



**P. S. 182
THE SAMANTHA SMITH SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 28Q182
ADDRESS: 90-36 150TH ST, JAMAICA, NY 11435
TELEPHONE: 718-291-8500
FAX: 718-297-0182**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P. S. 182 **SCHOOL NAME:** The Samantha Smith School

SCHOOL ADDRESS: 90-36 150th St., Jamaica, NY 11435

SCHOOL TELEPHONE: 718-291-8500 **FAX:** 718-297-0182

SCHOOL CONTACT PERSON: Andrew Topol **EMAIL ADDRESS:** atopol@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angelica Guzman-Mejia

PRINCIPAL: Andrew Topol

UFT CHAPTER LEADER: Christine Hilliard

PARENTS' ASSOCIATION PRESIDENT: _____

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 28 **SSO NAME:** ICI

SSO NETWORK LEADER: Peggy Miller

SUPERINTENDENT: Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Andrew Topol	*Principal or Designee	
Christine Hilliard	*UFT Chapter Chairperson or Designee	
Angelica Guzman-Mejia	*PA/PTA President or Designated Co-President	
Mamie Curry	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

The number one goal of P. S. 182 is to open worlds of opportunities and experiences to our children—social, emotional, and academic. We look at every moment in our school as a learning opportunity. We see every individual in our school community as someone who can help our children grow. We are molding doers. We are molding thinkers. We are molding the future, now.

P. S. 182 strives to instill what many children never learn, to think for and to believe in themselves. We seek to mold individuals who actively think, as well as do. While we believe that the basic academic skills are essential to higher-level success, we also believe that nurturing higher-order, critical thinking must occur simultaneously. All children can question, opine, hypothesize, and problem-solve, independent of their grasp of elementary skills. P. S. 182 strives to nurture these habits of mind, so that they become a way of life for our children.

No two people are exactly alike, and no two children learn best exactly the same way. This is why P. S. 182 makes efforts to assess the individual needs of our children and to provide learning opportunities using various approaches. The common stream is that all children must be actively engaged in their own learning. This applies across the academic spectra, and to the social and emotional development of our children.

We want to nurture children to think through complex problems and relate divergent ideas, not just follow a series of procedural steps. We want to nurture children who command self and social awareness, not ones who merely behave according to dictates. Accordingly, every lesson is an opportunity to raise levels of awareness and interactions, as well as intellect.

Our curricula are based in balanced literacy, constructivist mathematics, inquiry-driven science, and the wide-ranging arts. P. S.182 adjusts our instruction to fit the needs and the interests of our children, rather than artificially forcing our children onto the same instructional page. Most learning opportunities are open-ended, allowing the children to work on similar topics while working at various levels, with divergent approaches.

Our pursuit of independent, critical thinking and articulate communication connects our instruction across the curricula. This applies to the arts, sciences, and all studies. P. S. 182 views these subjects not only as distinct intellectual fields, but vehicles for higher-order learning, ones that can bring worlds far and wide to the classrooms of Jamaica. P. S. 182 provides the opportunities for all of our learners to blossom accordingly.

While other schools are cutting the arts, we've expanded these experiences for our children. All children receive vocal and instrumental music instruction, visual arts, science lab, and physical education. Through our Explorers After-School Program, our students taste a wide array of learning experiences, including cooking, yoga, dance, percussion, crafts, and a myriad of others.

Delivering the best to our children means constantly striving to better everyone who works with them. Families must be involved in the education of their children. They must be empowered partners. At P. S. 182 parents and guardians join actively as Learning Leader volunteers and on the decision-making bodies of our school.

We believe that learning empowers everyone to better assist out children. Our families partake in our GED and Adult ESL classes. At our Saturday Academies, parents learn what their children are learning and how to work with them at home. P. S. 182 staff is continually bolsters its professional development, collaborating with Columbia University on literacy and CUNY on mathematics. Our teachers participate in studies on inclusive learning, to support our English Language Learners and

children of every learning style and need. We collaborate with a myriad of arts and community organizations.

All of us at P. S. 182-- adults and children alike—continually learn and develop. That's what a learning community does. That's how we stride towards our best. And, that is what our children deserve, the best.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name: _____				
District: _____	DBN #: _____	School BEDS Code #: _____		

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	70	92	82		91.6				
Kindergarten	262	251	265						
Grade 1	292	254	268	Student Stability: % of Enrollment					
Grade 2	267	266	235	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	0	0	0		90.4	90.2	91.8		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		81.3	83.3	85.3		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		9	4	13		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	891	873	850		30	15	24		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	35	32	35						
No. in Collaborative Team Teaching (CTT) Classes	0	9	19	Principal Suspensions	7	21	8		
Number all others	32	37	28	Superintendent Suspensions	1	6	1		
<i>These students are included in the enrollment information above.</i>									

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	36	0	2	Number of Administrators and Other Professionals	9	14	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	7
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.4	96.7
				% more than 2 years teaching in this school	79.2	73.8	75.0
				% more than 5 years teaching anywhere	71.7	68.9	66.7
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	91.0	93.0	93.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	94.5	100.0
American Indian or Alaska Native	0.0	0.1	0.0				
Black or African American	16.8	13.5	10.6				
Hispanic or Latino	48.0	49.4	46.7				
Asian or Native Hawaiian/Other Pacific Isl.	30.4	32.6	38.1				
White	4.7	4.4	3.1				
Male	48.6	50.1	48.7				
Female	51.4	49.9	51.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√				
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	-				
Hispanic or Latino		√	-				
Asian or Native Hawaiian/Other Pacific Islander		√	-				
White		-	-				
Other Groups							
Students with Disabilities		√SH	-				
Limited English Proficient		√	-				
Economically Disadvantaged		√	-				
Student groups making AYP in each subject		7	1	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:		Overall Evaluation:	√
Overall Score:		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	√
<i>(Comprises 30% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	√
Student Progress:			
<i>(Comprises 55% of the Overall Score)</i>			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

P. S. 182 made major progress in our reading achievements last year. Last year we focused on honing our command of balanced literacy, particularly on word study, interactive writing, and guided reading. The results were tremendous. In November 2008, 22% of our children in first grade read on or above grade level; by June, the percentage shot to 44. The growth in second grade went from 17% to 33%.

These numbers are far, far from acceptable, still. They do indicate that our work is having a great effect. Analysis of running records and conference notes indicate that our students are still struggling with comprehension and critical thinking as they read. We must continue to focus our studies and work on these areas of reading.

Similarly, our children are approaching mathematics in a very procedural, literal way. They are having some success in basic computation. When we look at higher-order mathematical development—number sense and *understanding* mathematics—our students are having difficulty. Our analysis of the data reveals that we do not have sufficient information on our students' mathematical thinking. We need to develop an assessment and analytical framework to better understand this and guide our instruction.

Our ELL students made major gains last year. This was evident in the results on the NYSESLAT. Moreover, the anecdotal evidence of their language acquisition shined in their increased engagement and participation in discussions. We attribute much of this success to the participation of many of our ELL students in our Explorer After-School Program, in addition to the advancements classroom instruction. Those ELL students who participated in the program far exceeded the progress made by those who did not, when we compared progress in reading levels.

Explorers cannot accommodate all of our ELL students. We must continue to strengthen the instruction they receive during the regular school day. We found a significant need to connect and align classroom and ESL instruction. To meet this need, we must focus on providing ESL support within the classrooms, where most learning takes place.

As a school, as a learning community, we must take the next step in using inquiry to better understand the needs of our children and to address these. Over the last two years, our inquiry teams have had great success studying some of our strugglers in the areas of phonics and sight-word acquisition and helping these students progress. Now, we will take the lessons of these studies, having the wider staff apply them across varied curricula fields.

We experienced great progress as a result of our focus and work on phonics and word study last year. We must take the lessons we garnered from our first year using Words Their Way and adjust our instruction accordingly. We must differentiate our instruction in this area of literacy, as we have in reading and writing. We found a need for more uniform instruction in letter identification and sounds for our kindergarteners. We will differentiate our phonics and word work on this grade with the introduction of the Foundations curriculum.

SECTION V: ANNUAL SCHOOL GOALS

Our first goal is to improve student performance in reading, specifically, raising the number of students reading on or above grade-level expectations. Our analysis of the data from last year's Teachers College Reading Assessment running records indicates that our students are underachieving in reading, as noted above. We will continue to use this assessment too, measuring against the related benchmark levels as our measurement of success. Our target is to raise the percentage of children attaining grade-level success to above 50%, by June 2010.

Our second goal is to develop and implement a system for tracking students' progress in mathematics. Specifically, we will craft this system to follow the addition and subtraction strategies children use and to track the modes and sophistication of how the children explain these strategies. We will create a continuum for each of these areas, spanning kindergarten through second grades. By June 2010, we will measure the growth of each student along these lines.

Our third goal is to increase the rate of English acquisition by our English Language Learners (ELLs). Using the NYSESLAT exam as our measurement tool, we will increase the number of students moving up an overall level in spring 2010, as compared to spring 2009.

Our fourth goal is to increase the number of teachers involved in inquiry work. We will build on the foundation of inquiry laid over the last two years, to deepen and spread the work throughout the entire teacher staff. By June 2010, 90% of teachers will participate in the work of our inquiry teams. We will measure participation through the use of teacher-accountability tools (including ARIS Inquiry Space) and meeting agendas and minutes.

Our fifth goal is to provide differentiated word-study instruction in every kindergarten through second-grade classroom. We will adjust the curricula and instructional techniques, based upon the teacher feedback from last year. By June 2010, all K-2 classrooms will have multiple-group word-study instruction occurring daily.

SECTION VI: ACTION PLAN

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will improve student performance in reading, specifically, raising the number of students reading on or above grade-level expectations. We will use the Teachers College Reading Assessment running records as the assessment tool. We will use the related benchmark levels as our measurement of success. Our target is to raise the percentage of children attaining grade-level success to above 50%, by June, 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • All teachers will assess at four standard times throughout the school year, as well. • Teachers will assess the reading levels of their students on a rolling basis throughout the school year. • Teachers use reading data to target whole-class, small-group, and individual needs of students. • Teachers participate in regular professional development focusing on literacy and small-group instruction. • Our reading and ESL teachers push into classrooms to support reading instruction of struggling teachers. • We have contracted for 45 in-school professional development days with Teachers College, to augment the professional support our 1.6 182 literacy coaches provide. Additionally, teachers will attend professional development conferences at TC. • We provide extra coaching periods, intervisitations, and planning periods to teachers, to support differentiated professional development. • We use running-record levels to identify students for extended-day instruction in reading.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Reading Teacher: Tax Levy, Title 1, Early Grade • ESL Teachers: Tax Levy, Contract for Excellence • Coaches: Tax Levy, Title 1 • Professional Development: Title 1, Contract for Excellence • Study Groups: Contract for Excellence
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers submit monthly class reading-level sheets to administration. Our data specialist tracks the growth attained by each student and subgroup. Administration and staff review these results. • Administration has tri-yearly reading meetings with each classroom teacher, reviewing the progress of all children in classes. • June literacy assessment to determine which and how many children have met grade-level expectations in reading.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our second goal is to develop and implement a system for tracking students’ progress in mathematics. Specifically, we will craft this system to follow the addition and subtraction strategies children use and to track the modes and sophistication of how the children explain these strategies. We will create a continuum for each of these areas, spanning kindergarten through second grades. By June 2010, we will measure the growth of each student along these lines.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will shift from Everyday Mathematics to the Investigations curriculum. Teachers will analyze the new curriculum for the hierarchy of strategies that run through kindergarten, first, and second-grade units of study. • Teachers will grade school-wide checklists, with which to track the developing strategies and communication skills of students. • At cohort planning periods, teachers will analyze student work to recognize where children are working on the continuum. • Teachers will take conference notes during math lessons to assess the children, as well. • Select teachers will attend the Math in the City Summer Institute at CUNY. • Inquiry groups will use this system as the basis of our work in mathematics. • Our data specialist will gather data to identify trends and areas of need that will drive planning, instruction, and professional development. • Ongoing support will be provided from our ICI NSS math specialist
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Professional Development: Title 1, Contract for Excellence • Study Group: Contract for Excellence • Investigations Curricula: Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Grade level continuum • Cross-grade, hierarchal continuum for addition, subtraction, and mathematical communication • Teacher submissions of class-tracking sheets • Subgroup, grade, and school-wide analysis of data

Subject/Area (where relevant): English Language Learner (ELL) Proficiency

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our third goal is to increase the rate of English acquisition by our English Language Learners (ELLs). Using the NYSESLAT exam as our measurement tool, we will increase the number of students moving up an overall level in spring 2010, as compared to spring 2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We are using the newly available CalcSoda analysis of the prior year’s NYSESLAT exam to identify the particular areas of strength and need of our ELL students. Information is shared with all related teachers. • Teachers focus instruction on areas of identified need. ESL teacher plan with classroom teachers and teach collaboratively in the classrooms. • ESL teachers participate in same professional development as classroom teachers, to strengthen alignment of instruction. • Some ESL teacher will receive Foundations training to support ELL students with phonics. • This year, our ESL students are not pulled from their classrooms, missing essential material and instruction – they receive support in their classrooms. • Our ICI NSS ELL support specialist will provide professional development and on-site support throughout the year. • Assistant Principal Sal Dossena will be participating in yearlong ELL study group which will highlight the latest research and how to use that to support ELL student growth. • We offer team teaching in our Explorers After-School Program, to support our ELL students. Our program focuses on hands-on experiences focusing on language development and broadening the experiences to which the children are exposed. • We will measure the progress of our ELL students based on our literacy and math assessments, both formal and informal assessments. This will provide interim benchmarks of progress so as to measure success and alter instruction leading up to the NYSESLAT examination in spring.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • ESL Teachers: Tax Levy, Contract for Excellence • Explorers After-School Program: Title III, Contract for Excellence • Professional Development: Title I

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Results of the 2010 NYSESLAT exam in the spring
- Success of push-in model of collaboration as seen by observation and administrator walk throughs
- Agendas/minutes from professional development sessions

Subject/Area (where relevant): Word Study

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our fifth goal is to provide differentiated word-study instruction in every kindergarten through second-grade classroom. We will adjust the curricula and instructional techniques, based upon the teacher feedback from last year. By June 2010, all K-2 classrooms will have multiple-group word-study instruction occurring daily.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • We will differentiate word-study according to student needs. • We will employ greater use of blind sorts and critical analysis of words by the students. • We will differentiate the Words Their Way curricula material we use, according to the needs of particular children. We will discontinue the use of the workbooks. • We will use the Foundations curriculum in kindergarten. • We will use Foundations for intervention in first and second grades. • We will continue to support teachers with professional development in word study. • ICI NSS will support our inquiry work.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Coaches: Tax Levy, Title I • Professional Development: Title I, Contract for Excellence • Curriculum: Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Evaluation of student writing • Student results on TC Assessments in phonemic Awareness and Sight Words • Running-Record Levels

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	91	0	N/A	N/A	12	0	12	4
1	136	0	N/A	N/A	17	0	11	5
2	89	0	N/A	N/A	14	0	13	4
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	AIS Extended-Day: small group guided-reading and interactive writing; 1-to-1 reading conferences Foundations/Wilson, during school day & in Extended Day: small groups Reading Push-In: small-group instruction by reading teacher Over-Mandate ESL Instruction
Mathematics:	
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	Social-skills groups during school day At-risk counseling, 1-to-1, during school day
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	Social-skills groups during school day At-risk counseling, 1-to-1, during school day Runners Club self-esteem group
At-risk Health-related Services:	Runners Club includes children with weight issues Nutrition counseling

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

P. S. 182

90-36 150 Street, Jamaica, NY 11435
Tel: 718-291-8500/ Fax: 718-297-0182

Andrew Topol, Principal
Salvatore Dossena, Assistant Principal
Jessica Kemler, Assistant Principal

Language Allocation Policy 2009-2010

Opening Narrative

P. S. 182 is an early-childhood school dedicated to providing maximum educational opportunities for all children. We stand to improve the quality of teaching and learning by placing a strong emphasis on professional development. We are committed to creating a collaborative, nurturing environment where students, parents, teachers and supervisors work together to grow socially, emotionally, and academically. We pride ourselves on delivering standards-driven, differentiated instruction geared towards educating the whole child and fostering a love of learning.

P. S. 182 has students in Pre-K through second grade, located in Jamaica, Queens. The school community is a diverse, multicultural community consisting mainly of Hispanic, Bengali, and West African families. Due to the broad spectrum of languages spoken in the community, a great number of the students attending P. S. 182 receive English as a Second Language or Bilingual Education services. Approximately 95% of our students are Title I eligible. Currently 360 students, 46%, receive ESL or Bilingual Education services at P. S. 182. This is the second year of our Explorers' Program. Students engage in hands-on experiences outside of the scope of their normal lives. Through the arts, sciences, cooking, and varied physical activities, these new experiences provide vehicles for language development for both our ELL's and non-ELL's. Through parent-support workshops, the parent coordinator, the school's administration, and classroom teachers work with parents to gain the knowledge they need to assist their children in school and effectively function in the surrounding community.

ELL Identification Process

At P. S. 182, we have a team comprised of our 5 ESL teachers and our ELL Coordinator, who are trained to follow all the required steps to identify ELLs as soon as they come into our school. They are available during registration at the beginning of the school year and as students arrive during the year. They share a schedule to ensure that there is always a pedagogue available to meet a parent when one comes to register a child at any time during the school year.

We make every effort to make sure that all the steps in the process are taken as soon as possible. When a parent comes to register a child, the assigned pedagogue administers a Home Language Identification Survey, the LAB-R (if necessary). If the student is eligible for services as per the LAB-R, the pedagogue notifies the parent at that moment

and conducts an orientation to ensure that the parent understands all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). They watch a short video that explains all three options and have the opportunity to ask questions or discuss any concerns. The parents receive the Parent Survey and Program Selection forms at that time, in the appropriate language. By doing this, we make sure that we place children in the selected program (if available) immediately or take the necessary steps to place the student if there is a transfer option available.

After reviewing the Parent Surveys and the Program Selection forms for the past couple of years, we have seen a preference for the Freestanding ESL program. The percentage of parents requesting a Bilingual Program has increased, with 34% (46 out of 137) of the parents of our new students requesting a Bilingual Program, and 0.8 % (1) requesting a Dual Language program at the beginning of the current school year. Only 22% (30 out of 134) of the parents of our new students requested a Bilingual Program, and 0 % requested a Dual Language program during the previous year.

We see a slight difference in the Home Language of the Parents requesting Bilingual Programs. Last year, 6% (2 of 30) of the parents requesting a Bilingual Program spoke Bengali and, 94% (28 of 30) of the parents requesting a Bilingual Program spoke Spanish. So far, during the current year, 2% (1 of 38) of the parents requesting a Bilingual Program speak Urdu, 24% (9 of 38) of the parents requesting a Bilingual Program speak Bengali, and, 74% (28 of 38) of the parents requesting a Bilingual Program speak Spanish.

The programs offered in our school are aligned with the parents' requests. We currently offer Bilingual Programs in Spanish in all our three grades and the children are placed as per the parents' requests. Since the percentage of requests for Bilingual Programs in other languages are so small, at this time, we do not offer Bilingual Programs in other languages. We are following the change in the number of requests closely, to make sure that we are ready to align the programs offered with the requests.

P. S. 182 is pursuing the possibilities of transitional-bilingual classes in Bengali, dictated by parent program choice. We are actively seeking out certified Bengali, bilingual teachers, as well as non-bilingual teachers fluent in Bengali. We are working with the Office of English Language Learners and DOE human resources departments to find qualified pedagogues. Should 15 parents of Bengali students in contiguous grades choose a transitional-bilingual program, we want to have the capacity to accommodate these instructional needs.

Programming and Scheduling Information

Freestanding ESL

The ESL program is designed to provide ELL students focused English-language support as they engage in regular classroom curricula in English. ESL instruction is almost completely a push-in model. ESL and classroom teachers plan and coordinate instruction

in order to meet the needs of our ESL students, while keeping the children fully integrated in the class and classroom instruction. By shifting ESL instruction exclusively to within the classroom, we are supporting the children within the curricula and the situations where most content and language acquisition will take place. Learning experiences in the classroom will grow more effective. Coordination between ESL and classroom teachers will help maintain a continuity of instruction for the children, while allowing the teachers to expand their skills by learning from one another.

In kindergarten, ESL support focuses on writing and mathematics (as well as science and art), as these are curricula areas that involve a high concentration of cooperative and hands-on experiences. As many of our kindergarten ESL students are just developing their listening and speaking skills, focus on these content areas help to support this development. In first grade, ESL instructional shifts more to reading and writing, as NYSESLAT data shows that many of our kindergarteners will progress significantly in listening and speaking, as one would expect developmentally. In second grade, ESL support is nearly exclusive to reading and writing.

The schedules for ESL and classroom teachers are designed in order for collaboration to take place during the subjects where support is most needed. During this collaboration, the ESL teacher works in a team-teaching model where both teachers are scaffolding information and working with the whole class, small groups, or individuals.

The ESL schedules take into consideration the proficiency level of the students in each classroom. Our classes have ELLs of mixed proficiency levels. ESL teachers push in 360 minutes-a-week in each classroom to ensure the needed amount of support for beginning and intermediate ELLs.

Transitional Bilingual Education Program

Consistent with Federal and State mandates enacted to address the needs of limited-English-proficient students, our Language Allocation Policy is written to ensure that such students have access to an equal education through a Transitional Bilingual Education Program. This policy reflects our commitment to Transitional-Bilingual Education as an effective vehicle for providing full access to equal education opportunity to students whose home language is other than English. We believe that bilingual education is a means of providing instruction or other educational assistance through the home language of the students while the student is acquiring English proficiency.

The Transitional-Bilingual Education Program in Spanish is conducted in six classes in grades K, 1 and 2. Of these six classes, three are self contained special-education classes. The heterogeneous general-education classes are taught by a certified bilingual teacher and the self-contained classes are taught by licensed bilingual special-education teachers.

The Transitional Bilingual Education Program has as its goals:

- developing language and literacy development in two languages. With each successive year that a child remains in the program, the percentage of native language instruction will decrease and the percentage ESL will increase.
- transitioning Limited-English-Proficient (LEP) students into the mainstream curricula as they are acquiring the academics in Spanish.
- providing opportunities for students to expand vocabulary, syntax and background knowledge and build a strong base in their first language. This will enable them to be more successful as they begin to acquire English orally, and later as they transfer their native reading and writing skills into English.
- using the workshop model as a primary teaching approach to literacy, math, and content areas. Literacy instruction is rooted in a balanced-literacy approach.
- helping ELLs meet or exceed New York State and City standards.

The Transitional-Bilingual Education Program in both the general and special-education classes are designed to provide the students with same activities and time spent on task as their native English-language counterparts. The special-education classes are taught by a licensed bilingual special-education teacher who is trained in providing instruction to students with varied learning needs. Some provisions have been made in the selection of mini-lessons for each unit of study in the special-education classes. Mini-lessons are geared specifically towards meeting the needs of our IEP students. The Language Allocation Policy committee has determined the percentage of native-language periods and ESL periods that will best help students transition to a mainstream class. In our most recently updated LAP, teaching in the native language decreases by fifteen to twenty percent each year to help transition to the percentage of ESL periods for the next grade.

Literacy in both English and Spanish will be taught following a balanced-literacy approach to both reading and writing, within workshop models. The components of balanced literacy are assigned a particular language in which they will be taught at different times of the year.

In kindergarten, read aloud, shared reading, interactive writing, reading workshop and writing workshop are taught only in Spanish at the beginning of the year, later in both Spanish and English. Mathematics is taught in Spanish only at the beginning of the year and then in both languages, as well. The content area of science is taught in English. Social Studies is taught completely in Spanish. By increasing the percentage of English instruction throughout the year we assure an easier transition to the amount of English instruction at the beginning of first grade. At the same time, the cohort of students in kindergarten will transition to first grade with a sound learning foundation in their native language. In kindergarten, the model begins with 80% Spanish instruction and 20% English instruction in the fall. It changes over the course of the year to 70 % Spanish instruction and 30% English instruction, by spring.

In first grade, the model shifts to accommodate a balance of both English and Spanish. Teaching in the native language decreases as English instruction increases throughout the year. The model begins with a the model begins with 60% Spanish instruction and 40% English instruction for the beginning of the year and then changes to 50% Spanish

instruction and 50% English instruction by Spring. Since P.S. 182 is a Pre-K to 2 school, second grade is our exiting grade.

Second grade language allocation in the bilingual program is as follows: 40% Spanish instruction and 60% English instruction in the fall. Over the course of the year, it shifts to 30% Spanish instruction and 70% English instruction. .

We use a preview/review model in our bilingual instruction. When a lesson is in English, often the preview, the review or both are in Spanish. The reverse holds when the lesson is in Spanish. The purpose in ESL in the Transitional Bilingual classroom is to teach English-language vocabulary, structure, grammar, and oral communication, within a comprehensible, meaningful context. It is not to teach new content material. Sheltered English is an approach to teach content material via English.

Differentiation is the key to delivering the needed amount of instruction in both English and Spanish according to the student's proficiency level. Using the proficiency level as per the LAB-R or the NYSESLAT, children receive individual and group instruction in English or their Native Language in most subjects. In general, bilingual teachers in all three grades provide at least 45 minutes of Native Language Arts instruction a day for advanced ELLs, and 90 minutes of Native Language Arts instruction for beginning and intermediate ELLs.

Since a vast majority of our children have been in US schools less than 3 years, our curricular areas involve a high concentration of cooperative and hands-on experiences. As many of our students are just developing their listening and speaking skills, we focus on content areas like math, science and art to help to support this development. As they develop these skills, instruction shifts more to reading and writing, as NYSESLAT data shows that many of our students will progress significantly in listening and speaking, as one would expect developmentally.

Support Services

We have a very small number of children that have reached proficiency level in the NYSESLAT. This year, we have twelve students. To continue the progress of these former ELLs we have a number of supports in place. Eight of these twelve students remain in classes into which ESL teachers push in to work collaboratively with the classroom teachers, thus benefiting from the extra instructional support and added expertise.

We encourage our former ELLs to participate in our after-school Explorer program. Many of the classes in this program are team-taught. The classes are hands-on and geared towards language development.

P. S. 182 teachers participate in extensive professional work around supporting our ELL students and differentiating instruction. As the expertise of our teachers grows, our former ELL students benefit along with our ELLs.

Implications for instruction to support ELL students include our initiation of Balanced Literacy through Reading and Writing Workshop. Emphasis is placed on Read Aloud with Accountable Talk, Shared Reading, Interactive Writing, and Word Work. We feel that familiarizing the students with the routines and structures utilized within the workshop model will help prepare them for future instruction in the years to come.

An Academic Support Team was created which consisted of one representative from the administrative team, ESL, SETSS, Speech, Guidance, Reading Intervention teachers and both the Math and Literacy specialists. The team meets weekly to discuss individual students and to outline plans for their focused intervention. This is also a forum for articulation among specialized service providers and classroom teachers. With this team in place, we know that we can be more vigilant of the services we provide our students to ensure that no child slips through the cracks.

While professional development and the Academic Support Team have proved helpful, we have provided further assistance for our struggling students through our Academic Extended Day, where teachers work with small groups of students for 37 ½ minutes 4 days a week focusing on independent reading, oral language and accountable talk.

In an attempt to further develop language proficiency in their academic and social lives, ELL students participate in P.S.182's Extended Learning Time after school Explorer's Program. The Explorer's Program main focus is to have the student's participate in hands on activities which include, dance, drama, cooking, art, & experimentation and transfer their experiences to into conversations with their peers and adults. Once these experiences are spoken about in partnerships, the encounters are transferred into interactive writing and later shared reading texts to be revisited in order to build fluency and vocabulary. In our Explorers After-School Program, we use a team-teaching model and integrate our ELL and non-ELL students, to support English-language development.

Professional Development and Support for School Staff

ESL and classroom teachers collaboratively partake in professional development to support content work and pedagogical growth. This year, we have extensive professional development on team teaching, to support our shift to a push-in ESL model. Both ESL and classroom teachers partake in our extensive work with Teachers College in reading and writing. ESL teachers partake in weekly grade-level cohort planning with classroom teachers. They also meet regularly with individual classroom teachers to articulate on the particular children in each class.

Our bilingual teachers participate in workshops and professional development provided by Teacher's College Staff developers. They receive extensive support from our ELL

Coach/Coordinator. The ELL Coordinator / Coach is responsible for supporting teachers in ELL instruction, coordinating ELL compliance matters, and working with the parent coordinator to provide outreach to ELL families, amongst other responsibilities.

As our ESL and classroom teachers work collaboratively, it is essential that they receive time to plan together. We have scheduled weekly planning periods for them. We have designated additional time (two or three times monthly) for ESL teachers to meet one-on-one with each classroom teacher with whom they collaborate. During these sessions, the teachers articulate and plan for the individual ELL students in their classes. ESL teachers participate in all ELA professional development, both gaining and lending pedagogical and content expertise.

Parental Involvement

It is our goal to provide support to all of our parents, in particular parents of our ELL students. According to the National Standards for Parent/Family Involvement Programs, “When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or their parents’ education level.” Using this as a guide, we are firmly committed to embracing and involving parents. We will continue to provide parent workshops, targeted to our general population, as well as various constituencies, particularly families of our ELLs. They will be offered to all parents, not only parents of ELL students. We purchased a translating system that is used during parent workshops and PTA meetings. We formed a parent lending library which contains stories for emergent readers and author studies in Spanish. We are looking to expand this library even further by purchasing books in Bengali and Urdu as well.

P.S. 182 also offers various activities to encourage parent and community involvement.

- One goal of our Explorers’ Program is increasing parental involvement in the school and in their children’s education. As the year progresses, parents will play greater roles in the program, including co-teaching classes, participating as learners, and joining in celebrations and performances.
- P. S. 182 will begin our ELL Saturday Academies in the winter of 2010. Over the course of five Saturdays, parents and ELL students will partake in classes designed to support language-development and learning at home, to help parents better understand the learning of their children, and to engage in collaborative activities. These classes will focus on academics, the arts, and language development.
- Our parent coordinator offers weekly workshops on various subjects including ESL strategies to be used in the home, language arts, and content areas with translation services. Parents of English Language Learners are invited to attend an orientation where information describing ESL and bilingual programs is provided in their language in order to select the program they would like their child to attend.
- P. S. 182 works closely with the DOE Office of Adult and Continuing Education to offer adult ESL classes to parents and the community at large. P. S. 182 has

allocated a classroom and educational material to the exclusive use of our adult ESL classes.

ELL Assessment Analysis

As we are a Pre K-2 school, our formal assessment consists of Columbia University's Teacher's College Literacy Assessment. The assessment has various components: Running Records (Independent Reading Level), High Frequency Words, a Spelling Inventory and a Writing Assessment. Our ELLs are also tested formally using the NYSESLAT and LAB-R exams. Our Spanish-dominant students receive reading assessments in Spanish, as well. Students are also given informal assessments on a daily basis through conferring during reading and writing workshops. Teachers use these assessments to support ongoing language development and plan accordingly.

A review of students' examination results from the LAB-R and NYSESLAT in the four modalities indicates that in grades K, 1, and 2 strengths lie in the areas of listening and speaking, as one would expect with younger students. The students' high-needs instructional areas fall mainly in reading and writing in both English and in their native language, again, as one would expect. This data has been verified by the Teacher's College Assessment system the school currently utilizes that focuses on the areas of reading, writing, listening, and speaking. We analyze the results of from all data sources. We break out the data according to numerous variables, such as native language, modality strengths, program model, after-school participation, and years of service. We consider the results of these analyses in making decisions regarding curricula, instruction, programming, and professional development.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ICI/D28	School P.S. 182
Principal Andrew T. Topol	Assistant Principal Jessica Kemler
Coach Hilda Beltran	Coach Valerie Covello
Teacher/Subject Area Luis Pelaez	Guidance Counselor Cassandra Knoop
Teacher/Subject Area	Parent Angelica Mejia
Teacher/Subject Area type here	Parent Coordinator Gloria Cahill
Related Service Provider Elaine Bernabe	SAF type here
Network Leader type here	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	5	Number of Certified Bilingual Teachers	7	Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	777	Total Number of ELLs	360	ELLs as Share of Total Student Population (%)	46.33%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial

screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	28	31	34	0	0	0	0	0	0	93
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0
Freestanding ESL										
Self-Contained	0	0	0	0	0	0	0	0	0	0
Push-In	83	100	84	0	0	0	0	0	0	267
Total	111	131	118	0	0	0	0	0	0	360

B. ELL Years of Service and Programs

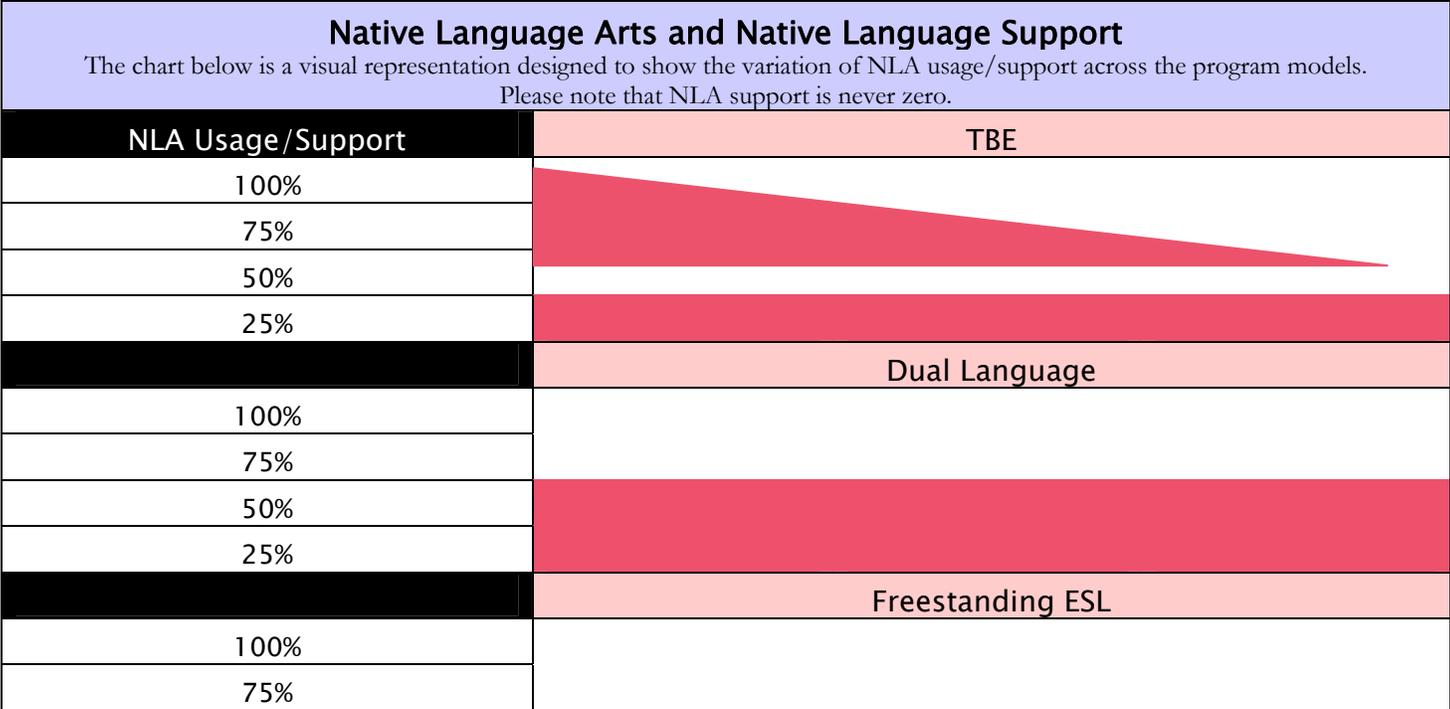
Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	360	Special Education	38
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	93	0	24	0	0	0	0	0	0	93

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

- Describe parent involvement in your school, including parents of ELLs.
- Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- How do you evaluate the needs of the parents?
- How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	28	64	26							118
Intermediate(I)	19	47	52							118

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?

- c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K, 1, 2 **Number of Students to be Served:** 382 LEP _____ Non-LEP

Number of Teachers 5 ESL, 6 Spanish, Bilingual **Other Staff (Specify)** _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P. S. 182 has both transitional-bilingual classes and push-in ESL instruction. We have three self-contained special-education, Spanish-bilingual classes, K-2. The kindergarten presently has 6 students, but is likely to receive six more children. First grade has 12; second has 11, now. Each is taught by a certified bilingual, special-education teacher and one paraprofessional. These students are mandated for this class.

We have three general-education, Spanish transitional-bilingual classes, K-2. Kindergarten has 24 students, first 20 and second 27. Each is taught by a certified bilingual teacher. Parents chose to have these students in these classes. As per the LAP, the percentages of language usage in each grade were 70% Spanish and 30 % English in K, 50% Spanish and 50% English in 1st grade, and 30% Spanish and 70% English in 2nd grade, for our transitional-bilingual classes.

Mandated ESL instruction is push-in this year. ESL and classroom teachers plan and teach collaboratively. This helps to maintain a consistency and an alignment of instruction. Our five ESL teachers are fully certified and provide at least 180 or 360 minutes of instruction according to mandates. Instruction in kindergarten focuses on oral language development, mainly through mathematics, art, science and writing. In first and second grades, the instruction shifts towards more literacy, including reading and writing.

P. S. 182 has 2.6 certified, Spanish bilingual speech therapists and one Spanish bilingual guidance counselor.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

- P.S. 182 has two literacy coaches and one ELL coach who provide regular professional development and support to all students. When working with teachers of ELL students, they gear their focus towards support specific to these students. All teacher, including ESL teachers, work with staff developers from Columbia University's Teacher's College, and attend related workshops. We support the collaborative work of our classroom and ESL teachers by providing common planning periods and common professional development across the curricula. This year, we are working with staff developers from GoldMansour & Rutherford on collaborative planning and instruction. Much of this work is specific to the partnerships between ESL and classroom teachers. Our ELL Coach/Coordinator and administrators attend professional development provided by the Department of Education and ICI. Our ICI NSS ELL support specialist will provide professional development and on-site support throughout the year. Assistant Principal Sal Dossena will be participating in yearlong ELL study group which will highlight the latest research and how to use that to support ELL student growth.

Form TIII – A (1)(b)

School: P. S. 182Q BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	52883	1060 hours of per session for ESL and General Ed teachers to support ELL Students: 1060 hours x \$49.89 (current teacher per session rate with fringe) = \$1171
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	2997	Instructional supplies and material to support after-school instruction

Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	55880	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P. S. 182 uses the School Data Summary Report from ATS to help us identify our translation needs. We have identified 22 home languages in our student population. Approximately 350 speak Spanish and 250 Bengali, with Urdu, Arabic, and Mandingo in growing representation. When parents register children, we ascertain the preferred language of communication. For parent-teacher conferences, we survey parent translation-needs when distributing conference information. Through our PTA and School Environment surveys, we have gathered additional information on needs.

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

Based on the information gathered above, the translation needs of our school are tremendous. While many of our families identify languages other than English as the home language, many of these families do have members who speak English, as well. We have the internal capacity to handle all Spanish translations, but our capacity to handle Bengali and translations in other language is limited to the DOE translation unit and parent volunteers. With a growing Bengali community, the need for on-site translation is great. We track the designated language-of-communication for each child and class to ensure that information is properly communicated. We send significant communication to private vendors for translation. At workshops and meetings we provide regular oral translations into Spanish and Bengali, often using headset technology.

Part B: Strategies and Activities

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

The majority of written translations into Spanish will be handled by P. S.182 staff.. P. S. 182 will rely heavily on the Department of Education Office of Translation and Interpretation Services and outside vendors for translations into Bengali, Urdu, and Arabic. The slow turn-around time for documents pertaining to immediate matters—ones for which we cannot plan far in advance—will necessitate reliance on outside vendors and parent volunteers. P. S. 182 is seeking technical support to allow English-speaking staff to type correspondence in English with a program translating into Bengali.

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

Oral translations into Spanish will be handled by school staff and parent volunteers. Parent volunteers provide oral translations into Bengali and other languages at school functions. P. S. 182 uses simultaneous translation technology (headsets) to facilitate oral translations at events. Where needed, we employ the Department of Education Office of Translation and Interpretation Services via telephone and outside vendors and agencies.

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

Our parent coordinator will provide parents with written notification of their rights regarding translation and interpretation in the languages provided by the Department of Education Office of Interpretation and Translation Services. The parent coordinator will also post at the entrance of the school in which languages translation is available.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	560801	19273	580074
2. Enter the anticipated 1% set-aside for Parent Involvement:	5572		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		19273	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	27858		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	56080		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		19273	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 98.4
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

We have replaced F-status personnel and added a certified music teacher.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Template for Title I Parent Involvement Policy and Parent-School Compact

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 182, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 182’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 Advisory Council, as trained Learning-Leader volunteers and welcomed members of our school community. P.S.182 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology), during our Saturday Academies and varied workshops;
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 182’s Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of

the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 182 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, P.S. 182 will:

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

¹ Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

- 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; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 182 will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- *hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- 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.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Section II: School-Parent Compact

P.S. 182, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 182 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week).

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; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

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. I will also:
 - communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child.

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; and
- always try my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the P. S. 182 Title I Parent Meeting on October 28, 2009.

The final version of this document will be distributed to the school community by December 15, 2009 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

P. S. 182 assesses our students in literacy using running records, the Teachers College Reading and Writing Assessment, and the NYSELAT. Additionally, as an early-childhood school we will rely on informal assessments of student work through the likes of on-demand writing samples and student conferences. We measure the progress of our students in mathematics with evaluations of work based on school-created evaluations, curricular assessments, conferences and observations.

P. S. 182 tracks the success of our students, all of whom exit our school at the end of second grade, through standardized assessments.

Our school inquiry team and data specialist disaggregates data, which the staff analyzes to identify trends and needs or groups and individual students. These analyses guide our instructional and curricula decisions, both within classrooms and schoolwide

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

P. S. 182 hones instruction, curricula, and professional development for teachers based upon the needs of the children identified in the data described above. We implement a balanced-literacy approach based on curricula of Columbia University's Teachers College Reading and Writing Project. We focus our literacy instruction on particular components that address needs identified through the above assessments, particularly through interactive writing, word study, shared reading, and guided reading. Our instruction in mathematics uses Investigations curricula, based on hands-on student-driven learning.

Our analysis of the above-mentioned student data helps identify areas of need for individual children and subgroups. Through this analysis, we have identified the need for language and experiential development for all subgroups, particularly our ELL population. To address this need, we have the Explorers' After-School Program, the Saturday Academy for ELL's, and the infusion of the arts, hands-on experiences, and active language-development into instruction.

We have expanded our counseling and social/emotional at-risk services to address the great need of our non-mandated students. We have at-risk social skills groups. We have initiated professional development for classroom teachers in fostering the social and emotional development of their students. We have initiated an active recess program and classroom instructional play to support this work.

3. Instruction by highly qualified staff.

The hiring of new staff is based on relevant certification and licenses, a rigorous interview process, and demonstration lessons. We fully vet all references.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Our professional development focuses on analyzing data to identify students' needs and honing pedagogy to address the needs of individual and groups of children. We focus on identifying the differentiated needs of children and providing instruction accordingly. We do this through professional development during common planning periods, a multitude of outside staff-development supports (Teachers College, CUNY,

Goldmanour & Rutherford, ICI), our in-house literacy coaches, teacher-led professional development (i.e., intervisitations), study groups, and individual coach periods.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P. S. 182 is a rapidly transforming school Professional development is at the heart of this growth. The opportunities for growth available to new and experienced teachers are tremendous. The creation of a vibrant learning community flush with the arts and active learning experiences for the children will help attract and retain highly-qualified teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

Through workshops, in-class events, newsletters, our Saturday Academies, our involvement in the Learning Leaders program, and outreach from our parent coordinator and support staff, we have greatly increased parent involvement in our school. We have added GED and Adult ESL classes for our parents, as well.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The Pre-K social worker serves as a liaison to help facilitate the transition of our pre-K students and parents into P. S. 182. Our pre-K teachers partake in school-based professional development, creating a continuity of instruction from pre-k through second grade. We hold pre-K orientation meetings and workshops. Pre-K parents attend our Saturday Academies. In the spring term, we begin integrating our pre-k students and parents into kindergarten with visits and collaborative activities.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers participate in the various committees, planning groups, and study groups that use the student data and assessments to make instructional and curricula decisions. Teachers help design and lead professional development for the school.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Over 400 students attend our Academic Extended-Day and Explorers Programs. Our AIS interventions are noted in Appendix 1. The main thrust of help for our struggling students comes through normal differentiated instruction in the classroom, rather than special intervention services. The analysis of student data by classroom teachers and their planning with colleagues and support staff gears instruction to the particular needs of individual students, so that their needs are met in the classroom.

Our AIS/PPT team meets weekly. It regularly reviews the progress of children receiving additional AIS and related-support services. Teachers present the cases of their struggling students directly to the committees, only after providing extensive Tier 1 interventions and evidence of differentiated instruction in the classrooms.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Funds are coordinated and integrated to allow the effective differentiation of instruction to individual students and sub-groups, according to needs identified through assessment data and funding mandates.

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and

speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our weekly planning periods, professional development, staff conferences, and individual meetings all revolve around analyzing student data and aligning the identified needs with instruction. Our SLT, school administrators, and instructional leadership have and continue to explore these findings with the instructional and support staff. Accordingly, we are continually realigning our assessment and instruction to reflect state and NYC. We use the information we receive from our Quality Reviews and standardized-testing results to guide our decisions, as well.

While alignment is along a continuum, P. S. 182 has made major strides in addressing many of these key findings. To the extent that we, as all schools, are in an on-going effort to address these issues, the findings still apply to our school, though to a limited extent.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Through conversations with staff and observations of lessons and plans, it is evident that teachers are familiar with state and city standards. The depth of this knowledge is not consistent across the school—particularly in relation of ELL students and special-education students. The analysis of student needs and differentiation of instruction according to standards needs to run more deeply.

1A.4: If the finding is applicable, how your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

We are addressing these points through intensive, multi-faceted professional development, as described throughout the CEP. We receive instructional and curricula support from Teachers College, Goldmasour & Rutherford (special needs and collaborative teaching), our Network Leader, and Network Support Specialists in special education and ELLs. Our increased focus on collaborative work between classroom and specialty teachers (speech, reading, ESL, coaches) is tapping the resources and expertise we have here in the school. We will not need the assistance of central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our staff has examined and continues to examine student data and classroom instruction in relation to state and city standards. We have done this through committees, in planning groups, and individually.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

P. S. 182 has switched from EDM to the Investigations curricula. We found that the former was not meeting our learning and instructional needs. Examination of our math data and instruction reveals that our present instructional material (Investigations) aligns to the state standards, as the audit indicated. As the findings above indicate, the mathematical understandings of our children need improvement. Their ability to apply basic skills to higher-order mathematical tasks and complex problems remains limited.

1B.4: If the finding is applicable, how your school address the relevant issue(s)? Indicate whether your school needs additional support from central to address this issue.

As stated above, we have switched to a constructivist mathematics set of curricula (Investigations). We partner with Mathematics in the City, from CUNY. Our teachers attend its Summer Institute, workshops, study groups, and on-site professional development. WE conduct our own mathematics study group. We work intensively with our ICI NSS in mathematics.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our staff continually examines our instruction, through weekly planning periods, professional development, staff conferences, and individual meetings. Administration, coaches and staff developers are in classrooms every day, making formal and informal observations.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Observations and planning meetings reveal that children are actively engaged in extensive small-group instruction, partner work, and cooperative learning. While direct instruction and independent work does take place, these are not the predominant modes of instruction and work. The feedback from our Quality reviews supports this assessment.

2A.4: If the finding is applicable, how your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our staff continually examines our instruction, through weekly planning periods, professional development, staff conferences, and individual meetings. Administration is in classrooms every day, making formal and informal observations.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Observations and planning meetings reveal that children are actively engaged in extensive small-group instruction, partner work, and cooperative learning. Since we are an early-childhood school, much mathematical learning takes place through games and cooperative investigations. As with literacy instruction, while direct instruction and independent work does take place, these are not the predominant modes of instruction and work.

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how does your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Administration has examined teacher-turnover.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Personnel records indicate that comparative to our large staff, teacher turnover is quite low. Administrative turnover does seem to occur with some frequency.

3.4: If the finding is applicable, how does your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

As a staff we continue to discuss ELL issues during our planning meetings and ELL-staff meetings. We created the position of an ELL coach/coordinator, who takes a lead in examining the applicability of these issues to our school.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We provide extensive ELL supports and professional development to staff. This year, ESL teachers join the common-planning periods of each cohort (classroom teachers) every week. Their perspective and expertise has helped to address this issue. ESL and classroom teachers collaborate in professional development, planning, and instruction.

4.4: If the finding is applicable, how does your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During our examination of our LAP, staff meetings, grade meetings, and ELL-staff meetings we have examined this issue.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The creation of an ELL Coach/Coordinator position has helped to address this. This individual is also our data specialist. She is able to fuse the assessment data teachers receive with an ELL lens, providing timely, digestible data. The close collaboration of our ESL and classroom teachers has gone a long way towards addressing this issue.

5.4: If the finding is applicable, how does your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our AIS/PPT team has examined the issues regarding professional development in this area.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We have provided extensive professional development regarding special education. Teachers intimately participate in AIS/PPT meetings and procedures. They are involved in the referral process. We have focused great attention on Tier 1 interventions and differentiating instruction for different learning styles and needs. We have contracted for professional development in supporting our special needs students, with Goldmansour and Rutherford and work extensively with our ICI NSS in special education.

6.4: If the finding is applicable, how does your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Our AIS/PPT team examined the issues regarding IEPs and the classrooms.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Conversations with teachers, observations, and planning meetings regarding students with IEPs did reveal a past disconnect. We have gone to lengths to address this, greatly increasing classroom-teacher involvement in IEP discussions and implementation. Professional development regarding Tier 1 interventions has increased the classroom-teacher awareness of meeting individual, divergent needs of all students.

7.4: If the finding is applicable, how your school address the relevant issue(s)? Indicate whether your school need additional support from central to address this issue.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

We currently have 12 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

We provide outreach to the families in temporary housing. We communicate regularly with the case workers on how to support these families. Our guidance and social workers and parent coordinator are in regular contact with these families, often accompanying them to appointments and assisting them with any matters at hand, ranging from legal to health to educational to anything that arises.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in the borough Integrated Service Center (ISC) or Children First Network.