model Teacher Model Teachers Peer Collaborative Teachers Grade Leaders Administrators</td>
</tr>
</tbody>
</table>

**Initial teacher professional learning self assessment surveys will be administered to gauge an assessment of individual teacher needs. Based on the results, professional learning sessions will be tailored to accommodate differentiated teacher learning. A wide array of professional learning resources will be utilized, such as videos from Office of Teacher Effectiveness, DOE’s Teacher Page, MSQI Coach, Peer Collaborative and Model teachers.**

**Carefully analyze and review Advance data to group teacher needs as per the component that yields ineffective or developing ratings. Specifically address previous year's MOTP ratings during Initial Planning Conferences.**

<table>
<thead>
<tr>
<th>All teachers</th>
<th>September 2018-June 2019</th>
<th>Administration</th>
</tr>
</thead>
</table>

**Based on Advance data as well as informal walkthroughs we will begin the intervisitation cycle to promote best teaching practices throughout the building leading instructional coherence.**

**During classroom visits and observations a focus will be placed on Domain 3 to ensure adequate progress towards developing and maintaining "highly effective" and or "effective" ratings in identified components.**

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**During Parent Engagement Tuesdays parents will be provided with an overview of strategies and 21st century teaching practices in a family friendly format that can be used to support learning at home. The Parent Coordinator and teachers which will be monitored by administration.**

### 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.

Use of the LPP Continuation grant allocation to provide per session for after school professional learning, inter-district intervistations and per diem substitutes. Use of Focus set-aside funding to provide daily intervention services via a pull out model, Teacher Development Evaluation Coach visits & support.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C4E</td>
<td>21\textsuperscript{st} Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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.

[ ]

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance system/Observation Ratings

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

As per the most recent School Quality Review report, teacher teams consistently analyze data and student work for students that they share. Distributed leadership structures are in place. Across the school, teachers have built leadership capacity and have a voice in key decisions that affect student learning. We did not meet this goal (7% increase) for the 2017-2018 school year, however, increasing teacher influence throughout the building remains a priority, therefore, we have decided to carry this goal over to the following school year with enhancements to the action plan.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the school administration will include a bi-weekly attachment to weekly updates, highlighting best practices identified in the building, sharing instructional and other pedagogical resources focused on planning and targeted delivery of instruction for all content areas with a specific focus on ELLs and SWDs, in order to support and increase the capacity of all staff, resulting in a 7% increase in positive responses to Teacher Influenced questions on the NYC School Survey.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Strategies</td>
<td>Instructional and administrative cabinet members will meet weekly to share formal and informal observations, which will provide the content of the following week's edition.</td>
<td>All Staff</td>
</tr>
<tr>
<td>Activities/Strategies</td>
<td>Each edition of the bi-weekly publication will have a specific theme (e.g. data analysis, methods to improve class participation, behavior/classroom management strategies, guided reading approaches) designed to meet the needs of the staff.</td>
<td>All Staff</td>
</tr>
<tr>
<td>Activities/Strategies</td>
<td>Teachers and other staff members will be invited as &quot;Guest Columnists&quot; and will share their highly effective practices.</td>
<td>All Staff</td>
</tr>
<tr>
<td>Activities/Strategies</td>
<td>Teachers and other staff members will engage in increased professional development activities centered around team building and &quot;trust&quot;.</td>
<td>All staff</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During Parent Engagement Tuesdays the parent Coordinator and teachers will provide parents with strategies and resources to support them with building their leadership capacity in an effort to support and build stronger parent leadership within the school community.

### 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.

Mondays during contractual professional learning sessions, as well as, Tuesdays during other professional work time.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<td>SIG</td>
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</tr>
</tbody>
</table>
### 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.

By February 2019, there will be a 4% increase in the percentage of teachers who respond positively to questions about Teacher Influence on an internal Google survey.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Google Survey Responses.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

As per the most recent School Quality Review report, "monthly newsletters for all grade levels are sent home to parents informing them of topics of study, including ways to support their students at home, and upcoming events and workshops. Parents reported attending workshops on success with Common Core and learning how to support their children in ELA, including how to do a read aloud." However, the report also indicated that there was a lack of evidence regarding results being in place. Therefore, our priority will be focused on ensuring the impact of the systems in structures in place is measured.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the school will develop a more collaborative partnership with all families as measured by 100% of school communication (verbal or written) shared in identified home languages, a 5% increase in parent participation on Tuesday afternoons, and a 10% increase in parents who agree or strongly agree on positive questions that pertain to school culture on the NYC School Survey.
**Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents Students</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator CLS Resource Coordinator Administration Teachers</td>
</tr>
</tbody>
</table>

Monthly calendar, monthly grade level parent newsletters and School Messenger phone notification system.

As a Community Learning School via our Resource Coordinator we are actively promoting physical and mental well-being for academic success through several initiatives and partnerships. For example beginning in January our 2nd grade students will engage in the Family Health Challenge whereby a doctor will visit their classroom over a six week period and provided them with a wide array of lessons promoting healthy habits for them and their family.

Monthly workshops coordinated by the P.T.A. and Parent Coordinator will be held based on the needs of the parents, in addition to workshops promoting academic success.

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**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.


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**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.

Parent Coordinator designated funding, funding provided via the UFT to support Community Learning Schools initiatives, Tax levy and Title I SWP

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
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<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
</table>
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.

By February 2018, there will be a 5% increase in the number of parents with positive responses to school culture related questions on parent related feedback forms.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent feedback form results.

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | Students reading one or more grade levels behind as evidence by F&P data for grades K-5 and performance series for grades 6-8. | -Wilson Learning  
- Fundations  
- Words their way | -Small group  
- One to one  
- Tutoring  
As needed by student ability. | During the school day and afterschool as determined by student need and budgetary constraints. |
| **Mathematics**                           | Students performing one or more grade levels behind as evidenced by ongoing GO Math Assessments and baseline Performance Series Data. | -GO Math remediation strategies  
- Supplemental Instructional Materials | -Small group  
- One to one  
- Tutoring  
As needed by student ability. | During the school day and afterschool as determined by student need and budgetary constraints. |
| **Science**                               | We have science clusters who service all children in grades K-5. They meet weekly to plan their lessons and to create tiered tasks for students as needed, in order to give students additional support. | CCLS aligned Science text books, plus additional supplemental materials for hands-on activities. Teachers incorporate the same Close Reading strategies as classroom teachers. Materials such as: National Geographic, Weekly News, Discovery.com, Learning A-Z and a variety of websites are used as instructional | The Science teacher uses whole class and small group instruction to ensure students are able to successfully comprehend the text. | Service is provided weekly during the school day. |
resources. This is in addition to the science core materials. Hands-on activities are an integral part of the units of study.

| Social Studies | Social studies is covered within the literacy block by teachers, all students receive this instruction. Students who are identified as struggling readers through F & P Materials are aligned to CCLS using Close Reading strategies. | The use of a variety of complex non-fiction text, and in-depth units of study surrounding social studies based topics are embedded into curriculum maps. | Small group instruction |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Crisis intervention team identification based on both OORS data and teacher referrals. | - Life Space Crisis Counselling  
- Overcoming Obstacles  
- Violence Prevention grant support | - Small group  
- One to one  
As needed by student ability. | Service is provided daily during the school day.  
- Life Space Crisis Counselling  
- Overcoming Obstacles  
- Violence Prevention grant support  
- Small group  
- One to one  
As needed by student ability. | During the school day and afterschool as determined by student need and budgetary constraints. |
### Section 7: Support for Students in Temporary Housing (STH)

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**


<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

> Social/Emotional support via Green Generations, Single Shepherd and a wide array of resources provided to 184 as as a Community Learning School (i.e. dental services, etc.); emergency supplies (clothes, uniforms, school supplies).

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools | | 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.

| Teaching assignments are designed with the intent to bridge the achievement gap thereby increasing student achievement and learning. Model Teachers and Lead teachers are provided with professional learning opportunities to ensure that their pedagogical practices reflect recent trends and proven practices. This information is then differentiated and disseminated to the staff during Professional Development (PD) Monday or “Lunch & Learn” for varying levels of teacher experience. In addition to this differentiated PD, all first year teachers have mentors that serve as guides that help them to be successful from the start. Additionally, Model Teachers will assist with inter-visitations both within the school and to partner schools within the district to identify best practices and help develop teacher pedagogy in the building. Teachers participating in the inter-visitations and outside professional development will professional learning sessions catered to the needs of their grade colleagues. Strategies for retention are inclusive of building capacity within. Teacher leaders lead professional development sessions and are also provided with actionable feedback to continuously master the craft of leading adult professional development. |

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).

| Professional development combined with collaboration is at the core of increasing our students’ capacity. Teacher teams are afforded numerous opportunities to meet ranging from Professional Development Mondays, weekly teacher team meetings, Lunch and Learns, per session activities, bi-monthly leadership team meetings, on-site consultant training, and off-site staff training. These meetings are structured so that teachers’ professional responsibilities are aligned with the school’s instructional goals, thereby focusing teacher time on instructional work and data analysis and resulting in improved instruction that engages all students in rigorous academic tasks. |

Part 3: TA Schools Only

3a. Use of Program Resources

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

As a Community Learning School via the support of the UFT in collaboration with AFT and First Books, PS-IS 184 has the opportunity to participate in a the pilot program T2K. T2K(Transitioning to Kindergarten) was piloted in our school during the 2014-2015 school year with a heavy emphasis on fostering literacy and numeracy skills, as well as, socio-emotional development. During the celebration of the pilot all students were provided with 2 books and families were also provided with activities to support their children at home. The collaboration and support has transitioned in to the new school year as Pre-K educators and kindergarten educators will engage in a collaborative discussion/workshop to continue the work and assess the effectiveness of T2K which will be led by the Elementary School Division of the UFT.

#### 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.

Staff members are programmed for weekly common planning sessions and are members of Professional Learning Communities where they share best practices for improving student learning through improved instruction. Teamwork during common planning periods is structured via cycles of inquiry based activities that reflect a specific weekly area of focus. Team members “cycle” through monthly activities labeled as, “Week 1 - Data, Week 2 - Danielson Framework, Week 3 - Looking at Student Work and Week 4 - Curriculum”. All teachers will engage in weekly data meetings as they identify student gaps via informal and formal assessments. Teachers have been provided with a protocol to effectively analyze student data to inform their instructional practice. Our school also has a MOSL team in place that works collaboratively with the administration to select appropriate assessment measures.

#### 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 codes. 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 consolidated. **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 | Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.
--- | --- | --- | ---
Title I Part A (Basic) | Federal | 415,394 | x | 5A, 5B, 5C, 5D, 5E
Title II, Part A | Federal | 49,830 | x | 5A, 5B, 5C, 5D, 5E
Title III, Part A | Federal | 0 | | |
Title III, Immigrant | Federal | 0 | | |
Tax Levy (FSF) | Local | 3,176,322 | x | 5A, 5B, 5C, 5D, 5E

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.
The **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 aim 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a **Parent and Family Engagement Policy** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. <strong>The Newport School-PS\IS 184</strong> in compliance with the Section 1118 of Title I, Part A of the Elementary and Secondary School Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Newport School -PS\IS 184</strong> will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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

### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, NYC School 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 Every Student Succeeds Act (ESSA);

• 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;

---

**Encouraging School-Level Parental Involvement**

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.

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**School-Parent Compact (SPC)**

The Newport School-PS\IS 184, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Every Student Succeeds Act (ESSA);

### I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for the Every Student Succeeds Act (ESSA) 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

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.
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>select one</td>
<td>184</td>
</tr>
</tbody>
</table>

School Name: The Newport School

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Linder</td>
<td>Andy Anderson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Lori Cristello</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Related-Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Huggins/Library</td>
<td>D. Camacho</td>
</tr>
<tr>
<td>C. Downes-Hopley/Speech</td>
<td>Denise Lawrence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Number of certified ENL teachers currently teaching in the ENL program</th>
<th>Number of certified bilingual teachers not currently teaching in a bilingual program</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
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<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
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<td>0</td>
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<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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)</th>
<th>Number of special education teachers with bilingual extensions</th>
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<tbody>
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D. Student Demographics

2018-19 CEP
### Part II: ELL Demographics

#### A. ELL Programs

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

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

<table>
<thead>
<tr>
<th>This school offers (check all that apply):</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>If yes, indicate language(s):</td>
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<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
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</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

#### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>TBE</td>
<td>N/A</td>
<td></td>
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<td>0</td>
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<td>0</td>
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<td>TBE</td>
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<td>TBE</td>
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<tr>
<td>DL</td>
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<tr>
<td>DL</td>
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<tr>
<td>Total</td>
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### Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   To assess the early literacy skills of our ELLs, the Fountas & Pinnell Benchmark Assessment System 1 is administered during a one-on-one, student-teacher conference. The student reads aloud and talks about a series of benchmark books while the teacher observes and note student behaviors on constructed recording forms. Utilizing the procedures for analysis establishes optimal learning levels and valuable information about each individuals processing strategies, fluency, and comprehension. After reviewing data from the F&P, the Ells continue to struggle with comprehension but can decode with some fluency. Moreover, all of which give insights about how to target a teacher’s teaching and about ELLs. The data allows for ELLs to be targeted for Academic Intervention Services(AIS).
2. **What structures do you have in place to support this effort?**

Fountas & Pinnell provides information such as, data to recommend placement level for instruction, form groups for reading instruction, select texts that will be productive for a student's instruction and identify children who need intervention and extra help. These benchmarks are grounded in research and reflect the current Standards. Data is shared with the ENL teacher and provides information to further develop an ELLs' progress and instructional development. ELLs are actively engaged in standards-based academic curriculum.

3. **What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?**

ELL Periodic Baseline Assessment is designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction. The assessment is aligned to the same standards as the NYSESLAT. The ELLs are assessed in Listening, Writing, Reading and Speaking twice a year with NYC ELL Periodic Assessment and Schoolnet Baseline/Benchmark assessments in ELA and Math. Performance Series also provides teachers with test results, personalized to each student including ELLs that establish correct overall placement in core curriculum areas (Reading and Math). These tests provide a longitudinal view of student growth.

4. **What structures do you have in place to address interventions once the summative data has been gathered?**

The data shows where students need reinforcements as well as areas where instruction can be advanced to the next levels. Once the summative data has been gathered the School leadership and teachers use data to differentiate instruction to meet the needs of all students. The instruction is based upon language proficiency and grade level. The teachers implement interventions and change strategies during instruction to support student learning goals. The school leadership, LAP team members, and teachers, use the results of periodic assessments to determine the appropriate materials, criteria for grouping, interventions for students in both reading, mathematics, and other content area learning. Specific conversations take place revolving individual ELL students and their academic goals.

5. **How does your school use 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.]

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

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?** ([Refer to the ELL Data Analysis Tool and RLAT from ATS].)

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

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]).
   a. Freestanding ENL program.
      Specific scheduling will be based on the 2017 NYSESLAT. In general, all ELLs are included in classes with native English speakers and are heterogeneously grouped. Students that are Entering, Emerging or Transitioning are pulled out for stand-alone ENL instruction by a certified ENL teacher. The remaining integrated ENL units of instruction are provided by the certified ENL teacher in a push-in model. Students at the Expanding or Commanding levels are provided with push-in ENL services integrated with ELA or other content area by a certified ENL teacher.
   b. TBE program. *If applicable.*
      N/A
   c. DL program. *If applicable.*
      N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
      The Certified ENL teacher creates a program that specifies the periods when ELLs are pulled out for stand alone ENL instruction and periods when ELLs receive push-in for integrated ENL instruction, along with student lists indicating ENL instruction time. Programming ENL in STARS classroom for grades K-8 with the Assistant Principal and ENL teacher together allows the school to ensure the mandated number of instructional minutes is provided.
      The English Language Learner Data Update Report (EDUR) provides data to make sure the school is making important decisions regarding ELL programming and services. It is a great resource that provides important data. Entering and Emerging level students will receive 360 minutes of ENL instruction per week. Emerging students have the flexibility of .5 unit of study can be Stand-Alone ENL or integrated ENL/Core content area. Transitioning and Expanding level students will receive 180 minutes of ENL/ELA or other content area instruction per week. Commanding students will receive 90 minute of Integrated ENL in ELA/Core content area for two years. Students are grouped on proficiency level. Proficiency level materials are being utilized by the ENL teacher. In all classrooms teachers use ESL strategies to teach content areas. ELLs are also supported through using dictionaries and ELLs are allowed to talk to their peers in their native language.
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.

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

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

To ensure that ELLs are appropriately evaluated in their native language, PS 184 does two things. The ENL teacher will ensure they are appropriately evaluated in their native language using the Spanish (LAB) to determine language dominance to those that qualify for Spanish testing when taking the NYSITELL. Another procedure we have in place involves the assistance of our assistant principal/testing coordinator. The Assistant Principal/testing coordinator articulates with classroom and the ENL teacher to provide the state assessments in Math and Science in native languages for students who would benefit from translated tests.

5. How do you 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

a. SIFE students will be screened for enrollment with the HLIS to determine NYSITELL eligibility. If the home language is other than English or if the student’s native language is other than English, the ENL teacher will administer the NYSITELL. If necessary, an informal student/parent interview will be conducted to discuss the proper program placement into the school’s program. Moreover, the ENL teacher has attended a Technical Assistance session on the identification of Students with Interrupted Formal Education (SIFE) using a SIFE questionnaire. SIFE students would receive academic intervention in the form of small group instruction.

b. The ELLs who require 360 minutes are seen for 8 periods of ENL instruction per week. These students display a greater need in every area. Therefore, they receive both push-in Integrated and pull-out Stand Alone methods. The targeted areas of instruction will focus on using best practices such as front-loading vocabulary, using pictures and sentence frames. Native language support is provided through the use of Bilingual dictionaries, native language classroom libraries and the buddy system.

c. For our developing ELLs they continue to receive mandated services as well any necessary accommodations. Students are provided content area support through the use of the Visions program which offers authentic literature with a balance of fiction and non fiction, biographies, informational and content-based readings.

d. Long-term ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words.

e. ENL support services are extended for up to two years after the student has achieved a Commanding (Proficient level) of English on the NYSESLAT. Commanding levels are provided with push-in services. .5 unit of study integrated ENL with ELA or other content area by a certified ENL teacher. Moreover, the school will provide testing accommodations on New York State Examinations to ELLs for up to two years after they achieve Commanding Proficiency on the NYSESLAT.

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

To foster academic gains for our ELL-SWDs we provide professional development to our special education teachers to improve strategies they use in order to meet the needs of their students. They attend workshops given by the Department of English
Language Learners. These workshops help the teachers provide the academic content that is necessary but with a differentiated approach so that the needs of their learners are met. They provide such strategies as front loading vocabulary, using sentence frames to accelerate language development, close reading and picture support. Such techniques help to add to the children’s vocabulary development and the understanding of new words and content in all subject areas.

7. 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?

The ENL teacher attends Individualized Education Plan (IEP) meetings to address the needs of ELLs identified as having special special needs. There is communication between the SETTS teacher, classroom teacher, SBST and the ENL teacher to plan for ELLs identified as having special needs. The ENL teacher, classroom teacher, and IEP teacher ensure that ELL-SWDs whose IEP mandates ENL instruction receive the appropriate program through conferencing and planning their schedule based on their mandated services on their IEPs. Flexible programming is used to maximize time spent with non-disabled peers based on their NYSESLAT and grade levels. ELLs with IEPs are grouped with ELLs in general education to receive ENL services.

8. 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.

Targeted interventions in ELA and Math include small group instruction, one-to-one tutoring and conferencing in English. These interventions are provided in all of our grades, K-8 by the classroom teachers as well as the ENL teacher. Fundations and Reading Reform and iRead Intervention is also provided in grades K, 1 and 2. Imagine Learning is implemented in the ENL classroom. Imagine Learning is a language and literacy software program for ELLs, struggling readers, and ELL-SWDs. Imagine Learning offers strategic first-language support in which key words are clarified and defined in the student’s first language.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

Benchmark Education Company’s RIGOR skill Bags are a unique, comprehensive set of intervention resources we will use to accelerate the literacy and language development of our ELLs. RIGOR is an appropriate new intervention for all students in Grades 3-8. ELLs may benefit from RIGOR Reading Instructional Goals for Older Readers. RIGOR will help teachers to build the foundational skills these students lack. RIGOR will provide intensive vocabulary instruction and practice of everyday (Tier One) words, complex (Tier Two) words, and content-area (Tier Three) words.

10. If you had a bilingual program, what was the reason you closed it?

N/A

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

ELL students have equal access to any and all programs offered at the school. They are invited to participate in the after school program, are considered for at-risk services. The after school program provides homework help, literacy and math support, physical and other recreational activities. ELLs participate in the full curriculum offered at PS/IS 184, including Literacy, Math, Social Studies, Science, Technology, Art and Physical Education. Math and Science curriculum will supplement in class material and is taught using the literacy connections and manipulative. Literature and writing skills are taught using literacy prototype and ESL methodologies including hands-on activities to encourage higher order thinking and reading comprehension. ELLs engage in small group instruction with their ENL service providers in order to have full access to the curriculum. Grades K-1 are implementing Reading Reform and Fundations for Grade 2 which include our ELLs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Technology is used to support ELLs through the use of lap tops or ipads in the classroom. These ipads give students the opportunity to improve their literacy skills with the use of interactive apps. In addition to ipads, computers Smart Boards are available in some of our classrooms to enhance the teaching and learning for all students, including our ELL population. We have also incorporated the MYON program in our classes which allows children to read independently on an ipad/laptop. These materials will be incorporated into the ESL program to support language acquisition. through the use of
translated texts, MYON reader in Spanish and English. In this literacy/technology program, children have their reading monitored through comprehension questions that are both multiple choice and short response. ELL’s and ELL-SWDs are supported with the same core Curriculum materials as the rest of the student population. This includes Glencoe Science, Houghton-Mifflen Social studies, informative test reading material. The content area and ELA/Math materials are available and used as on-line resources as well.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Both elementary and middle school level ENL classroom offers language support in the native language. Using native language support makes content comprehensible. The native language (Spanish, Haitian -Creole, and Arabic) and English validates the prior knowledge students bring, and bolsters self-esteem. In the ENL classroom native language support is offered through the use of bilingual dictionaries, native language classroom libraries and the buddy system.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
Required services/resources support correspond to the age and grade levels of ELLs. Teachers use the Common Core Standards and ENL Standards to drive their instruction. Challenging material is introduced to Expanding (Advanced) level students to stimulate increased academic language skills. ELLs participate in the full curriculum offered at PS/IS 184, including Literacy, Math, Social Studies, Science, Technology, Art and Physical Education. Implementing RIGOR places particular emphasis on the needs of older ELLs who are still preliterate or reading at the Grade 3 level or below. There are many categories of students who may benefit from this intervention. For ELLs who have reached (Proficiency)Commanding on the NYSESLAT, the school will provide .5 unit of study per week of Integrated ENL in ELA/Core Content.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
N/A

16. 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).
To assist newly enrolled ELL students before the beginning of the school year letters are sent in January, to provide information about important dates and activities that may take place. We will meet in June with the newly enrolled ELLs. We will provide them with support to work on during the summer months to better prepare themselves for the incoming school year. They will also be provided with information on programs that will be available throughout the summer through the New York City Department of Education for ELLs. Parents are invited to attend a parent orientation to meet their child’s teacher. At this meeting, teachers give clear expectations and parents have the opportunity to ask questions. Translation services are made available upon request.

17. What language electives are offered to ELLs?
Spanish classes are offered to our Pre-K, K, 1st grade and 6th grade in the middle school and includes all ELLs.

18. 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)?
N/A
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 and non-pedagogic staff.) 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?

Teachers of ELLs, including the general education teachers, subject area teachers, ENL and special education teachers share common planning periods to facilitate professional development. The planning periods allow time for the development of mini-lessons and an opportunity to look at student work so that decisions can be made on which instructional strategies would work best. During the common planning periods, our ENL Coordinator supports teachers of ELLs by providing strategies that will also support their instruction. In addition to the professional development opportunities offered at our school, our ENL teachers participate in professional development offered by the Department of ELLs. Workshop notes are shared amongst the staff and at times the ENL teacher is given the opportunity to turn key what was learned at professional development meetings.

2. 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.

Our school’s 2017-18 Professional Development Plan for the year includes best practices in rigorous ELL instruction. All teachers, including ENL teacher, will participate in this professional development. In addition the ENL teacher attends ELL-specific professional development provided by the Regional Bilingual Special Education Specialists and the Department of Education. The ENL teacher attends PD in regards to meeting the needs of ELLs with special needs. The series of workshops are provided by the Regional Bilingual Special Education Specialists of RSE-TASC. Moreover, the ENL teacher attends an ELL Coordinators Working Group provided by the Brooklyn North Field Support Center. These meetings are ELL specific in regards to ELL Checklist for school leaders and ELL Coordinators, Identification, Programming, NYSITELL, NYSESLAT and Best Practices (small groups). The workshops offer professional development support and allows the ENL teacher to turnkey information for staff who is in need of ELL-specific professional development. Teachers should keep documentation of all training received and are responsible for maintaining their own records. In addition, if teachers have completed a 3 credit college course in ESL/ENL methodology that meets the of ELL-specific training for professional development. The ENL teacher keeps records of these professional development activities in the form of agendas and a list of attendance and location.

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?

Parent engagement time will be used by the ENL teacher to schedule weekly meetings for specific parents. A schedule/calendar for these meetings will be established and translators will be provided by in house translators, or phone translation by the language and interpretation unit.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

In order to foster parental involvement for parents of ELLs, The Newport School holds several parent engagement evenings. We also host a Family Game Night where parents and children are invited to play games such as bingo, chess, and checkers with their children. It is the intent of activities such as these to support the home-school connection for all of our parents, including the parents of ELLs.
### 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.

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Lisa Linder, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**School Name:** The Newport School  
**School DBN:** 23K184

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

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Linder</td>
<td>Principal</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>Andy Anderson</td>
<td>Assistant Principal</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>Denise Lawrence</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>Lillian Cassidy</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>Martha Hernandez</td>
<td>Parent</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>D. Huggins/Library</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>C. Downes-Hopley/Speech</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Coach</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>Lori Cristello</td>
<td>School Counselor</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Superintendent</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Other Related Service Provider</td>
<td></td>
<td>06/16/17</td>
</tr>
<tr>
<td>D. Camacho</td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
</tr>
<tr>
<td>N/A</td>
<td>Other N/A</td>
<td></td>
<td>1/1/01</td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 23K184  School Name: The Newport School  Superintendent: Mia Theresa Pate

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Lillian</td>
<td>Cassidy</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

   In order to keep parents informed they may complete Part III. Parent Information of the Parent/Guardian Home Language Identification Survey. The school has translated versions of the Home language Identification Survey (HLIS). The responses to these supplementary questions are used so that the school can communicate with the parent’s language of choice. Moreover, parent preference data is indicated on the Emergency Contact Card. The school maintains the primary language preference on ATS and the student emergency card. Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>2</td>
<td>0.3</td>
<td>2</td>
<td>0.3</td>
</tr>
<tr>
<td>Bengali</td>
<td>2</td>
<td>0.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>615</td>
<td>90.98</td>
<td>616</td>
<td>91.12</td>
</tr>
<tr>
<td>Spanish</td>
<td>50</td>
<td>7.4</td>
<td>51</td>
<td>7.54</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forms: Emergency Contact Information, How will your child go home?, Picture Permission, Bus Passes/Metro cards</td>
<td>September</td>
<td>Informal Parent Meetings are held throughout the year on Tuesdays, 2:40 to 3:55 and by appointment</td>
</tr>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, March, November and May</td>
<td>DOE website Translated letters</td>
</tr>
<tr>
<td>Promotion in Doubt Letter / After School Program Information</td>
<td>January</td>
<td>DOE website translated letters</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Translated by in-house staff if available</td>
</tr>
<tr>
<td>Graduation Information</td>
<td>December, May</td>
<td>Translated by in-house staff if available</td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, March, November and May</td>
<td>ENL Teacher, Over-the-phone interpretation services provided by the Translation &amp; Interpretation Unit</td>
</tr>
</tbody>
</table>
Letters and Directories are distributed for Middle School Articulation | September-December | Information is available in translated form
---|---|---
The Guidance Counselor meets with 8th grade parents during the High School articulation process | September-Ongoing | Letters are sent home indicating parents to contact the school's Parent Coordinator if they may need language assistance.
Informal Parent Meetings | Monthly; on Tuesdays, 3:05-3:55 and by appointment | ENL Teacher, Over-the-phone interpretation services provided by the Translation & Interpretation Unit

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency the school's communication strategy to reach limited-English-proficient families will be provided by faculty and staff designated by the Principal and Assistant Principals. Limited-English-proficient families will be kept informed as additional information becomes available and as plans for management of the situation evolve.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

School staff members are aware of how to use translation services and over-the-phone interpretation services utilizing a T&I brochure and Language ID Guide. This will help staff access the appropriate language for over the phone interpretation.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

At the main entrance of the school, welcome signs along with notices on the right to request translation and interpretation services are displayed in all of the languages covered under Chancellor’ Regulation A-663. The school Safety Agent desk has language cards so parents can identify the language they speak. The Parents' Bill of Rights is displayed on the PA Bulletin Board and made available to parents in their preferred language by the Parent Coordinator. In addition to other resources such as the Parents' Guide to Language Access. Parents are informed of the translation services that are available to them at PA, parent/teacher, Leadership and Title I meetings and through
written notices. Translated letters are backpacked home before every formal meeting informing parents of the availability of translation and interpretation services.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Our Parent Coordinator is in regular contact with parents, ensuring that parents are receiving the translation services that they need. Feedback from parents is also gathered through PA meetings, School Leadership Team meetings, and through the annual school environment survey. The primary language of each parent is maintained in ATS and on the student emergency card. This resource is available when parents complete the Home Language Identification Survey and the Emergency Contact card. Parents who request interpretation services regarding critical information about their child's education will be provided in house by school staff and, when necessary, using the Translation and Interpretation Unit using Speakerphone. Parents are encouraged to contact the school's parent coordinator for language assistance.