



**BILINGUAL BICULTURAL
MINI SCHOOL ~ P.S.182
2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(DRAFT)**

SCHOOL: DISTRICT 04/ MANHATTAN/ NUMBER I.E., 04M182)

ADDRESS: 219 EAST 109 STREET

TELEPHONE: (212) 860-6031

FAX: (212) 860-4536

TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot	9
SECTION IV: NEEDS ASSESSMENT	12
SECTION V: ANNUAL SCHOOL GOALS	16
SECTION VI: ACTION PLAN	18
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	24
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM ..Error! Bookmark not defined.	13
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	29
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	17
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS	18
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT	23
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR) .Error! Bookmark not defined.	24
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 25Error! Bookmark not defined.	25
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 Error! Bookmark not defined.	35
APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) Error! Bookmark not defined.	36

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M182 **SCHOOL NAME:** Bilingual Bicultural Mini School~P.S.182

SCHOOL ADDRESS: 219 East 109 Street, New York, NY 10029

SCHOOL TELEPHONE: (212) 860-6031 **FAX:** (212) 860-4536

SCHOOL CONTACT PERSON: Andrea Hernandez **EMAIL ADDRESS:** AHernan6@schoolsny.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Andrea Hernandez

PRINCIPAL: Ms. Andrea Hernandez

UFT CHAPTER LEADER: Ms. Rachel Cotto-Berrios

PARENTS' ASSOCIATION PRESIDENT: Ms. Esperanza Alejo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 **SSO NAME:** CFN3 Empowerment

SSO NETWORK LEADER: Lucius Young

SUPERINTENDENT: Luz Cortazzo

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
Andrea Hernandez	*Principal or Designee	
Raquel Berríos	*UFT Chapter Chairperson or Designee	
Esperanza Alejo	*PA/PTA President or Designated Co-President	
Augustina Leonor	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	
Mireya Mares	Member/Parent	
Francisca Alvarado	Member/Parent	
Ana Guzman	Member/Parent	
Gloria Gonzalez	Member/Teacher	
Gisela Joyce	Member/Teacher	
Diana Gomez	Member/Teacher	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Since our inception in 1973 as the first Bilingual Education Mini School in District 4, we have continued to serve the bilingual students in our community. Over the years we have distinguished ourselves as a "school of excellence." Our students' achievements are many and we take pride in their success. Our staff and families help make our school one of the best in District 4. Our motto is "we strive for excellence everyday".

Our school is surrounded by a unique landscape that preserves the cultural diversity and traditions of the immigrants groups that have made this community their home. Because of its location, the school enjoys easy access to cultural institutions such as El Museo del Barrio, Harbor House Conservatory, Julia de Burgos Cultural Center and the Museum of the City of New York. We at BBMS are proud to be part of the historical, cultural and educational fabric of this community.

BBMS P.S. 182 is a Title I School-Wide Program. The school was founded in 1973 to service the Puerto Rican migrant population in East Harlem. We continue to serve English Language learners as a zoned bilingual school in District 4. Since its beginning in 1973, we have grown over the last 35 years and today each grade level is comprised of three different classes. The three classes are distinguished as the English language learner class, the bilingual gifted and talented class and the English dominant class. Our average class size varies on the grades. Efforts have been made to reduce class size on each grade level. However, under the climate of budget cuts, class size will increase in this school year and changes in staffing did occur. The staff was reduced by three teachers for 2010-11 school year.

The physical plant consists of two schools under separate administrations and has a capacity of approximately 840 students. Careful planning and scheduling is conducted in order to provide a safe and efficient environment for all.

Our school has a current population of 385 students. Of the total, 97% qualify for free lunch. 27% are classified as English Language Learners. As a bilingual and bicultural school community, our student population reflects it in its ethnic makeup. 90% of our student population is Hispanic which includes Puerto Rican, Mexican, Dominicans and other Latino groups, 8% are African Americans and 1% is other. Our current gender population is 49% male and 51% female. Other distinctive demographic includes on only 5% staff turnover which results in a highly qualified, experienced and committed staff. 100% of our teachers are certified and licensed and 88% of our teachers hold a Masters Degree or higher

We service 127 English language learners through a Transitional Bilingual Program Model. A bilingual licensed teacher provides the mandated periods of native language instruction and English as a second language. In order to meet the language allocation policy set forth by the Department of Education, students receive specific instructional time in both the first and second language based on the student's proficiency level in the second language. An additional intern teacher from the Department of Education Office of Bilingual Pupil Services Interns is assigned to each bilingual class. Due to budget cuts, Bilingual Pupil Services Interns who have been funded

by the school budget and assigned to all six bilingual classes were reduced to only three assignments this school year.

THE ARTS

We at BBMS recognize that all our students have gifts and talents and are committed to providing a varied arts program. Collaborations with academic and cultural institutions such as El Museo del Barrio, and Lincoln Center for the Performing Arts provide educational resources for our students. Students also participate in a variety of programs including the Project Arts dance, chorus, orchestra and visual arts.

Under the direction of a professionally trained music teacher, a music curriculum is offered to all students through a cluster program. The program includes a school orchestra, a percussion band and a chorus. A dance teacher provides instruction in traditional folkloric Hispanic and African-American dances. The music cluster program also collaborates with Lincoln Center artists to arrange for class visits to theme based performances with follow-up sessions for the students. The visual arts program headed by professional artist expands the visual arts curriculum through thematic units and artist studies. In addition, visits to museums form part of the yearly curriculum. Throughout the semester, activities are designed to build connections across the curriculum and support critical thinking through the study of different artistic disciplines.

Parents are also involved in the school's Parent Association, School Leadership Team and a parent volunteer program. It has also become tradition for parents to organize the celebration of "El Día Del Niño". This celebration is a tradition in Latin American countries. Parents are also involved in monthly sessions that focus on nutrition, exercise and literacy development.

Our school showcases the talents of our students at our yearly November Puerto Rican History Month Assembly, December Holiday Assembly, and the February African-American History Assembly and the Cinco de Mayo Assembly. During these months, exhibits are also displayed which include "El Cinco de Mayo" celebration. An annual Project Arts recital in May is also featured every spring. Other special events include a senior trip and graduation ceremony for fifth graders and Kindergarteners celebrating their promotion by wearing caps and gowns in special auditorium ceremony.

In 2008, the Children for Children Organization awarded the school \$8,000 to purchase laptops. The mobile cart makes the laptops available to all classes through a cluster position. Students have the opportunity to use technology in the classroom and explore topics of their interest related to science and social studies.

We are also the recipients of the Manhattan Borough President Capital Funds Grant. We were awarded \$97,000 to renovate our schoolyard.

City Parks Foundation and the Henry Street Settlement also community based organizations that provide curriculum workshops for students to extend their learning experience at the school and in the community. Our after-school programs include the YMCA which services students in grades K-5 Monday through Friday. The school also offers an academic after-school program twice a week beginning in November and ending in April. Due to budget cuts the program the program was scheduled to begin later and end earlier in the school year.

In April 2010 we also became the recipients of "The Structural Improvement Grant" of \$3000.00 awarded by New York City Dept of Health.

Similarly, in June 2010, the school was awarded the New York City Department of Health and Mental Hygiene "Eat Well Play Hard in Child Care Settings –Public Schools" \$5000, 00 grant.

Other notable successes include two of our Bilingual Teachers being selected to present at the annual national TESOL Convention in March 2011. More recently the school's Wellness committee under the direction of a kindergarten bilingual teacher has been awarded The School Wellness Grant in the amount of \$2,500. The grant will help the school fund one of the committee's initiatives, a yoga class for students.

For the last six years we have celebrated a school-wide theme to strengthen and promote a positive and unified school community. Activities centered on the theme are ongoing throughout the year. This year we are celebrating the theme "Bucket fillers". Students are taught and practice acts of bucket filling by expressing thoughts of caring and kindness to other peers and adults in the school and at home.

In support of our focus in the area of writing, the Principal acknowledges on every grade level the writers of the month by displaying the students' writing pieces and having lunch with them.

We are a uniform school and to encourage 100% participation. We recognize the classes by awarding commendation cards on a weekly basis and a special class activity to monthly winners. We have contracted the Lands End Clothing Company to supply parents with a reliable vendor for the school's uniform.

To promote and encourage 100% attendance and tardiness, classes with the highest monthly attendance rate are awarded a prestigious trophy to display in their classroom. An announcement about the recipient class is made in the auditorium with all classes present. A bulletin board display is used to post the names of students with perfect attendance on a monthly basis.

In order to strengthen a more collaborative learning community, grade level inquiry teams have been established. Grade level teachers and other support staff meet through mutually scheduled preparation periods to conduct monthly grade planning and study an academic area that impacts student learning for all on the grade. The grade level inquiry teams will provide opportunities for teachers to collaborate and expand their knowledge and pedagogical practices to impact student achievement, as we they work with students to improve their ELA and Math performance.

In addition, the support staff has been strategically assigned to each grade to provide added expertise and support. In order to meet the framework of the "Response To Intervention Model," the support staff will also provide Academic Intervention Services to each grade level.

To maintain ongoing communication with parents, a school website has been created (TheBilingualBiculturalMiniSchool.com). A schoolwide messaging system is also used to provide a prompt and efficient communication system to the school's community (staff, parents and students).

At BBMS P.S. 182 we take pride in being able to provide our students and their families, a safe, calm, warm and nurturing environment. We promote social responsibility and educational excellence through a strong and challenging educational curriculum.

The Bilingual Bicultural Mini School's~P.S.182 Mission is to provide a performance standards based curriculum that is exceptional high quality, challenging and intellectually enriching for all our students: General Education, Special Education and English Language Learners.

Our Mission will be achieved through these goals:

- Students, parents, teachers and administrators are treated with respect.
- Trust, Faith, and Belief in our children are ever present.
- We recognize that all our students have gifts and talents.
- All of our students can achieve their full potential and accomplish their goals.
- Provide higher level of knowledge in all subject areas.
- Provide complex content in math and science.
- The integration of technology across the curriculum
- An arts program that gives all students access to art, music and dance instruction
- Parents participate in classroom, schoolwide, and planning activities that emphasizes cognitive and social growth for their children.

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 type="checkbox"/> Pre-K	<input type="checkbox"/> K X	<input type="checkbox"/> 1 X	<input type="checkbox"/> 2 X	<input type="checkbox"/> 3 X	<input type="checkbox"/> 4 X	<input type="checkbox"/> 5 X	<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									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2006-07	2007-08	2008-09		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2006-07	2007-08	2008-09		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2006-07	2007-08	2008-09		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2006-07	2007-08	2008-09		
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				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2006-07	2007-08	2008-09					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:			ELA:		
	Math:			Math:		
	Science:			Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	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						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	94.0	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	25.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	52.9	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Section IV: Needs Assessment

After analyzing a survey conducted among teachers regarding school strengths and accomplishments over the years, we found that:

- Teachers use a variety of assessment tools (both quantitative and qualitative) to measure, analyze data and develop actions plans to address the needs of students.
- Articulation between Academic Intervention Services Providers, Support Staff and Administrators occurs frequently in order to acquire additional data to better understand the needs of students.
- The Data Inquiry Team utilizes the newly acquired Department of Education Data Inquiry computer to make Data easily accessible to teachers.
- Instruction of Phonemic Awareness has shown to be a strong foundation for building literacy in the lower grades as measured by the NYC ECLAS K-3 Reading Assessment.
- The number of students tested scoring at Level 4 in NYS ELA has consistently increased while the number of students tested scoring at Level 1 has consistently decreased from 2005-2009.

After further analysis based on the findings, areas of improvement were as follows:

- Articulation between Academic Intervention Services Providers and Classroom Teachers should occur to discuss curriculum based planning.
- Expand Push- In Model for Academic Intervention Services to better support classes with students at higher risk.
- Consider discontinuation of classroom heterogeneous grouping and group homogenously to eliminate labeling, foster self-esteem building, socialization and encourage positive competition among students.
- The need for space for a Science Lab, Computer Lab, Music Room, Central Library, and AIS rooms are crucial to the success of these programs.
- Research alternative tools to better identify students in need of academic intervention services in the area of mathematics.
- Research alternative tools to assess English Language Learners (ELL).
- Continue to study and be trained in SIOP (Sheltered Instruction Observation Protocol)

- Professional development to support and enrich the continued growth of high performing students.
- Develop an articulation calendar to support the exchange of data between the classroom teacher, cluster teachers and academic intervention support services providers to deepen the understanding of individual student progress both in the classroom and in AIS targeted instruction.
- Revise the academic intervention referral document to incorporate individual student classroom goals and areas of strength.

- More inter-visitations and visits to other schools

- Continue to build expertise in moving students from one level to the next

- Refine and expand the use of assessments in literacy and math
- Early childhood Math Cluster applied to The College at Old Westbury College –Institute of Leadership Training for Teaching Mathematics and Technology for Teachers Grades K-5
- AIS Providers participate in the CFN3 Professional Development Response to Intervention Series
 - Establish a performance based assessment inquiry team
 - Begin professional development in understanding and implementing the New Common Standards.

Parent Involvement

A survey of the parents was conducted. The results were analyzed. The findings show that parents continue to enjoy the safe and welcoming environment of P.S. 182. Parents express that P.S. 182 has an active Parent Association, which forwards communication to the parent body in both English and Spanish. Many parents desire to participate in the Parent's Association. Parents are aware of the full responsibilities of the School Leadership Team. The majority of parents feel that they know the Parent Coordinator and have seen her at all parent meetings, workshops, and activities. The majority of parents also stated that the Parent Coordinator has helped them with various issues, which include but are not limited to, instructional circumstances, the curriculum, stress management skills, adult literacy and mathematics.

In terms of the academic program at P.S. 182, parents state that they are knowledgeable about what their children are learning at each grade level. They also are aware of the Academic Intervention Services (AIS) that are provided to support higher achievement in the areas of reading and mathematics. They express that their children are offered additional support in science and social studies. Parents feel that they are kept well informed of their children's progress throughout the year, and are pleased to receive communications from the school in English and Spanish. The survey indicates that Spanish is the native language in many households. This particular group states that all of the school correspondences have been available in their native tongue.

Parents are eager to support their children in their academic and social growth. Many parents have expressed that parent workshops would be beneficial in their efforts to assist their children. Suggested topics include: homework and study skills workshops, topics related to health and conflict resolution and social skills building. Parents are also seeking additional support for their own educational purposes and have requested classes in the following areas: English as a Second Language, Literacy, Mathematics and computer Skills. In terms of extracurricular activities, parents

expressed an appreciation for family oriented activities. In fact, many parents requested a desire to repeat activities in the upcoming year.

According to a survey, the majority of parents recommended that events scheduled for them be held during the week, preferably, on Mondays and Fridays during the morning. Parents who work preferred Saturdays or evening sessions. A large number of parents have attended Parent Association meetings and workshops offered for them. 88% of parent attended the fall parent teacher conferences and 87% attended the spring parent teacher conferences. In the Spring of 2011 year, an exercise class was offered to parents on Tuesday mornings. Parent attendance ranged from 15-20 parents weekly. In the September 2010 Curriculum Night event, over 70% of the parents attended.

Attendance records show that the average of parents in attendance at Parent Association meetings has more than doubled. The same is true for workshops and seminars. This year the school offered family oriented workshops and activities. Records indicate that we have had more than eight times the amount of people in attendance present at these types of activities.

The findings of the survey show that many parents are not knowledgeable about the new Special Education referral process. Parents stated that they are familiar with the New Balance Literacy Curriculum and were pleased with the number of workshops offered to them in this subject. Parents overwhelmingly expressed great satisfaction with the workshops offered on "Know Your Child's Independent Reading Level." A great number of parents expressed their awareness of the new mathematics curriculum-HSP (Harcourt School Publishers) and that its implementation would take place in the upcoming school year. Parents are aware of both citywide and state assessments that are administered to the students. A majority of parents are aware of the new third through fifth grade promotion criteria.

Parents of P.S. 182 students are actively involved with their children's education and are made aware of their children's progress throughout the year. The majority of parents express that they support the schools literacy initiative by visiting the library and reading with their children on an ongoing basis. In order to support parent in learning about their child's academic progress, training in the use of ARIS Parent Link (Achievement Reporting and Innovative System) will continued to be offered throughout the 2010-2011 school year to increase parent usage. Additionally the school was awarded a parent PC workstation through the Access New York City computer giveaway program. Our yearly Parent's Association sponsored Scholastic Book Fair help raised funds to purchase a smart board for the parent's room. Training for parents and teachers will begin in the fall of 2010.

According to results of the spring 2010 Department of Education parent surveys, 96% of parents are pleased with the quality of education that their children are receiving at Bilingual Bicultural Mini School P.S. 182.

Implications for the Educational Program:

The Parent Association reports that greater numbers of parents have participated in PA meetings this year. Parents are becoming increasingly active in the school community. Workshops that will assist parents in supporting their children's academic success will be scheduled. They will include:

- Family Math Workshops
- Child Rearing Practices Workshops
- Being a "Bucket Filling" parent
- Study Skills and Homework Assistance Workshops
- Health and Wellness Workshops- Cook Shop and Eat Well and Play Hard
- Literacy Development and at Home Support
- Smart board training

School-based workshops will allow for greater participation and increased parental involvement in the education of their children and students of PS 182-BBMS.

A new program sponsored by the Parents Association and the Parent Coordinator will include monthly parent trips to various museums, cultural institutions and events, and community organizations. This projects objective will be to increase parental involvement, enhance cultural awareness, support the educational subject areas, and increase family oriented activities, and parenting skills. A collaboration between PS 182-BBMS and several museums have already been established that will offer discounted admissions, parent workshops in various cultural themes, and tours.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Mathematics

Goal: Consistent with the New York City and State Core Curriculum Performance Standards, all students will demonstrate proficiency in conceptual understanding, procedural fluency, and problem solving.

Objectives:

By June 2010, 25% of students in grades 3 through 5 scoring at levels 2 and 3 will show one year's gain as measured by the state mathematics assessment.

50% of all students who received academic intervention services in grades 3-5 will achieve at least one year of progress as measured by the New York State Math Test.

Social Studies

Goal: Consistent with New York State Learning Standards all students will demonstrate proficiency in the study of history, geography, economics, government and civics in context by using grade appropriate Social Studies principles.

Objectives:

By June 2011 all teachers will integrate all components of the performance based Social Studies curriculum, including DBQ and authentic documents as measured by class observations, student projects and test scores.

By June 2011, 80% of all fifth graders will score at level 3 or above on the New York State Social Studies State.

Science

Goal: 90% of students will score at level 3 or above with the New York City Performance Standards and New York State Learning Standards.

Objectives:

By June 2010 all students will demonstrate proficiency in understanding and using grade appropriate scientific principles.

By June 2010 all students will show evidence of having mastered basic scientific concepts as demonstrated by student journals, teacher observations, projects, test scores and weekly labs with experiments.

By June 2010, 75% of all fourth graders will score at level 3 or above on the New York State Science Performance and Written Test

Reading

Goal: Consistent with the New York City Performance Standards, Primary Literacy Standards and New York State Learning Standards, all students will demonstrate proficiency in Reading and Writing.

Objectives:

By June 2010, 64% of students in grades 3-5 will show one year's gain as measured by statewide Reading assessment.

By June 2010, 55% of all students will move up 2 to 3 independent reading levels as measured by the Rigby Reading Assessment.

By June 2010, 65% of students in grades 3-5 will show evidence of mastering grade appropriate editing/proofreading skills.

By June 2010 all students tested in EPAL will reach at least 80% in the objective portion of the EPAL and reach a level 2 or 3 in the written portion of the EPAL.

By June 2010, 60 % of all ELL students from Kindergarten through fifth grade will move from one proficiency level to the next in second language acquisition as measured by the NYSESLAT

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 64% of students will show one year’s gain as measured by statewide Reading assessment. By June 2010, 55% of all students will move up 2 to 3 independent reading levels as measured by the Rigby Reading Assessment. By June 2010, 65%of students in grades 3-5 will show evidence of mastering grade appropriate editing/proofreading skills.</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>	<p>September - June</p> <ul style="list-style-type: none"> ~ All classes participate in 120 minutes literacy block, program using the Reader’s and Writer’s Workshop Model Social Studies content will be integrated into the literacy block thrown shared reading two times a week. ~ Academic Afterschool for grades 3-5 in reading and math that begins in November and ends in April based on the budget ~ Assess and identify students for Tier II academic intervention from September to October. ~ From October to June provide Tier I and Tier II Academic Intervention through the following programs; Wilson, Read Naturally, SRA Corrective Reading Kit and Reciprocal Teaching ~ Monthly ELA Data Inquiry Team Meetings- 5th grade target group ~ Monthly Math Data Inquiry Team meetings – next year stages of identifying a target group for Math ~ Three goals and objectives teacher conferences with the Principal and Assistant Principal throughout the year ~ Three Rigby Running records conducted throughout the school year ~ Spanish Rigby For all Beginners and intermediate students ~ QRI screening conducted by the Reading Specialist to attain more student data for AIS students ~ Administer diagnostic testing with the following instruments: Predictive, and Continental Press E-LAP ~ AIS assessment to determine student progress to continue or discontinue services ~ AIS referral Team form to tailor AIS services for grades 3-5 ~ Monthly Academic Intervention Team Meetings ~ Monthly School Intervention Team meetings and AIS staff attend Response to Intervention Professional development offered through our CFN 3 network ~ Daily conferencing with students during Independent Reading ~ Independent reading period that increases 10 to 30 minutes by end of second grade and to 60 minutes by the end of 5th grade ~ AIS Literacy for 2nd grade students who are demonstrating the need for additional intervention support and not meeting the independent reading standard ~ Wilson intervention program for mandated SETTS students ~ Reading Recovery Teacher provides push in support through guided reading in first to second grade classes 3x week <ul style="list-style-type: none"> ~ Literacy cluster program that supports the read aloud component of the Reader’s Workshop with a focus on Science and Social Content Reading for grade K-2 ~ Open Court Phonics Program for grades k-2 ~ Classroom Teacher provides TIER I activities in the classroom to differentiate for students who need additional support

	<p>based on data</p> <ul style="list-style-type: none"> ~ Title III ESL After school program for students in K-5 grade bilingual class ~ Parent Coordinator Workshops on strategies to support the child's progress in reading ~ Three running records conducted in the school year and submitted to the Principal ~ ECLAS and EL SOL conducted 2 twice in the year ~ Open Court Assessments ~ Independent reading logs in grades 1-5 ~ Monthly Grade planning and Curriculum Mapping ~ Mandated Related services for IEP students ~ Wilson Assessments conducted by the IEP SETTS Teacher ~ 2nd Grade E-Pal ~ Sucher Allred Reading Inventory ~ Continental Press 2nd Grade E-LAP ~ SIOP lessons in all Bilingual classes that focus on content and language objectives in English K-5 <p>September - June</p> <ul style="list-style-type: none"> ~ Three teacher goals and objectives conferences with the Principal or Assistant Principal ~ Conduct student fluency rate checks alongside 3 running records in the school year that measures prosody, speed, and accuracy in English and Spanish
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Tax Levy Classroom Teachers Title I Reading Specialist Title I Literacy Coach IEP Teacher Tax Levy after-school teachers</p> <p>Title I after-school teachers Title 1 AIS Literacy Teacher Title 1 Parent Coordinator C4E Reading Recovery Teacher</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ~ Predictive results ~ Continental Press ELAP results ~ QRI for AIS students ~ Rigby Running Records ~ Teachers developed ELA simulations ~ E-PAL Results ~ Student Report Card ~ Intervention Assessment ~ IEP Goals ~ Three student progress reports for parents before each marking period

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, 25% of students in grades 3 through 5 scoring at levels 2 and 3 will show one year's gain as measured by the state mathematics assessment.</p> <p>50% of all students who received academic intervention services in grades 3-5 will achieve at least one year of progress as measured by the New York State Math Test.</p> <p>By June 2010, all students in grades 3 through 5 will demonstrate grade appropriate proficiency in accountable talk in math as measured by student math journals, use of mathematical language and the N.Y. State mathematics assessment</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The principal and assistant principal will meet with the professional development team, to develop plan for the 2009-2010 school year. Professional development material and resources will support our work in mathematics. Sept - June • Ongoing professional development will be provided to all teachers and support staff in planning and implementation of the new math program-New York HSP Math (Harcourt School Publishers) for “What is the Math?” and Math Celebrations. Sept. - June • Professional development sessions focusing on: NYS mathematics Standards, NYS assessments, K-3 assessment too, assessment in the Classroom, problem solving strategies, resources for the struggling Student, mathematics content knowledge (learning new algorithms), Resources for differentiating lessons. Sept. - June • AIS will be provided for students in grades K-5 on a six cycle. Oct – June • Math Data Inquiry Team • Marilyn Burns, “Do The Math” will be used to work with AIS students Oct-June <ul style="list-style-type: none"> ▪ Grade level teachers will participate in a lesson study. Oct – May ▪ Classroom math celebrations K – 2 Oct – May ▪ Teachers develop curriculum calendars based on NY State core curriculum and pre and post March topics Sept - June

	<p>October – May: The Principal and Assistant Principal will conduct formal and informal observations focusing on Social Studies through Literacy (Shared Reading).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Administration, All classroom teachers K-5, two cluster teachers and Literacy Coach.</p> <p>Tax Levy Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>October – June: Students increase performance on teacher-developed test and 80% of the students show mastery.</p> <p>November, December, February and May: Students will produce exhibits and projects that will include geography skills and will evidence aware and knowledge of our multicultural society and world.</p> <p>November, March, and June: Students growth on report card evaluations.</p> <p>January: Teachers will administer a mid-year Social Studies exam and 80% of students will demonstrate mastery Students show quarterly growth from one level to the next on projects that are evaluated with the rubrics.</p>

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>75% of students will score level 3 or above the New York State 4th Grade Science Test consistent with the New York City Performance Standards and New York State Learning Standards.</p> <p>By June 2010 all students will demonstrate proficiency in understanding and using grade appropriate scientific principles.</p> <p>By June 2010 all students will show evidence of having mastered basic scientific concepts as demonstrated by student journals, teacher observations, projects, test scores and weekly labs with experiments.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Sept – June: Five - 45 minutes periods weekly K-5</p> <p>Sept – June: Teachers developed hands-on inquiry based lessons in their grade level meetings that include the following process skills (as developmentally appropriate): Classification; communication; compare/contrast; creating models; gathering, organizing and interpreting data; generalizing; identifying variable; inferring; making decisions; manipulating materials; measuring, observation; and predicting based on use of curriculum materials from Harcourt textbook and trade books.</p> <p>Sept – June: Include science trade books to focus on reading and writing during the daily discreet science period</p> <p>Sept – June: Teachers grade plan curriculum calendars aligned to the revised NYC DOE scope and sequence</p> <p>Oct – June: Class trips to science museum to increase science literacy.</p> <p>Nov – June: Teachers develop learning centers to include science stations with activities that will simulate experiences as seen in the ELSE performance assessment for fourth grade students. This will provide the knowledge of scientific principles so general education and sub-group students can explore, analyze and interpret scientific processes and phenomena.</p> <p>Sept – June Science cluster program with a focus on Health Education with laptop use as a tool for science inquiry K-</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Administration All classroom teachers One cluster teacher</p> <p>Tax levy Title I</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The percent of students scoring a level 3 or 4 on the 4th grade ELSE exam will increase by 5%</p> <p>Teacher generated tests and projects will demonstrate 80% or greater mastery</p> <p>Students show quarterly growth from one level to the next on projects that are evaluated with rubrics.</p> <p>A simulation of the ELSE Exam to be taken by third graders in February and by fourth graders in October.</p>
--	---

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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	pending	pending	N/A	N/A	0	0	0	0
1	pending	pending	N/A	N/A	0	0	2	0
2	pending	pending	N/A	N/A	0	0	4	0
3	10	10	N/A	N/A	0	0	4	0
4	5	5	pending	N/A	0	0	2	0
5	10	10	N/A	pending	0	0	4	0
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>All literacy intervention is tailored to meet each child’s individual needs. The Wilson reading program is used to improve decoding skills. Reading recovery provides struggling first graders with daily individual specialized support. Read Naturally is a scientifically research-based program which improves fluency resulting in improved comprehension. Other fluency building methods include Focus on Fluency and building fluency through reader’s theater. An action research committee as part of Data Inquiry is using Reciprocal Teaching to improve reading comprehension in targeted fourth graders. The team is in its third year of work. The team worked with the targeted group as third graders and will continue through grade five. The work of the Data Inquiry Team occurs during the morning extended session four days a week. Tier II intervention services are provided during the school day in small & individual grouping. An extended morning program and academic afterschool program support targeted students. The AIS services will be provided if positions are funded at the opening of the school year. However the extended program will not be offered next year. The school day will instead be extended to the 37.5 minutes which will increase time for AIS services in the school day.</p>
<p>Mathematics:</p>	<p>Small group instruction is provided for children struggling with mathematics in their classrooms. Children are grouped according to need. Activities from Everyday Math, TERC Investigations, Marilyn Burns, and Math in the City are used for intervention. Math intervention is also provided for ELLs. Service is provided during the day. Close monitoring of progress is conducted by the AIS provider. An extended morning program and academic after school program that supports targeted students may be funded under Title I</p>
<p>Science:</p>	<p>Fourth grade students who are determined to be “at risk” due to test score analysis and performance receive small group, after-school instruction to better prepare them for the State Science Test.</p>
<p>Social Studies:</p>	<p>Fifth grade students who are determined to be “at risk” due to test score analysis and performance receive small group, after-school instruction to better prepared them for the State Social Studies test.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>N/A</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>School psychologist is unable to provide “at-risk” services at this time due to evaluation responsibilities.</p>

<p>At-risk Services Provided by the Social Worker:</p>	<p>Individual, group and family counseling, as well as crisis intervention are provided to students who are referred when social/emotional issues appear to impact upon academic progress. Counseling is provided with a focus upon problem-solving, improving communication skills and behavior modification.</p>
<p>At-risk Health-related Services:</p>	<p>The MT. Sinai Pediatric School Health Program provides students enrolled in their program with school-based mental health evaluations and group and individual counseling. Cases are reviewed by a hospital-based psychiatrist and treatment plans are developed based upon presenting symptoms.</p>

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.

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-5 **Number of Students to be Served:** X **LEP** **Non-LEP**

Number of Teachers 6 **Other Staff (Specify)** 6BPS

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.

Title III Program P.S. 182 – BBMS will conduct the same instructional activity as evidenced in last year's Title III proposal. This will be an after school ESL program with a focus on literacy. The program will target English Language Learners who score at the beginners or intermediate levels of the NYSESLAT or below the cut score of the LAB-R. The program will consist of students in grades kindergarten to second grade from November 2010 to January 2011. Students in third grades to fifth grade will then receive services from February 2011 to May 2011. The after school classes will be conducted twice a week from 3:05 to 5:05 for a total of 47.8 hours of extended day activity. The program will begin on November 2010 and end in May, 2011. All after school teachers will be fully licensed bilingual teachers who have experience working with early childhood and upper grades. Each teacher will service from 10 to 12 students in the beginners and intermediate levels. The assistant principal will organize the program which will consist of 1 supervisor, 3 teachers, and one substitute teacher. The personnel cost for the program will be \$12,972 for professional staff, \$5,000 for materials, and \$522 for supplies.

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.

Teachers and paraprofessional receive professional development through in- house workshops led by the literacy coach and the math coach. Teachers also participate in workshops in Teachers College that are geared toward ELLs and workshops offered through the New York City Department of Education Professional Development Registration System. Some of the scheduled workshops are:

- Interpreting NSESLAT scores (October 2010)
- Assessing, Differentiating, and Planning Instruction for our English Language Learners (Nov. 2010)
- Integrating Reading Comprehension Strategies in Mathematics for ELLs (Nov 2010)

- SIOP Classroom Observations (Dec-Jan. 2010-11)
- Reciprocal Teaching Strategies for English Language Learners
- Performance Based Assessment for ELLS

Book Studies conducted during full day staff development and scheduled half days

- Making Content Comprehensible for English Learners – The SIOP Model by Jana Echevarria, Mary Ellen Voght, and Deborah J. Short 2004
Book studies conducted after-school and during professional development half days (beginning Nov. 4, 2008)

Form TIII – A (1)(b)

School: BBMS P.S.182 BEDS Code: 04M182

**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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		

TOTAL		
--------------	--	--

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.

Our school is sensitive to the language needs of the parents we serve and make every effort possible to provide them with the information they need in their native language through oral and written communication. Parents' interpretation needs are assessed through varied data and technologies. When parents register students, oral interviews of the parents are conducted by office staff in either Spanish or English (About 90% of our population is Hispanic). In the addition, parents are required to complete the Home Language Survey which indicates what language is spoken at home. Classroom teachers also send out surveys in the first week of school to determine what language parents speak and in what language they prefer to receive notices.

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

The findings indicate that the majority of our parents speak both Spanish and English. About 60% prefer communication in English. About 40% prefer communication in Spanish. The findings were reported to the school community through written communication, general meetings, and general assemblies.

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.

Written translation of school notices will be provided by the principal or assistant principal who are both fluent in English and Spanish. Classroom teachers are also able to translate letters sent home. Parents receive double sided notices in English and Spanish. No outside vendors are necessary.

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 interpretation is provided by school staff (administration, classroom teachers, and office staff). No outside vendor for oral interpretation is necessary.

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>.

All written and oral interpretation services for parents will be provided by our bilingual school staff during Parents Association meetings, parent workshops, Curriculum Night, parent teacher conferences, and middle school meetings. Bilingual personnel are available from 8:00 A.M. to 3:30 P.M. to address parent concerns (in person, by telephone, or written communication).

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 2010-11:	\$506,995.00		\$506,995.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 5,069.00		\$ 5,069.00
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 25,350.00		\$ 25,350.00
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:	\$ 50,699.00		\$ 50,699.00
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
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.

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.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

I. General Expectations: BBMS/PS182 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA and includes, as a component, a school-parent compact consistent with section 118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent. An annual review meeting will be held in October 2009 and in May 2010. Throughout the year, the Title I parent committee will conduct three additional meetings from November 2009 to April 2010 to inform parents of the ongoing progress of the Title I activities in the school.
- The school will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedure in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring

- that parents play an integral role in assisting their child's Learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- the school will inform parents and parental organizations of the purpose and existence of the Parental and existence of the

Parental Information and Resource Center in the State.

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

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

1. B.B.M.S~P.S.182 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

BBMS~PS182 administration, staff and Parent Leadership will provide parents with a consistent schedule of Parent Association,
PA Executive Board and SLT meetings.

BBMS~PS182 parents will be kept informed of all school events and activities through monthly calendars and flyers.

PA Executive Board, SLT members and PA members will attend District and City wide parent professional development sessions offered by the President's Council, Office of Parent Community Engagement, Regional Parent Support Officer, Learning Leaders of New York, and the Parent Coordinator of the school.

The Parent Coordinator of the school will attend the District and Citywide Professional Development sessions offered by the Office of Parent Engagement, Region, and the President's Council and the school.

2. B.B.M.S.~P.S. 182 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

PA Executive Board will create and distribute a monthly calendar of PA and SLT meetings and events beginning September 2009.

Principal will write a general letter to address the parents and update the community on recent work or upcoming decisions.

PA will maintain a parent feedback box in front of the main office and in front of the Parent Room.

PA and Parent Coordinator will create and administer an assessment survey once a year.

3. B.B.M.S. ~ P.S. 182 will provide the following necessary coordination, technical assistance and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
4. B.B.M.S.~P.S. 182 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
5. B.B.M.S.~P.S. 182 will take actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement activities, (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, has limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its

parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

6. B.B.M.S.~P.S.182 will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph-
 - b.
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - c. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Literacy Workshop twice a month
 - Computer Workshop four times a year
 - Math Workshop twice a month
 - Science Workshops four times a year
 - d. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
 - e. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - f. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:
 - A calendar will be distributed monthly.
 - Fliers will be sent out notify parents of events.

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.

Surveys were conducted the spring of 2010 that included all constituencies of the school community. Each survey addressed items related to student performance based on academic content and achievement standards according to the school's curriculum and instructional program. Parents, Teachers and students were given the opportunity to respond to questions that would provide feedback for further analysis and planning. In addition, parents and teachers were also given the opportunity to complete Department of Education learning environment surveys in the spring of 2010. The results were discussed in meetings during the months of September to October with parents and teachers. These discussions were conducted to further plan and implement activities that support student achievement.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The amount and quality of learning time for students is extended through the following activities:

- o Increase the amount and quality of learning time, such as, before- and after-school and summer on site programs and off-site opportunities.

The amount and quality of learning time for students is extended through the following activities:

- a. Extended School Day – The 37.5 minutes has been embedded in the school day. As a result our school day begins at 8:25 a.m. and ends at 3:15 p.m.
- b. Title I Academic After-school Program – Level I, II and III students in grades 3-5 receive instruction twice a week that prepares them for state standardized tests. The after-school program begins in November and ends in April. Students in bilingual transitional classes participate in this program.

YMCA Virtual Y After-school Program: An after-school program that service 30 students from grades K-5 five days a week from 3:00 to 6:00 p.m. The program provides enrichment activities through games and sports. Students spend the afternoon moving through a schedule of activities. All the activities are centered on a character building theme and philosophy.

- o Help provide an enriched and accelerated curriculum.

Our school has an overall goal of students making steady progress and achieving academic success. In our school mission, we emphasize the belief that all our students have gifts and talents and they can achieve their full potential. We focus on instruction that actively involves students in learning. We create classroom environments that support learning and foster student engagement. We integrate the visual arts and the performing arts in our daily program. We provide professional development that impacts student achievement and builds capacity within the staff. We encourage parent involvement and create structures in our school where parents play a key role in helping our students succeed. Teachers use the data to fit students' needs. Evaluating data is consistent throughout the grades and subject areas. Teachers collect specific data and utilize it to adjust and fine tune their goals. In the current academic school year, all faculty are involved in grade level inquiry teams. These teams meet at least three times a week to conduct grade planning AIS.

The Bilingual Bicultural Mini School Staff is highly committed to a holistic approach to education, taking into account each child's strengths, areas for improvement, learning and environmental challenges, learning styles and cultural implications that may impact upon student progress. Our staff is almost entirely bilingual and bicultural, and most have spent the majority of their careers at BBMS. Many of our teachers and administrators have educated generations of families which has created a true sense of community and has fostered trust and confidence in our ability to educate and care for their children. Spanish-speaking family members and caregivers can freely communicate with our staff, and are welcomed by cultural activities, celebrations, performances and workshops that they are encouraged to become involved with their children. This validates their own experiences and allows them to share said experiences with others as they acclimate to life in New York City.

Teachers receive on-going continued education around researched- based innovative and effective ways to engage students in the learning process according to their individual needs. This allows innovative ideas to be shared between teachers, and for discussion to take place about ways these new ideas can be used in their classrooms. Through on site and differentiated professional developed and to study and academic area of focus based on student data, lesson studies and collaborative planning, teachers learn from experts and each other. This is translated into the curriculum planning and teaching practices of the pedagogical staff.

BBMS has refined its data inquiry process in order to better identify and serve individual student's needs, and has utilized our support staff and services to provide timely and more individualized academic intervention or enrichment to our students based upon the analysis of both hard and soft data. Training on the use of ARIS (NYC DOE Data Base System) provides easy access to many data forms.

In addition to a comprehensive academic program, the arts and second language instruction round off the student experience at BBMS. All students receive art and music instruction, many participate in dance classes. BBMS has an orchestra and a chorus, and children's art work is colorfully displayed throughout the hallways. Both our English dominant and our English language learners receive instruction in Spanish language as well as in English.

Classes are also given opportunities to participate in a myriad of educational field experience by way of other communities based organizations.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

All components of the Balance Literacy Model have been implemented school wide. In addition, all classrooms maintain a leveled library following the Founts and Pennell leveling system. The use of the meeting area to conduct all mini lessons is part of the instructional life in the BBMS classroom. Our students are immersed in Read Aloud, Shared Reading, Independent Reading and the Writer's Workshop which feature many opportunities for accountable talk. In order to teach literacy strategies and skills using fiction and non-fiction text, social studies content is taught twice a week during the literacy block through shared reading and independent reading. The literacy curriculum focuses on developing and issues student reading proficiency to meet or exceed grade level expertise. Curriculum planning pays particular allocation to not only horizontal mapping but vertical planning as well.

Other elements that distinguish the implementation of the Balance Literacy include the individual use of word walls and the discreet period word work in grades K-5. Teachers conduct running records to monitor independent reading progress and to help students set new reading goals. Our students can articulate their independent reading level and self monitor their own growth. Using the data, students' progress is documented using grade level independent reading indicators. The English and Spanish Rigby PM Ultra Benchmark leveling system is used for all classes. Teachers have studied features of each letter level to customized mini lessons that will help students move to the next level. In addition analysis of the miscue after conducting a running record provides information about next step for the students and or group.

After examining research on fluency and its direct connection to reading comprehension, students also undergo a fluency benchmark assessment. The teacher communicates about their performance to help students understand their fluency rate. This data is used to plan specific instructional approaches for the student to improve his or her reading fluency.

The school implemented a new math curriculum (HSP) program this school year for grades K-5. HSP Math is the new basal K-6 math program from Harcourt School Publishers. HSP Math, carefully reviewed by mathematicians, offers an assortment of learning materials designed to provide students with meaningful and diverse educational experiences. It also provides teachers with instructional materials that offer easy planning, options and suggestions for every stage of instructions.

The continued success of the school can be evidenced in our New York City Progress report for 2009-10 school year. The school's overall grade was an A which included a rating of A in all areas of evaluation (school environment student performance, student progress). Although, school performance did decline with the renorming of scale scores on both the NYS ELA and math tests, our medium student proficiency in ELA was 3.21 and in math 3.52. Our median growth percentile for the school lowest third was 89% in ELA and 77% in math.

In meeting the educational needs of historically underserved populations.

We service 107 English language learners through a Transitional Bilingual Program Model. A bilingual licensed teacher provides the mandated periods of native language instruction and English as a second language. In order to meet the language allocation policy set forth by the Department of Education, students receive specific instructional time in both the

first and second language based on the student's proficiency level in the second language. In order to accommodate all mandates for ELL students, a language allocation policy outlines the instructional day for students in the bilingual classes. The policy was developed after studying compliance mandates and research regarding best teaching practices for second language learners. In support of providing continuity in terms of curriculum materials, every effort is made to match materials in both languages from Kindergarten to fifth grade.

In order to support the bilingual classroom teacher in providing mandated instructional time in first and second language acquisition for different proficiency levels in the classroom, three Bilingual Pupil Services Interns were hired from the Department of Education Bilingual Pupil Services Program. In the prior year, six interns were hired but due to budget cuts BPS staffing was reduced. It is our commitment to provide a bilingual transitional program that is responsive to the State and City mandates for English Language Learners via a classroom environment that exemplifies the best teaching practices for ELLS without compromising the same performance and content standards that exist for all students. Teachers have been trained in the SIOP method to ensure that instruction focuses on increasing academic content knowledge while also training language objectives.

- 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.

The ongoing evaluation of a wide range of information to establish specific and measurable goals is conducted. All teachers and support services providers maintain data records that are used to identify the specific needs of each student and in goal setting. In addition to using multiple measures of data to set classroom and individual student goals and objectives, data is used as curriculum plans are developed to differentiate for all learners. Both quantitative and qualitative data are used in monitoring student progress. Grade level inquiry teams meet regularly in order to evaluate student needs and to develop plans tailored to their specific needs. The schools educational leader meets regularly with all faculty and is a participant at all inquiry team meetings.

Over the years, our focus has been to expand and strengthen our expertise in order to provide more explicit and intensive intervention services to our students. The data and research has guided a focus in intervention in the areas of the decoding skills, fluency and comprehension. AIS teachers have been trained in these areas to be able to provide more direct services aligned to students' needs. Our IEP teacher is trained in Wilson and continues to further her professional training in this area. Two other teachers have also been trained in the first level of the Wilson program. Four teachers are trained in Read Naturally, a program that builds students reading fluently. Other curriculum resources are used to customized intervention services. We now have two Reading Recovery teachers. Although due to budget cuts, the reading recovery teacher team has reduced to one teacher. All academic intervention services are provided through implementing the response to intervention model.

Other curriculum resources are used to customize intervention services. Our math department consists of a cluster teacher. The cluster provides teaching intervention services to students in grades in grades 3-5. Students work with the provider two to three times a week over a six to eight week cycle. Students receive services based on information provided on a referral form by the classroom teacher. This year our math data inquiry team has merged with a newly instituted performance based

assessment team. The team will be focusing on math. The team meetings are centered on discussion around areas of math instruction and intervention. The team will be examining data and research. The goal of the team is to identify a target group of students that demonstrate a need in a specific skill area of math and develop a plan for intervention.

This is the fourth year of our ELA data inquiry team. The charge of the team is to study closely data and identify a target group of students who will receive intervention services in the area of literacy. This year the team will continue to work with the targeted students whose performance in the New York State ELA showed a decline and tailor the RTI services around running records and the diagnostic assessment used by the school. . These students will receive individual or small group instruction in an intervention model known as “reciprocal teaching” The model was designed to improve reading comprehension for upper grade struggling readers. “In 1984 researchers, Palinscar and Brown conducted numerous studies, demonstrating that brief strategy-based interventions were effective in improving children’s reading comprehension.” The team members read about the approach and also received training in this intervention model. Team members will work with students while monitoring improvement. Results of the intervention on student performance and progress will be shared with the entire school community. The goal of the inquiry team is to share their work and its impact on student progress so that other teachers will also want to be trained this same model of intervention. The goal is that students in grades 1-5 who are demonstrating challenges in reading comprehension will benefit from this model of intervention improving their independent reading proficiency. .

- Are consistent with and are designed to implement State and local improvement, if any.

PS 182 has a highly qualified and experienced staff. Intensive and on going analysis of student data allows for students who are not meeting the State’s proficient and advanced levels in reading, mathematics, science and social studies to receive academic intervention that is tailored for the individual student. The principal conducts regular meetings with all members of the teaching staff in order to discuss, review and monitor student progress. All members of our school community have the opportunity to make decisions that serve the needs of our parents, students and of all staff members with goal of students achieving State's proficient and advanced levels of academic achievement. The following venues exist to meet this goal.

- Grade level Data Inquiry Teams and Administration, meet weekly to discuss targeted students.
- Attendance Committee-Meets monthly and consist of Administrator, Support Services and Parent Coordinator
- School Leadership team meets monthly to discuss school policies, budget, and instructional program.
- RTI meetings are conducted monthly to discuss students at risk and plan intervention services
- Teachers develop their own grade level curriculum plans based on state standards with a early look at the common core standards.
- Monthly Parents Association Meetings- Executive Board meetings and General Meetings
- Weekly grade level inquiry team planning meetings
- Wellness Committee- monthly, to discuss school policies and practices as they relate to health, nutrition and physical activity/education. Implementation of the East Well, Play Hard Program – Wellness Committee award Grant Proposal.

- CEP writing committees
- School Based Support Team members meet regularly with teachers and other support staff to address the instructional/behavior needs of specific students or classrooms.
- School Intervention Team-Interdisciplinary discussion of referred students who are at risk and enrichment. Planning differentiated intervention and monitoring student progress-meets monthly
- Newly established partnership with Hunter College Educational Foundations and Guidance Dept. Consultant Professor Jess Le Blanc.

3. Instruction by highly qualified staff.

Our school has 27 teachers. A decline in our teachers staffing resulted after budget cuts. 100% are certified either provisionally or permanently. 88.5% of our teachers have a master Degree or higher.

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 is outcomes-based and directly linked to students' needs identified through data analysis as detailed in the school's CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards. There is continuous professional development that is varied and tailored to the needs of the staff. Teachers are consistently engaged in professional development to be used effectively to inform planning and instruction and to track students over time. We know this through the implementation of what is learned, surveys, conferences and informal and formal observations.

The following outlines the menu of professional development that has occurred for professional community of BBMS P.S. 182.

Balanced Literacy

- Literacy Coach working with teacher, grade level and entire (focus on independent reading for grades K-5 and implementation)
- Differentiated Instruction Aussie Consultant PD
- Use of ARIS System to access class and student data
- Reading Recovery Certification Training
- Spanish and English Rigby Literacy Assessments PD
- Reciprocal Teaching
- New York City Math Symposium - sponsored by Pearson Publishing Company
- Bronx BETAC at Fordham/Staten Island BETAC at Hunter College

PD to Meet the Needs of ELLS

- DOE ELL workshops
- Bronx BETAC at Fordham/Staten Island BETAC at Hunter College

- Bilingual Pupil Services workshops
- PD with literacy coach and reading specialist
- SIOP Model: Sheltered Instruction Observation Protocol
- CFN 408 Network PD – Common Core Standards and Performance Based Assessment
- Reciprocal Teaching

Math

- Pearson Publishing Company-Common Core Standards
- CFN 408 Network PD – Common Core Standards and Math Performance Based Assessment
- Grade Level Lesson Studies
- Marilyn Burns, Do The Math
- Reken Rek (Dutch Arithmetic Counting Tool)
- Math Accountable Talk
- DOE Math workshops
- HSP Math
- Math In The City – City College of New York

New Teacher Induction

- Teacher Opportunity Corps Mentor Program/Hunter College 2008-09

Arts

- Lincoln Center Institute
- Lincoln Center teaching artist
- DOE Project Arts workshops
- El Museo Del Barrio
- MOMA class visits
- Abrons Arts Center, Henry Street Settlement

Intervention

- Wilson on-line course, Read Naturally and Reading Recovery Certification Training
- ARIS/Acuity training on site
- Data Inquiry workshops
- Reciprocal Teaching
- Marilyn Burns, Do The Math
- Response to Intervention-Aussie
- Differentiated Instructional Strategies-Aussie Consultant

Self-Directed

- UNA/USA workshops for Model UN Project
- Grade planning and Curriculum Mapping
- Grade Level Data Inquiry Teams
- SPARKS Training
- Varied teacher selected PD in continuing education
- Smart-board Training

Health

- Wellness Committee workshops and events
- Child Rearing Practices
- Speech workshops
- Asthma workshop
- HIV/AIDS Workshops
- Diabetes Workshop
- Breast and Cervical Cancer Workshops
- Hunter College-Educational Foundations and Guidance Consultant

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

Our school had been a participant in the School Based Option Transfer and Staffing Plan. The Open Market Hiring System has replaced the School Based Option Transfer and Staffing Plan. However, the interview and hiring committee will continue in its efforts to fill any vacancy with only the most qualified teacher. The committee is comprised of administration, highly experienced teaching staff members and parents. A candidate must possess the necessary skills and experience in order to sit for an interview. A candidate is offered a position at PS 182 only after having met the necessary criteria that has been established. A candidate must also participate in a demonstration lesson. New teachers participate in ongoing training, which is carried out by the Department of Professional Development. In addition new teachers are provided with teacher mentors, which are provided through a joint program with Hunter College of The City of

New York Teacher Corp Program. The principal meets with new teachers to discuss teaching practices, lesson planning, and professional development needs.

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

PS 182 has a strong relationship with the parent body. This relationship is supported by the efforts of the School Leadership Team and the efforts of the Parent Coordinator as well as the Title I Parent Involvement Committee.

At BBMS P.S. 182 our efforts to sustain parent involvement is linked to activities that focus on keeping parents informed and involved in different ways. In providing communication through a variety of forums, parents can participate in school related activities within the constraints of their own personal schedules. We know that communication is at the heart of our parents' involvement.

The following outlines the communication tools we use and their purpose.

School-wide

- A. School-wide events are communicated in both Spanish and English via a monthly calendar with flyers and reminder letters as we draw closer to the events.
- B. Student Academic Progress is communicated through several means.
 - a. Parent Teacher conferences calendar dates.
 - b. Teacher made phone calls.
 - c. Teacher scheduled conferences.
 - d. Teacher made progress reports.
 - e. Support services personnel provide information about student progress through phone calls followed by scheduled appointments with the parent or caregiver. This constant communication provides parents with consistent and long term information about their child's educational performance and also acts a channel for parent's input.

Parent Coordinator

- A. Schedules monthly "get togethers" based on a theme, e.g.: "Women's Month in March".
- B. Parent Coordinator organizes workshops related to curriculum topics, health and social issues. These are announced at Parent's Association general meetings, and at School Leadership meetings. Parent Coordinator sits in on the Parent Executive Board meetings, School Leadership Team meetings and the attendance committee. Parent Coordinator plans events around parent requests. e.g.: The Day of the Child.

Parents' Association

Parents' Association conducts a monthly Executive Board meeting. Both the Parents Association and the Principal present full agendas. The agendas include school related matters as well as other topics of interest requested by the general parent population.

School-wide Communication

Bulletin Boards are used to display parent involvement activities in the parent room. Other bulletin displays communicate important school activities such as the monthly attendance record, School Leadership Team News, and our Data Inquiry Updates Information Board. A parent bulletin board by the main office and in the entrance of the school building posts other announcements or information for parents.

The principal's open door policy and a welcoming school atmosphere are two key elements in maintaining effective communication with parents.

School Wide Activities

- Annual Assembly Program
- Annual Awards Assembly
- CBO Adult ESL and GED Program
- Annual Children's Day Event
- Annual Scholastic Book Fair
- Classroom Celebrations
- Attendance Events
- Parent Surveys
- CEP Surveys
- Progress Reports
- Monthly Parent Workshops
- Parent Walking Club
- ARIS Parent Link Training
- BBMS P.S.182 Website (The Bilingual Bicultural Mini School Com)
- Monthly Parent Calendars
- Unifying Schoolwide Theme – "Have you filled someone's bucket today"?
- Parent Computer Access Center in Parent Coordinator office Space-Smart-board Training
- Teacher presented Workshops
- Perfect Attendance Bulletin Board and Trophy award for class with the highest monthly attendance.
- School Messaging System – Global Connect
- Wellness Committee
- Teacher Recognition Luncheon
- Parent Recognition Luncheon
- Mt Sinai Pediatric Health Clinic (Medical and Counseling Services)

School Leadership Team

- Meets monthly and acts as a vehicle of communication for the larger parent community.
- SLT bulletin board posts SLT minutes, agendas and the by-laws.

Kudos Communication

- Parent awards
- Thank you letters and cards
- Compliments given by teachers and administrators to parents and caregivers.

All the activities listed above use a variety of communication tools to keep parents informed and provide opportunities to become involved in different ways. We want our parents to feel welcomed and important as we work together to ensure the success of the students.

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 school offers support to assist parents in making the transition from a pre-school setting to the elementary school. The parent coordinator is available to parents to assist in this process. Parents are given a tour of the school. They are given a profile of the school to inform them of the school curriculum and programs. Students entering kindergarten are screened to determine which class would be appropriate for them. After the assessment, the evaluator and/or administrator meet with the parent to review the results of the assessment. Suggestions in terms of needed support and/or recommendations are provided during this meeting. Parents are provided an informational packet listing needed supplies for the new school year.

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.
 - All faculty members participate in reviewing the Comprehensive Educational Plan (CEP) goals.
 - School leaders and faculty consider the use of multiple sources of data which are vital to planning and setting of measurable goals.
 - Educational leaders meet consistently with classroom teachers, cluster teachers, academic intervention services providers and special education support providers to reassess set goals and monitor such goals according to ongoing assessment and evaluation. Based on the analysis, goals are redefined, new goals are developed and further planning is discussed.
 - All teachers and support services providers continuously engage in conferences which seek to identify students in need of academic intervention services. End of year conferences between current teacher and the teacher for the following school year begin the process of discussing data as it relates to targeted students.
 - Teachers begin planning for the new school year based on the previous years' data and conferences with colleagues. Grade level inquiry teams provide the structure for collaboration through planning and inquiry study.

- The educational staff facilitates a strong link between the classroom and the home by communicating the needs of their child. Pertinent data (ARIS) is shared with parents in a supportive and informative manner. Individual student goals are communicated. New York State individual student report (ISR) are distribute to parents in grades 4-5.
 - Academic Intervention Support providers group students according to specific needs. Within these highly differentiated groups, the teachers set measurable goals specific to the individual student. Exit progress reports are issued for the teacher and parent.
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.

At the beginning of the school year, academic intervention providers begin by analyzing data from the previous school year in order to plan for Tier I and Tier II intervention. Classroom teachers submit RTI referral form for students whose data presents the need for TIER II AIS. The Response to Intervention (RTI) team assesses targeted students using the QRI-III (Qualitative Reading Inventory) and Rigby assessments tools in order to plan for their academic intervention needs. The math coach will assess targeted students using a variety of assessment tools. RTI providers meet with the classroom teachers and students who will be targeted for Tier II and Tier III intervention are identified. The principal meets with all staff members and reviews the findings. Parents whose children will receive intervention services receive notification. Student progress will be reviewed at the Response to Intervention Team meetings. The team reviews the results of student progress every six weeks. The team will recommend continuation of the plan, revision, and or discontinuance. Students who reach identified benchmarks may be discontinued from the program and other students may be added throughout the year.

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.

The School Leadership Team, with a collaborative membership that includes the principal, staff, PA representatives, and Parent Coordinator ensure the effective coordination and integration of services and programs for all our students. In addition the principal meets regularly with coaches, academic intervention providers and teachers to ensure the effective coordination of services provided to all students. All programs support the attainment of high standards by all students.

The following outlines all programs that are coordinated and integrated into the school community.

School Based Partnership:

- Mount Sinai Pediatric School Health Program- provides medical care, mental health services, and health education to the students and family of BBMS P.S. 182.
- Cornell University – nutrition program provides education to parents around nutrition and healthy lifestyle

- Partnership with Hunter College Dept. of Education to provide student teaching internships and consultant support in guidance services to students and families.
- Project Arts- program that brings dance, art and music program to BBMS for student enrichment
- Teacher opportunity Corps Mentor Program/Hunter College Mentoring
- Say Yes Foundation- Academic and social emotional support to remaining fifth graders who were held over to assist in middle school transition.
- YMCA After-School Program- recreation and academic enrichment
- El Muse del Barrio
- Lincoln Center Institute
- NYPD 23rd and 24th Precincts- Law Enforcement collaboration and support
- FDNY-Educate our families on Fire Safety
- Union Settlement-ESL and GED classes for parents
- New York Road Runners Club: Mighty Milers Program
- Randall's Island Recreational Program-Soccer and newly developed 6-week course in golf

Partnerships:

- Henry Street Settlement
- City Parks Foundation
- Virtual Y – In School After School Program
- Learning Leaders – Parent Leadership Programs
- Union Settlement GED and ESL Program
- North General Hospital-Cholesterol and Glucose Program
- Children's Aid Society-After School programs, Child care workshops,
- Harlem RBI – New York Little League-tutoring, sports, and homework help
- VIP-Violence Intervention Program-Domestic Abuse program
- New York Life-Financial Program for students and their families

Community Based Organizations Partnerships:

- Mount Sinai School of Medicine
- Legal Aid Society – Assists families w/legal issues-lawyer-accompany families to court
- Met Supermarket: Helps families in need
- Casa Blanca Meat Market: Donates meat to families in need
- Little Sisters of the Assumption-Helps families with clothing, legal issues and food
- Yorkville Common Food Pantry-Food Distribution Program for families in need
- Food Stamps Program-Helps parents with the application process

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance 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. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part a of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

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.

– **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.

We at BBMS have determined that the audit findings are not applicable to our English Language Arts program. In the beginning of each school year our school leader revisits the school's vision and mission statement of striving for excellence. In seeing that vision through, we ensure to teach towards meeting the standards.

Planning begins with a copy of the Core Curriculum standards for English Language Arts for every teacher. Along with that, every teacher receives an outline for teaching daily reading lessons as prescribe in the Balance Literacy Model. Using the standards and previous test data, teachers are then responsible for designing pacing calendars for the entire year in order to create unit plans. These unit plans take course over a certain amount of time in order to scaffold the skills, strategies, or expectations of ELA state standards. Planning continues throughout the year during common prep periods per grade level to ensure for horizontal alignment of the state standards.

All classroom teachers, both monolingual and bilingual, also meet with the school leaders to set ELA learning goals, reflect on skills and strategies taught, and study data three times per school year. This occurs with the individual teacher and then as a grade, accounting for at least three meetings with the school leader to further ensures that the ELA standards are being met. At the end of every school year, teachers are given literacy data detailing students' reading levels, mandated test scores, observations, standards and curriculum covered of the previous grade, allowing for vertical alignment of the state standards.

To ensure there are no gaps in meeting ELA standards certain requirements are expected of all classroom teachers. Teachers are required to administer at least three running records a year, conduct daily reading and writing conferences, teach guided reading groups, and for maintaining standard based literacy bulletin boards. All students are required to keep a reading log that lists the number of minutes spent reading each day (which varies by grade) to help meet the standard of reading 25 books per school year. Student's independent reading progress is monitored according to November benchmark indicator specific to each grade level. These results are recorded and submitted to administrators. Using this data, instructional planning occurs schoolwide, on the grade level and for individual classes. The goal being that all students reach the standard independent reading levels for their grade. Students also maintain a Writing Folder and notebook to work on daily editing and various writing genres. Students are expected to publish at least one original piece a month. Our Writer of The Month, school wide initiative has been successful in developing a love for writing. We have also launched a fluency initiative to assess fluency rates for students in grades 3-5 in order to drive instructional planning for individual, small group and whole class instruction. After examining research on fluency and its direct connection to reading comprehension, we decided to concentrate in this area

of literacy instruction. This initiative is at its beginning stages. Fluency benchmark assessments started in January and are still in progress. The initiative began with professional development in November. The goal of the initiative is to address this area of literacy development and learn about strategies that will support individual students in improving their reading fluency in grades 3-5. As students undergo the fluency benchmark assessments, the teacher communicates about their performance to help student understand their fluency rate. The next step will be to plan specific instructional approaches for the student to improve his or her reading fluency

In conclusion, the above process will continue to ensure that our written curriculum in English Language Arts is aligned to the state ELA standards.

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?

- Standard based pacing calendars for each grade level detailing skills and strategies being taught for each unit.
- Every teacher has a copy of the E.L.A. Resource Guide book from NYS Education Department. & ELL standards.
- Grade meetings throughout the year allows for horizontal alignment. Reflections on taught curriculum (including skills and strategies taught to aid in planning and meeting goals).
- End of year curriculum planning allows for vertical alignment
- Assessment data for each child (separated by grade) detailing progress year to year.
- Required reading logs for each child.
- Principal meetings: setting goals, review of data, etc.
- Libraries are varied and leveled to meet the annual needs of reading abilities including books for ELL students (may be in Spanish).
- ELL planning sessions
- Bulletin boards connected to reading and writing focus of unit.
- Monthly writing topics.
- Writer of the Month school wide initiative.
- Conference notes in reading and writing.
- Guided reading groups
- Writing portfolios.
- Running Records books for each child in all grades that shows reading progress from K-5th grade.
- Oral presentations, daily accountable talk, book talks and circles.

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

- Each grade receives the New York State Standards at the beginning of the school year

- New York State Standards help guide grade level planning
- Grade level lesson studies occur
- School wide inter-visitations planned regularly
- Administrative classroom visits and feedback occur regularly
- Periodic professional reading groups
- Professional development workshops planned around effective use of the standards

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

Applicable X 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?

BBMS has worked extensively to ensure that the New York State Standards are met in the area of mathematics. In order to eliminate gaps and improve alignment and vertical cohesiveness, the administration and teacher have opted to implement the New York City Harcourt Math Curriculum from grades K-5. Training for teachers were provided before implementation.

Teachers are also given the standards, which are used as an integral part of grade level math planning. Readings and professional development workshops are planned in order to help teachers become comfortable in both delivering content and enabling students to problem solve, prove mathematical relationships, and model and represent mathematical ideas in a variety of ways. Lab sites and inter-visitations occur regularly to help teachers refine their practice. Administrative support and feedback is an integral part of this process.

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

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 school makes a conscious and sincere effort to balance our ELA curriculum using direct instruction, in conjunction with research-based practices including differentiated instruction. All components of a balance literacy model are implemented in the literacy period. (Read Aloud shared reading, independent reading and writing, Guided Readers and Writer's Workshop and Reading Conferencing. Our teachers model clear, explicit lessons for students during reading and writing workshop. Students become actively engaged in carrying out mini lessons after teachers have clearly modeled strategies. Teachers differentiate daily by either working with small strategy groups or conferring individually with students. These best practices provide ongoing assessments for our teachers. Teachers are observing and researching their students daily in order to meet their literacy needs.

Explicit instruction during the mini lesson paves the way for our students to clearly understand what is expected of them during reading and writing workshop. Teachers model the strategy for the students. Students actively participate and "try out" what has been taught before they apply it to their work in reading or writing. After students get this chance to "try it out", they then apply the work from the mini lesson into their reading or writing work for the day.

Our class time is not consumed by direct instruction. We believe that explicit instruction must occur during the literacy block, and the remainder of the class time is then devoted to students applying what they have learned in the mini lesson. Students are actively engaged during the literacy block. Whether they are sharing specifics about a particular reading strategy that applies to their book with their teacher or a partner, or are actively engaged in writing a small moment, students are rarely, if ever, off task.

Our response to the key finding is that we are adhering to a well-balanced literacy block where direct instruction is partnered with the use of best practices, including differentiated instruction.

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?

The evidence that dispels the relevance of this finding is as follows:

- Classroom observations/Accountable Talk
- Reading and Writing Conferences
- Grade level meetings
- Inter-visitations amongst teachers
- Writer's notebook
- Published pieces
- Reading logs

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

Not Applicable

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

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.

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.

- Lab sites are conducted
- Classroom visits are encouraged
- Lesson study occurs in each grade
- Professional development meets teachers' needs
- Periodic professional reading groups
- Increased focus on cooperative math activities
- Support from the math coach and math cluster position

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

Applicable X 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?

BBMS has been using Everyday Math for the past four years. Professional development has been carefully planned to ensure that teachers are comfortable delivering content in a manner that encourages both partner work and cooperative learning. Games and activities from Everyday Math, along with supplemental materials, are highlighted for their intrinsic interactive qualities. Students are encouraged to work with their peers in order to communicate mathematical strategies and ideas. Japanese lesson study and grade level inter-visitations support dialogue among colleagues concerning student activities other than independent seatwork and hands on learning. Professional development workshops along with staff wide reading of professional literature further ensures continued growth and reflection of teacher practice. The school utilizes a math coach and math cluster, which both support the classroom teachers in the use of alternative math activities.

BBMS is actively seeking to provide the use of technology in mathematics instruction. At present the school does not have the resources to supply each classroom with the computers and the software necessary for a fully technologically engaged math experience. However, the computer teacher, along with the math coach and math cluster teacher are researching software programs that can be used to enhance mathematics instructions. Laptop computers will be used to this end.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will 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.

This finding is not relevant to our school's educational program. Twenty seven of the thirty four members of our teaching staff have been teaching in our school for a minimum of eight years. Furthermore, the school's administrative staff, the principal, assistant principal, and dean were classroom teachers for a minimum of ten years prior to assuming their administrative positions.

We attribute the high retention rate of our teaching staff to the strong professional development program, which addresses teacher needs, and strengths, as well as a strong mentoring program. In addition, the principal is instrumental in building capacity within her staff. Teachers are afforded opportunities to chair committees, spearhead new instructional approaches, and conduct primary research on the best teaching techniques currently available. Lastly, but very important there is shared vision among staff that sustains staff stability.

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?

The Bilingual Bicultural Mini School Staff is highly committed to a holistic approach to education, taking into account each child's strengths, areas for improvement, learning and environmental challenges, learning styles and cultural implications that may impact upon student progress. Our staff is almost entirely bilingual and bicultural, and most have spent the majority of their careers at BBMS. Many of our teachers and administrators have educated generations of families which has created a true sense of community and has fostered trust and confidence in our ability to educate and care for their children. This sense of community is reflected in the number of years the majority of the staff has served this school community.

There are 32 teachers on staff at BBMS P.S. 182. Of the 33 faculty members, the following years of service at our school are reported.

1-5 years of service= 7 Teachers

6-10 years of service = 4 Teachers

11+ years of service = 21

There are two administrators, Principal and Assistant Principal. Both administrators have served the BBMS P. S. 182 school community over 20 years.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will 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.

This finding is not relevant to our educational program. Our teachers are aware of professional development opportunities available to them related to the servicing of English Language Learners. We are a K-5 bilingual school which offers a bilingual transitional model to all entitled students. The instructional program for all students is a balanced literacy model. Students are engaged in all components through first and second language instruction. We service a large population of English Language Learners, and as such, are always outreaching to find the best way to assist our students in language acquisition. Our school's Language Allocation Policy was developed by a team of administration, bilingual classroom teachers, and the Literacy coach. The policy is revisited at the beginning of every school year. The school administration and Bilingual teachers meet to discuss implementation of the policy while making necessary adjustments based on LAB-R and NYSESLAT student data as well as other relevant factors such as curriculum mandates. Additional in class personnel is provided in order to further ensure successful implementation of the policy

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

Applicable X 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?

This finding is not relevant to our educational program. Our teachers are aware of professional development opportunities available to them related to the servicing of English Language Learners. We are a K-5 bilingual school which offers a bilingual transitional model to all entitled students. The instructional program for all students is a balanced literacy model. Students are engaged in all components through first and second language instruction. We service a large population of English Language Learners, and as such, are always outreaching to find the best way to assist our students in language acquisition. Our school's Language Allocation Policy was developed by a team of administration, bilingual classroom teachers, and the Literacy coach. The policy is revisited at the beginning of every school year. The school administration and Bilingual teachers meet to discuss implementation of the policy while making necessary adjustments based on LAB-R and NYSESLAT student data as well as other relevant factors such as curriculum mandates. Additional in class personnel is provided in order to further ensure successful implementation of the policy

PD to Meet the Needs of ELLS

- DOE ELL workshops
- Imagine Learning-Computer Workshops
- 'Say Yes to Education' Fall Institute
- Bilingual Pupil Services workshops
- PD with principal
- ELL Rigby Assessment workshop
- Spanish Rigby Assessment Workshop
- S.I.O.P. – Sheltered Instruction Observation Protocol
- Renzulli Next Book

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will 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.

The process of monitoring the academic progress and English language development for the individual child begins at the end of each school year when classroom teachers articulate with the following year's teacher. During this conference, teachers share pertinent data regarding individual students including English Language Learners. This data-sharing session allows the next year's teacher to articulate about the individual ELL student and begin planning appropriately to support academic progress and English development.

At the beginning of the following school year, the administration provides the most recent data to all teachers including classroom teachers, cluster teachers and all support services providers and academic intervention services providers. Data specific to our English Language Learners is included as well.

Throughout the school year, the principal regularly meets with monolingual and bilingual teachers to discuss the academic progress of individual students including ELL students. Monitoring of individual student English language development is also examined. Plans for needed support are made. Support is provided in either English or Spanish as dictated by student English acquisition strength. During these conferences, the principal shares her observations from her formal and informal classroom visits. This provides a powerful opportunity to engage in a dialogue which can result in identifying best practices and recommendations that support student success.

There is a process for identifying English Language Learners. When students enter the school, a H.I.L.S. (Home Language Survey) form is completed by parents, which identifies the child's home language. If the student's home language is other than English the next step is to administer the LAB-R to determine any proficiency in English. The Spanish LAB is then administered to identify student proficiency in their first language. The data is used to determine appropriate class placement. Teachers are provided with this information. A conference between the teacher and the principal takes place in order to review the data related to English language learner students new to PS 182/BBMS. This data source along with subsequent teacher collected data which includes conferences and observational findings is used to identify student needs and strengths. These data sources are provided to teachers who provide support and/or intervention services to our English Language Learners. The process continues by administering the NYSESLAT in the spring of each school year. Once again this data is provided to classroom teachers and support staff. Data analysis is conducted to determine classroom instructional goals as well as individual student goals and objectives.

In terms of the New York State testing, all English Language Learner students in Grades 3-5 participate in the Mathematics examination in English or Spanish. Grades 3-5 students who have been in attendance for one year participate in the English Language Arts exam. The Grade 4 Science exam and Grade 5 Social Studies exam are administered in either English or Spanish to ELLs. Disaggregated results as well as scale score proficiency are analyzed to determine individual student strength and academic progress.

In the spring of each school year English Language Learner students participate in the ELE Reading examination. This test measures a student's reading comprehension in their first language, Spanish. English Language Learners also participate in the ELL Predictive assessment. This New York City sponsored diagnostic exam is administered to ELL students in Grades 3-5 in November. The data from this test aids in monitoring English language development as the exam is administered in English.

New York City engages in periodic assessment for all students including English Language Learners in Reading and Mathematics. The Acuity Predictive test is administered twice during the school year in addition to the Continental Press ELAP and MAP exams. Our school was successful in gaining approval from the New York City Department of Education to administer the Continental diagnostic exams as part of requirement to administer formative assessments in ELA and Math. The Continental Press assessments replace the Acuity ITA (Integrated Targeted Assessments in ELA and Math). Data is disaggregated by proficiency levels and is provided to classroom teachers and all teachers who provide support and academic intervention services to English Language Learners.

The Rigby Running Record assessment is administered by the classroom teacher at least three times per year. All students in Grades K-5 including English Language Learners participate in this assessment. Data from the NYSESLAT test is one measure used to determine whether an English Language Learner is tested in English or Spanish. The Rigby Running Record Assessment provides information in terms of reading accuracy, fluency and comprehension. The data from this assessment is provided to all support and academic intervention support providers.

All teachers including cluster staff, support services providers and academic intervention services providers meet regularly with the principal to review student data. Teachers maintain a Data Binder and receive the most recent reports during Staff Development at the opening of the school year in August. As updated and additional data is provided throughout the year, teachers examine the findings and include the new information in their Data Binder. Instructional goals are determined for the individual child including English Language Learners. The analysis of numerous data sources allows for close monitoring of academic progress as well as English language development. English Language Learners have equal access to all intervention services which include an Extended Morning Session, Academic Intervention Services during the regular school day, and After-school Programs.

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

Applicable X 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?

. Our school is a transitional Bilingual School. There is a bilingual class on each grade level. Some previous English Language Learners are students in the general education and gifted and talented classes. A longstanding system for monitoring the academic progress and English development of English Language Learners exists at PS 182/The Bilingual Bicultural Mini School.

The progress of our English Language Learners is closely monitored throughout each school year. Data sources include diagnostic, formative and summative assessments. English language learners participate in classroom, school-wide, city and state assessments as appropriate. On-going conferences take place throughout the school year. The principal engages in meaningful conversations with classroom teachers, support services and intervention services as new sources of data become available. The performance and progress of all students including, special education and English Language Learners is closely monitored. Plans that support student success are developed and implemented.

Data specific to English Language learners is disseminated to classroom teachers, support services and academic intervention services providers. The principal engages in regularly scheduled meetings with teachers to discuss the academic progress of ELL students and to assess their English language development. As soon as new data sources are made available to the school, the findings are compiled and provided to all teachers, support service and academic intervention services providers.

The following are examples of school-wide practices where teaching, support services and academic intervention services providers engage in professional study and dialogue which includes monitoring of individual English Language Learners progress:

June – end-of- year articulation between current teacher and the teacher for the following school year

August – dissemination of recent data (including ELL data)

Sept.-June –regularly scheduled principal & teacher conferences

Sept.-June – monthly meeting of the Academic Intervention Team

Sept.-June – monthly meeting of the School Intervention Team

The following are assessments that are administered to all students including English Language Learners:

Sept.: LAB-R and Spanish Lab are administered to kindergarten and new students Grades 1-5 who parent indicates that their child's home language is Spanish or language other than English. These assessments are administered within 10 days of admission to the school.

Sept.-June: LAB-R and Spanish Lab are administered to any newly registered student whose parent indicates that their child's home language is Spanish or language other than English. These assessments are administered within 10 days of admission to the school.

Sept.-June: ECLAS -2 Reading Assessment and El Sol Assessment are administered to students in Grades K-3.

October-June: New York City Periodic Assessments including: ELL Reading Predictive, Acuity Predictive and Integrated Targeted Assessments in Reading and Math are administered to students in Grades 3-5.

Continental Press ELAP English Language and MAP Mathematics Diagnostics

November: Grade 5 New York State Social Studies test. A Spanish translation is available for English Language Learners.

January: Grades 3-5 English Language Arts test. This test is administered to English Language Learners who have been enrolled in school for one year.

March: Grades 3-5 Mathematics test. A Spanish translation is available for English Language Learners.

May: Grade 4 Science test. A Spanish translation is available for English Language Learners.

Spring – ELE Spanish Reading test is administered to English Language Learners in Grades 3-5

Sept.-June - Rigby Running Record Reading Assessment

Sept.-June – Teacher-Student Conferences, Observational Assessments, other teacher-made assessments

The results of all means of assessment are disseminated to teachers, support service and academic intervention support providers as soon as data is made available to the school.

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.

- Scheduled meetings and articulation between all members of staff (special needs providers, general education teachers, school psychologist, counselor, speech and language therapist, School Intervention Team and Academic Intervention Team) to discuss individual student needs and academic progress.

Frequent attendance at professional development conferences and workshops regarding instructional approaches such as Wilson Reading Method, Differentiated Learning, Reading Recovery, Data Analysis, Use and Implementation of Running Records and others

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?

- Prompt identification of student's needs/mandates by key personnel.
- Copies of IEPs distributed to general education teachers for their perusal and implementation of modifications within classroom setting.
- On going formal and informal articulation between providers and general education teacher and other committee staff members.
- Regular participation of teacher at EPC/IEP meeting/annuals.
- Behavioral support currently in place for students with an IEP and those at risk.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will 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.

Scheduled meetings and articulation between all members of staff (special needs providers, general education teachers, school psychologist, counselor, School Intervention Team, and Academic Intervention Team) to discuss individual student needs and academic progress are conducted.

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?

- Ongoing articulation between key personnel
- Instruction is aligned to students' needs.
- Use of differentiated instruction
- Modifications in place to address student's needs

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

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

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will 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.)
2. Please describe the services you are planning to provide to the STH population.

Our school's Community Coordinator, Ms. Norma Rosario identifies students in a temporary housing through the following steps:

1. Family intake
2. Student screening
3. Legal document collection upon registration
4. Cumulative Card information entered into ATS which renders a report of students with a non-matched temporary housing address.

Students who are determined to live in temporary housing may also be identified through parent or student report. The following services are available to these students as needed;

1. Outreach and advocacy with the parent coordinator
2. Counseling with school social worker
3. AIS services to assist with remediation
4. Differentiated instruction

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	The Bilingual Bicultural School					
District:	4	DBN:	04M182	School		310400010182

DEMOGRAPHICS

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.9	94.2	92.6
Kindergarten	61	57	48				
Grade 1	71	66	68	Student Stability - % of Enrollment:			
Grade 2	77	78	54	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	75	77	69		92.3	94.6	95.4
Grade 4	80	80	71				
Grade 5	64	79	71	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		97.6	98.6	94.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	4	6
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	428	438	382	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	6	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	5	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	1	1	0
Number all others	30	30	39				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	128	127	TBD	Number of Teachers	31	32	31
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	3
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	16	TBD	Number of Educational Paraprofessionals	1	2	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.6	84.4	96.8
				% more than 5 years teaching anywhere	74.2	71.9	87.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	87.0	88.0	90.3
American Indian or Alaska Native	0.5	0.7	0.3	% core classes taught by "highly qualified" teachers	93.1	100.0	100.0
Black or African American	7.7	10.7	9.2				
Hispanic or Latino	90.0	86.3	89.5				
Asian or Native Hawaiian/Other Pacific	0.5	0.5	1.0				
White	0.5	0.7	0.0				
Male	48.8	48.9	48.2				
Female	51.2	51.1	51.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	79.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	17.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	47.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 408	District 04	School Number 182	School Name B.B.M.S.
Principal Andrea Hernandez		Assistant Principal Wanda Fontanez	
Coach Marisa Morales		Coach	
Teacher/Subject Area J. Martinez - Kindergarten		Guidance Counselor Sarah Martin	
Teacher/Subject Area M. Colon - First Grade		Parent Beatriz Soria	
Teacher/Subject Area J. Cabrera - Fourth Grade		Parent Coordinator Maria Torres	
Related Service Provider Elena Comrie		Other	
Network Leader Lucius Young		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	383	Total Number of ELLs	107	ELLs as Share of Total Student Population (%)	27.94%
------------------------------------	-----	----------------------	-----	---	--------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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.

Paste response to questions 1-6 here

Describe how you identify English Language Learners in your school.

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

When a parent arrives to the school with their child for registration there is a parent interview in English or in the native language given by the assistant principal, Wanda Fontanez and the family worker, Maggie Torres. The parent is given the Home Language Identification Survey (HLIS) in their native language. The student is interviewed and given a short assessment to determine academic language and potential placement. After the student is enrolled and it is determined that he may be an English Language Learner, a language assessment called the LAB-R is administered within ten days by the testing coordinator, Diana Guiterman. The LAB-R is given to the student in English and if necessary in their native language, which is usually Spanish in our school. This assessment is used to determine if the student is entitled to bilingual services. In the spring, the NYSESLAT is administered to determine the students' English proficiency levels in the areas of Reading, Writing, Speaking, and Listening.

2. What structures are in place at your school to ensure that parents understand all three program choices.

The structures that are in place to ensure that parents understand the three program choices for English Language Learners are the parent interview during registration process, a general parent meeting during the month of September, and periodic notices sent home. When necessary, outreach is made through phone communication.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

Our school ensures that entitlement letters are distributed and Parent Surveys and Program Selection forms are returned by assigning a staff member to distribute materials to our ELL parents. Follow up calls are made by office personnel. If forms are not returned, the default program for ELLs is the Transitional Bilingual Education Program as per CR Part 154.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs.

The criteria and procedures used to place identified ELL students in bilingual programs is to review the Home Language Survey, review the performance on the initial student assessment, and consult with the parent during the parent interview. Parents are informed of the students' performance in the initial assessment and the programs available in the district as well as the programs available in their local school. All communication with parents is done in their native language by school staff.

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?

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend is that 95% of the parents choose to place their students in a Transitional Bilingual Education program. The remaining 5% choose Freestanding English as a Second Language.

6. Are the program models offered at your school aligned with parent requests?

The program models offered in our school are aligned with parent requests. We currently have a Transitional Bilingual Education class in every grade level from Kindergarten to Fifth Grade. We also have a title III English as Second Language after school program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

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	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	107	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	0
SIFE	3	ELLs receiving service 4-6 years	37	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	70	2	0	37	1	0				107
Dual Language										0
ESL										0
Total	70	2	0	37	1	0	0	0	0	107

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	17	21	15	16	15	0	0	0	0	0	0	0	107
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other														0
TOTAL	23	17	21	15	16	15	0	0	0	0	0	0	0	107

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

1. How is instruction delivered?

a. What are the organizational models?

Our organizational model is composed of six grades (kindergarten through fifth grade). On each grade there are three homogeneous classes which are English Language Learners, English Dominant, and Gifted and Talented. In each ELL class there is one licensed classroom teacher and one full time Bilingual Pupil Service Intern that is preparing to be a classroom teacher. The BPS intern co-teaches with the classroom teacher in a push - in model.

What are the program models?

Our program model is a block model where our ELL students remain together as a class throughout the school day. These classes are heterogeneous, where students of mixed proficiency levels work together.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to the proficiency levels in each program model?

The organization of our staff ensures that students receive the mandated number of instructional minutes by allotting time for curriculum planning, meeting with teachers to discuss goals and objectives, and scheduling observations throughout the school year. In grades K and 1, we will be following the mandated model, 25% instruction in English, 75% of instruction in Native Language Arts (Spanish).

In grade 2, we will be adhering to the 50-50 model, 50% instruction will be in English and 50% will be in the native language, which is Spanish.

In grades 3 through 5, we will be following a 75 – 50, 75% will be in English, and 25% in the native language which is Spanish.

For newly arrived students in grades 2 through 5, differentiation is necessary. Students who are new to the U.S. school system, and score at the beginners' level in the LAB-R or NYSESLAT, will follow the beginner's model for language acquisition which is the 25-70 model. They will receive 25% instruction in English and 75% instruction in their native language.

3. Describe how the content areas are delivered in each program model.

The content area is delivered in the following way on a daily basis:

Grades K – 2

A.M. Schedule

Readers' and Writers' Workshop – 90 minutes (Native Language)

One Cluster Period (Art, Music, Science/Technology, or Literacy) – 45 minutes

Grades K – 2

P.M. Schedule

Math Workshop – 60 minutes (Native Language)

Social Studies - 30 minutes (ESL)

Science – 30 minutes (ESL)

Grades 3 – 5

A.M. Schedule

Readers' and Writers' Workshop – 120 minutes (English Language)

Social Studies – 30 minutes (ESL)

Grades 3 – 5

P.M. Schedule

Math Workshop – 75 minutes (English Language)

Native Language Arts – 60 minutes (Spanish Language)

Science – 30 minutes (ESL)

One Cluster Period (Art, Music, Science/Technology, or Literacy) – 45 minutes

4. How do you differentiate instruction for ELL subgroups?

Differentiation for ELL subgroups and SIFE students is conducted in the following manner:

If the student is identified as an English Language Learner, the classroom teacher is given information obtained during the screening process in order to make appropriate instructional modifications. Our instructional plan for a student with interrupted formal education or SIFE may include working in small groups with a bilingual paraprofessional, receiving intervention services such as AIS, Extended Morning School, or ESL After School program.

An ELL student who has less than three years of school will receive instruction in his native language by classroom teacher and Bilingual Pupil

Services intern. In Kindergarten through second grade, students receive extra help through an after school Title III ESL program. Students in third grade through fifth grade, who have been in the U.S. for more than one year, attend an Academic Math and Reading after school program to prepare them for the standardized exams.

Our plan for ELLs receiving services for 4 to 6 years is to provide continued support in a transitional bilingual class. The NYSESLAT is reviewed to determine English proficiency level and the areas of need. These students will work in a small group in the classroom with classroom teacher or an intern. They will also receive support in the Extended Morning School, AIS programs, and after school programs.

Our long term ELL students remain in a bilingual class or are placed in a monolingual setting after meeting with the parent to discuss student progress and options available in the school. In addition, these students are identified through the Academic Intervention Team or the School Intervention Committee during their monthly meetings. Recommendations are made such as academic intervention services, “at risk” support services, extended morning classes, or after school classes. In addition, small group instruction in the classroom is provided.

Students that are identified as having special needs are referred to the Pupil Personal Committee by teacher liaison during the monthly School Intervention Meetings. Appropriate services are provided within the school as well as referrals to outside agencies. Every effort is made to provide services based on student needs before a Special Education referral is submitted. Some of the services that are provided are “at risk” services by a bilingual IEP teacher, bilingual speech and language therapy, “at risk” counseling, or academic intervention.

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

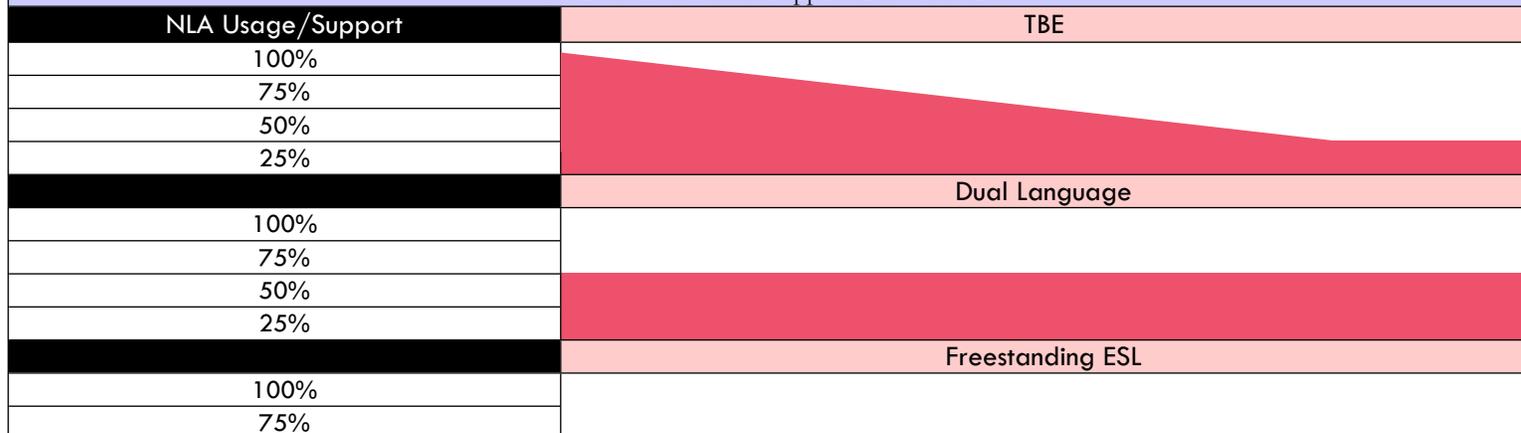
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Describe your targeted intervention programs for ELLs.

Our targeted intervention programs for ELLs in ELA, math, and other content areas are the following:

In grades kindergarten through fifth grade, a full time Bilingual Pupil Services intern works in a small group with students in to provide support in ELA, math, and other content areas to ELL students. The teacher works with students in Spanish and English depending on the students' English proficiency.

Students in kindergarten through fifth grade also receive Academic Intervention Services by reading and math specialist through a push – out program. These services are given in Spanish and English.

ELL students participate in an ESL after school program (10 students per class). Students who score at the beginners or intermediate level of the NYSESLAT receive these services. Students in grades Kindergarten to Second grade participate in this after school program from November to February. Students in grades 3 to 5 participate in the ESL after school from March to May. The ESL after school classes are conducted twice a week for 120 minutes.

Students in grades 3 to 5 also receive support in the area of literacy and math during the academic after school from November to March. Reading is taught in English in preparation to the NYS ELA and math is taught in both English and Spanish.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Students who have reached a proficiency level in the NYSESLAT will continue to receive transitional support. The school day will consist of 75% English instruction and 25% Native Language Instruction. Classroom materials will be made available in English as well as the native language.

7. What new programs or improvements will be considered for the upcoming school year?

This year teachers are implementing the SIOP model for to design and deliver effective sheltered instruction lessons to ELLs. They are also using Reciprocal Teaching methods to teach comprehension skills such as questioning, clarification, predicting, and summarizing.

8. What programs/services for ELLs will be discontinued and why?

All services and programs for ELLs will continue.

9. How are ELLs afforded equal access to all school programs?

ELLs participate fully in all school programs and activities. Teachers in all grade levels meet during common preps to plan curriculum and to ensure that there is continuity throughout each grade level for all students. Teachers also plan extracurricular activities together such as trips, Mighty Milers, SPARK physical education program, and the UN Model.

10. What instructional materials, including technology, are used to support ELLs?

Materials such as trade books, text books, and magazine are provided in Spanish and English for ELLs. Students are able to research Science topics with the laptop during a technology cluster period.

11. How is native language support delivered in each program model?

In our transitional bilingual classes English Language Learners who are in the beginners' level receive 60% instruction in their native language which is Spanish. Students who have a proficiency level in English at the intermediate level receive 50% instruction in Spanish. Students at the advanced level receive 25% instruction in Spanish.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, required services support, and resources correspond to ELL's ages and grade levels. In every grade level from Kindergarten to Fifth grade there is a transitional bilingual class. Materials are provided in the students' native language and in English according to their instructional levels. Support services such as SETSS, Speech, and counseling are provided in Spanish and in English.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Students and parents receive an orientation upon registration by the assistant principal and the parent coordinator. Teachers provide an outline of the goals and objectives for the year and a list of extra curriculum activities. Information of after school programs are made available. Appointments for physicals are also scheduled for newly enrolled students by the on- site Mt. Sinai Pediatrics Clinic.

14. What language electives are offered to ELLs.

Students in the transitional bilingual classes are learn English as a second language. No other languages are offered.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all ELL personnel at the school.

ELL personnel receive ELL training in the following areas:

- The Language of Science for ELLs Oct. 27, Dec. 1
- Differentiated Instruction - Nov. 11, Dec. 1, Dec. 16
- Renzulli Learning – Nov. 11, Nov. 23, Dec. 14
- SIOP Model – Dec. 17, Dec. 18, Jan. 21, Jan. 22

2. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

The school's middle school liaison attends meetings, fairs, and open houses to become aware of what each middle school in the district has to offer and turn keys the information. Fifth grade teachers, school social worker, and middle school liaison meet with students to discuss appropriate schools that meet the needs and interests of our ELL students. Students visit middle schools with their teachers, middle school liaison, and parents to familiarize themselves with the environment and make appropriate selections.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

Our school addressed the needs of our ELL population during our full day of Staff Development on Nov. 2, 2010. The focus of that staff development was Reciprocal Teaching.aste response to questions 1-3 here

E. Parental Involvement

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

PParental Involvement

1. Describe parent involvement in your school, including parents of ELLs.

Parents attend meetings hosted by the Parent Association. They also attend workshops that are scheduled by the Parent Coordinator. Parents are involved in organizing special events such as EL Dia de Ninos (Children's Day), Teacher Appreciation Luncheon, and Cinco De Mayo assembly program. Parents are also enrolled in GED classes and English classes conducted in the school building by an outside agency called Union Settlement.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Yes, the school partners with Community Based Organizations such as Metropolitan Hospital, NY Fire Department, Union Settlement, Violence Intervention Program (VIP), and Vida Y Esperanza to provide workshops and services to ELL parents.

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

The needs of the parents are evaluated through a parent survey and open discussions during meetings hosted by the Parent Association and the Parent Coordinator. The needs of the parents are also determined by the needs of the students. Our school has developed workshops to assist parents in navigating the Department of Education ARIS website. Other workshops include ways to help children at home in reading

and other academic areas.

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

Parent involvement activities such as the GED classes and the English as a Second Language classes help parents to grow personally. Math Workshops, Literacy Workshops, and ARIS workshops help parents become aware of the academic needs of their children. The school's health fair, HIV/AIDS Workshop, asthma workshop, and other health related activities help parents become aware of issues that can affect the wellness of their families. Activities organized by the Parent Coordinator and sponsored by parents such as EL Dia de Ninos celebration, El Cinco de Mayo assembly program, and the Scholastic book fairs help parents become an integral part of the school community.

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	12	10	4	0	1	3	0	0	0	0	0	0	0	30
Intermediate(I)	2	6	10	9	2	2	0	0	0	0	0	0	0	31
Advanced (A)	9	1	7	6	13	10	0	0	0	0	0	0	0	46
Total	23	17	21	15	16	15	0	0	0	0	0	0	0	107

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	4	2	14
4	0	4	7	6	17
5	0	0	0	0	0
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	6	0	7	0			14
4			4	0	7	0	1	0	12
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	5	0	6	0	12
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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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 do 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.

1. Students in the early grades who are identified as ELLs are assessed in literacy through ECLAS, EL SOL, and through running records using the Fountas and Pinnell reading levels.

2. The data patterns across proficiency level on the LAB-R and the NYSESLAT shows that students are able to master the areas of speaking

exams, and student success on formative assessments developed by the teachers. We also measure success by analyzing the middle schools that are fifth grade children are accepted to. Lastly, we measure success by listening to our students as they build confidence and skill in communicating in English.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		