Department of Education

P.S. 182Q
THE SAMANTHA SMITH SCHOOL

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 28Q182
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 182Q **SCHOOL NAME:** Samantha Smith School

SCHOOL ADDRESS: 90-36 150 Street, Jamaica, New York 11435

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

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

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	
PRINCIPAL:	Andrew Topol
UFT CHAPTER LEADER:	Christine Hilliard
PARENTS' ASSOCIATION PRESIDENT:	Marie Ajax
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 28 **CHILDREN FIRST NETWORK (CFN):** 207

NETWORK LEADER:

SUPERINTENDENT: Jeanette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

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

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

The number one goal of P. S. 182 is to open worlds of opportunities and experiences to our children—social, emotional, and academic. We look at every moment in our school as a learning opportunity. Everyone in our school community must help our children grow. P. S. 182 is nurturing doers, thinkers, and the future.

Our children must think for and believe in themselves. While core academic skills are essential to higher-level success, development of higher-order, critical thinking and the ability to communicate it *must* occur simultaneously, as well. All children can question, opine, hypothesize, and problem-solve, independent of their grasp of elementary skills. These become habits of mind, a way of life for our children.

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

Divergent needs, learning styles, and interests dictate a wide array of learning opportunities and modalities to engage our individual students. The common stream is that all children must actively engage their own learning. This applies across the academic spectra, and to the social and emotional development of our children.

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

P. S. 182 continues to expand our arts and enrichment offerings. For the 2010-2011 school year, we have added a second full-time music teacher, concentrating on instrumental instruction, to compliment our vocal music, visual arts, hands-on science, and physical education specialty classes. Through our Explorers After-School Program, our students engage in a wide array of learning experiences, including cooking, yoga, dance, percussion, crafts, and a myriad of others.

Delivering the best to our children means constantly striving to better everyone who works with them. Families must be empowered partners. At, P. S. 182 parents and guardians join actively as volunteers, committee members, and learners. Our families partake in our adult ESL classes, our Saturday Academies, Family Mornings. P. S. 182 regularly communicates with families on how to meaningfully engage in their children's learning.

P. S. 182 staff continually pushes forward in our own learning. We work intensively with Columbia University on literacy and inclusive education and with CUNY on mathematics. Our teachers participate in varied inquiry. We collaborate with a myriad of arts and community organizations.

All of us at P. S. 182-- adults and children alike—continually learn and develop. This is what a learning community does. This is how we provide our children with all they deserve, the very best.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot (SDAS)
Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. 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:	P.S. 182Q – Samantha Smith School				
District:	28	**DBN #:**	28Q182	**School BEDS Code:**	342800010182

DEMOGRAPHICS									
Grades Served in 2009-10:	X Pre-K	X K	X 1	X 2	O 3	O 4	O 5	O 6	O 7
	O 8	O 9	O 10	O 11	O 12	O Ungraded			

Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Pre-K	92	82	88
Kindergarten	251	265	253
Grade 1	254	268	271
Grade 2	266	235	249
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Ungraded			
Total			

Attendance: *% of days students attended**			
(As of June 30)	2007-08	2008-09	2009-10

Student Stability: *% of Enrollment*			
(As of June 30)	2007-08	2008-09	2009-10
	90.2	91.8	

Poverty Rate: *% of Enrollment*			
(As of October 31)	2007-08	2008-09	2009-10
	83.3	85.3	95.2

Students in Temporary Housing: *Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
	4	13	

Recent Immigrants: *Total Number*			
(As of October 31)	2007-08	2008-09	2009-10
	15	24	24

Special Education Enrollment:			
(As of October 31)	2007-08	2008-09	2009-10
Number in Self-Contained Classes	32	35	25
No. in Collaborative	9	19	26

Suspensions: *(OSYD Reporting) – Total Number*			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	21	8	

DEMOGRAPHICS							
Team Teaching (CTT) Classes							
Number all others	37	28	22	Superintendent Suspensions	6	1	1
These students are included in the enrollment information above.							
English Language Learners (ELL) Enrollment:				**Special High School Programs:** Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	76	90	95	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	292	278	270	**Number of Staff:** *Includes all full-time staff*			
# ELLs with IEPs	0	2	47	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	61	60	60
				Number of Administrators and Other Professionals	14	16	16
Overage Students: *# entering students overage for grade*							
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	7	10
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.4	96.7	
American Indian or Alaska Native	01	0	0	Percent more than two years teaching in this school	73.8	75.0	
Black or African American	13.5	10.6	11.7	Percent more than five years teaching anywhere	68.9	66.7	
Hispanic or Latino	49.4	46.7	45.0				
Asian or Native Hawaiian/Other Pacific Isl.	32.6	38.1	37.6	Percent Masters Degree or higher	93.0	93.0	
White	4.4	3.1	3.2	Percent core classes taught by “highly qualified” teachers (NCLB/SED definition)	94.5	100	
Multi-racial							
Male	50.1	48.7	49.2				
Female	49.9	51.3	50.8				

2009-10 TITLE I STATUS				
x Title I Schoolwide Program (SWP)	○ Title I Targeted Assistance		○ Non-Title I	
Years the School Received Title I Part A Funding:	x 2006-07	x 2007-08	x 2008-09	x 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY		
SURR School: Yes ○ No x	**If yes, area(s) of SURR identification:**	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes ○ No X		
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		

Differentiated Accountability Phase (Check ✓)		**Category** (Check ✓)		
		Basic	**Focused**	**Comprehensive**
In Good Standing (IGS)				
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	**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**	Progress Target
All Students	√	√					
Ethnicity							
American Indian or Alaska Native							
Black or African American	√						
Hispanic or Latino	√						
Asian or Native Hawaiian/Other Pacific Islander	√						

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
White							
Multiracial							
Other Groups							
Students with Disabilities	√SH						
Limited English Proficient	√SH						
Economically Disadvantaged	√						
Student groups making AYP in each subject	7	1					

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.
*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY				
Progress Report Results – 2008-09			**Quality Review Results – 2008-09**	
Overall Letter Grade			**Overall Evaluation:**	Proficient
Overall Score			**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	Proficient
School Environment (Comprises 15% of the Overall Score)			Quality Statement 2: Plan and Set Goals	Proficient
School Performance (Comprises 25% of the Overall Score)			Quality Statement 3: Align Instructional Strategy to Goals	Proficient
Student Progress (Comprises 60% of the Overall Score)			Quality Statement 4: Align Capacity Building to Goals	Proficient
Additional Credit			Quality Statement 5: Monitor and Revise	Proficient
Note: Progress Report grades are not yet available for District 75 schools.				

SECTION IV: NEEDS ASSESSMENT

ELA

P. S. 182 continues to make major progress in our reading achievements last year. Last year we focused on honing our command of balanced literacy, particularly on word study, interactive writing, and guided reading. The results were tremendous. In November 2008, 22% of our children in first grade read on or above grade level; June 2010 saw 54% of first graders at these levels. The growth in second grade went from 17% to 72%. This represents an increase of 32% and 56% in the respective grades over the span of less than two school years.

These results represent significant growth and an incredibly positive impact on the futures of many more of our children. We have tremendous strides still to make. The results indicate that our work is having great effect. Analysis of running records and conference notes indicate that we must continue to focus on strengthening the inferential skills and reading fluency of our students.

For the first time, this October P. S. 182 received results for the third-grade ELA. According to the results, 37.9% of the students in our second grade at the end of October 2008 passed the exam. These are the same second-grade students of whom only 17% passed our internal running-record assessments of November 2008. Initial data analysis indicates that these students struggled across the board in reading.

In particular, our students struggled in their constructed responses. Our former students (all attended other school for the 2009-2010 school year) achieved proficiency levels below the city average in three of the four constructed-response opportunities. In three of the four constructed responses, less than 75% of our students achieved proficiency.

This data reflects the needs of students in our second grade two years ago. Instruction and learning were greatly different then than now. At the very least, however, this data points to an overall weakness in constructed responses.

Math

Data from unit assessment, school-devised interim assessments, and analysis of student work show that our children are much better able to correctly complete mathematical tasks. More importantly, they are better able to understand the mathematical concepts and the strategies involved. P. S. 182 staff created cross-grade addition, subtraction, and mathematical communication continua with which to analyze and track student work. Analysis of student work shows that students are employing a wider range of strategies to solve problems and to communicate their thinking.

Teacher observation indicated that children struggled with automaticity of number facts last year. An initial assessment of automaticity this fall indicates that fewer than 20% of our fist and second-grade students have mastery of age-appropriate number facts.

As with the ELA, for the first time, this October P. S. 182 received results for the third-grade city math exam. According to the results, 42.5% of the students in our second grade at the end of October 2008 passed the exam. These are the same second-grade students of whom only 17% passed our internal running-record assessments of November 2008.

These students struggled greatly in their constructed responses. Our former students (all attended other school for the 2009-2010 school year) achieved proficiency levels below the city average in five of the six constructed-response opportunities. In five of the six constructed responses, less than 70% of our students achieved proficiency.

Writing

Analysis of writing for on-demand assessments and writing produced during writing instruction shows that we need to increase the volume and focus of our children's writing. A significant number of children are struggling to generate purposeful writing ideas. This leads to low volume of writing with little elaboration and focus. Prolific writing leads to increased opportunities to develop strong writers. Low volume leads to few developmental opportunities.

ELL

Our ELL students continue to make major gains. This was evident in the gains they made in reading levels, comparing data from the 2008-2009 and 2009-2010 school years. Moreover, teacher observations, notes, and conferences show increased ELL engagement and participation in discussions. We attribute much of this success to the participation of many of our ELL students in our Explorer After-School Program and the push-in ESL model, in addition to continued progress and refinements in classroom instruction. Those ELL students who participated in the program far exceeded the progress made by those who did not, when we compared progress in reading levels.

During the 2009-2010 school year, we synthesized ESL and classroom instruction, by having ESL teachers work collaboratively with classroom teachers in the classroom and within the context of the classroom curricula. This resulted in a greater alignment of instructional foci and supports where the children concentrate their learning time, in the classroom. ESL teachers participated alongside classroom teachers in all professional development. We concentrated professional development on collaborative-teaching models to support this push-in model of instruction. During this upcoming school year, we must create more time for ESL and classroom teachers to analyze student work and to plan collaboratively. We must deepen our use of various co-teaching models during classroom instruction.

Family Participation

Parent/guardian involvement in their children's education and the school continued to grow this past year. Key to this was increased communication of what children are learning in the classrooms, of individual student strengths and needs, and of what children and families can do to further success. Staring in November, parents receive monthly reading updates specific to their children. These updates indicate student progress, next instructional steps, and ways they can help at home.
This fall, we revised our report cards to align with Common Core State Standards and to infuse more parent-friendly language and information. We continued to broaden our adult workshops and classes. We created a new P. S. 182 Parent Handbook. All of this was translated into multiple languages. Starting in November, we will initiate monthly family mornings, when parents can join their children in class, to share in and gain insight into the learning their children are doing.

SECTION V: ANNUAL SCHOOL GOALS

Our first goal is to continue improving student performance in reading, specifically, raising the number of students reading on or above grade-level expectations. We will use the Teachers College Reading Assessment running records as the assessment tool. We will use the related benchmark levels as our measurement of success. Our target is to raise the percentage of children attaining grade-level reading expectations to above 60% in every grade level, by June 2011.

Our second goal is for our students to gain automaticity of basic number facts. First graders must gain automaticity with their plus one/plus two facts, doubles, and near doubles. By the end of second grade, students need to have automaticity with single-digit plus 10, single-digit plus nine, and combinations of ten. We will track automaticity progress with weekly fact quizzes. By June, 2011, 75% of first and second graders will achieve mastery of these math facts.

Our third goal is to increase the volume and focus in their writing. By March of 2011, using Common Core State Standards in writing and the Teachers College Narrative Continuum, we will develop grade-specific writing rubrics on elaboration and purpose. By June of 2011, 60% of students will meet grade-level benchmarks in these areas of writing, as measured against these rubrics.

Our fourth goal is to increase the rate of English acquisition by our English Language Learners (ELLs). Using the Spring 2011 NYSESLAT exam as our measurement tool, we will increase the number of students moving up an overall level in spring 2011, as compared to spring 2010, by 5%.

Our fifth goal is to increase parents' ability to actively support their children's academics at home. By June of 2011 we will hold at least three Saturday Academies. By March of 2011 we will develop and communicate child-specific reading (monthly), writing (bimonthly) and math fact (bimonthly) updates and suggestions. These will be specific to the levels and needs of individual children. By November of 2011, we will develop a revamped report card, to better inform our families.

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 2010-11 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, PLA, 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**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	We will improve student performance in reading, specifically, raising the number of students reading on or above grade-level expectations. We will use the Teachers College Reading Assessment running records as the assessment tool. We will use the related benchmark levels as our measurement of success. Our target is to raise the percentage of children attaining grade-level reading expectations to above 60% in every grade level, by June 2011.	
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• All teachers submit reading-level assessments for all students at four standard times throughout the school year. • Teachers assess the reading levels of their students on a rolling basis throughout the school year. • Teachers use reading data to target whole-class, small-group, and individual needs of students. • Teachers participate in regular professional development focusing on literacy and small-group instruction. • Our reading intervention teacher works in conjunction with teachers whose classrooms do not contain ELL students, providing small-group instruction. • ESL teachers push into classrooms to support reading instruction. • Teachers College Reading and Writing Project staff developers will provide 40 days of in-school professional development in literacy to augment the support our literacy coach,. Additionally, teachers will attend professional-development conferences at Teachers College. • We provide extra coaching periods, intervisitations, and planning periods to teachers, to support differentiated professional development. • We use running-record levels to identify students for extended-day instruction in reading. • Extended-day instruction focuses in reading.	

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.*	• Reading Teacher: Tax Levy, Title 1 • ESL Teachers: Tax Levy, Contract for Excellence • Coach: Tax Levy, Title 1 • Professional Development: Title 1, Contract for Excellence	
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	– Teachers submit monthly class reading-level sheets to administration. Our data specialist tracks the growth attained by each student and subgroup. Administration and staff review these results. – Administration has tri-yearly reading meetings with each classroom teacher, reviewing the progress of all children in classes. – June literacy assessment to determine which and how many children have met grade-level expectations in reading.	

Subject/Area (where relevant): **Mathematics**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	• First graders must gain automaticity with their plus one/plus two facts, doubles, and near doubles. By the end of second grade, students need to have automaticity with single-digit plus 10, single-digit plus nine, and combinations of ten. We will track automaticity progress with weekly fact quizzes. By June, 2011, 75% of first and second graders will achieve mastery of these math facts.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• We will administer fact quizzes. • Teachers will select instructional foci and learning engagements based upon results of the results. • Parents will receive regular feedback on the results of quizzes and ways to work on automaticity at home. • Teachers study and implement ten-minute mathematics to support automaticity. • Teachers and administration track the progress of students. • Teachers attend the Math in the City Summer Institute at CUNY. • Staff developer from CUNY Math in the City provides 20 days of in-school professional development. • We gather data to identify trends and areas of need that will drive planning, instruction, and professional development.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Title 1, Contract for Excellence
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Weekly fact assessments • Teacher submissions of class-tracking sheets • Subgroup, grade, and school-wide analysis of data

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	• Using the Spring 2011 NYSESLAT exam as our measurement tool, we will increase the number of students moving up an overall level in spring 2011, as compared to spring 2010, by 5%.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• ESL teachers plan with classroom teachers and teach collaboratively in the classrooms. • ESL teachers participate in the same professional development as classroom teachers, to strengthen alignment of instruction. • ESL and classroom teachers will collaborate with the Teachers College Inclusive Classroom Project of Columbia University to support ELL students through collaborative teaching and differentiated support. • Designated collaborative planning time for ESL and classroom teachers. • Push-in ESL instruction where ESL and classroom teachers will regularly employ parallel-teaching, station-teaching, and side-by-side models of instruction. • Our CFN NSS ELL support specialist will provide professional development and on-site support throughout the year. • Our Explorers After-School Program employs hands-on experiences focusing on language development and broadening the experiences to which the children are exposed. • We will measure the progress of our ELL students based on our literacy and math assessments, both formal and informal assessments. This will provide interim benchmarks of progress so as to measure success and alter instruction leading up to the NYSESLAT examination in spring. •
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Tax Levy, Contract for Excellence, Title III, Contract for Excellence, Title I
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Results of the 2011 NYSESLAT exam in the spring • Success of push-in model of collaboration as seen by observation and administrator walk-throughs • Agendas/minutes from professional development sessions

Subject/Area (where relevant): **Parent Support**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	We will increase parents' ability to actively support their children's academics at home. We will increase the frequency of our parent unit supports, and child-specific communication of needs and next steps, and a revamped report card.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• We will provide workshops on upcoming units of study. • We will continue to provide monthly units supports for reading, writing, mathematics, science, and social studies. • We will continue to provide translated communication and material. • Families will receive monthly updates of student reading levels with suggest next steps and means of supporting these. • Families will receive bi-weekly updates of their children's progress gaining math-fact automaticity in first and second grades. • We will provide workshops for parents of ELL students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Title I, Contract for Excellence, Title III
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Parent attendance at workshops • Parent feedback forms • Student running-record levels, math assessments, and on-demand writing

Subject/Area (where relevant): **Writing**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	• By March of 2011, using Common Core State Standards in writing and the Teachers College Narrative Continuum, we will develop grade-specific writing rubrics on elaboration and purpose. By June of 2011, 60% of students will meet grade-level benchmarks in these areas of writing, as measured against these rubrics.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• Teachers will study the Common Core State Standards in writing and the Teachers College Narrative Continuum. • Teachers will work with staff developers from Teachers College Reading and Writing Project and our P. S. 182 literacy coach. • Teachers will create writing rubrics. • Teachers will analyze student writing according to these rubrics. • Teachers will plan and deliver instruction according to needs identified through these analyses. • Teachers and administration will track student progress as measured against the rubrics.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Tax Levy, Title I, Contract for Excellence
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Agendas and Notes from Professional Development and Meetings • Rubrics • Analysis of student writing • Teacher plans and reflections

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: *All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6.* ***Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.*** *(Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)*

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	94	94	N/A	N/A	10	0	3	0
1	73	73	N/A	N/A	5	4	7	5
2	86	86	N/A	N/A	5	3	7	6
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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

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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- ○ There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- ■ We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- ■ We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- ○ Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-2 **Number of Students to be Served: 390 LEP _____ Non-LEP**

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

School Building Instructional Program/Professional Development Overview

P. S. 182 has both transitional-bilingual classes and push-in ESL instruction. We have three self-contained special-education, Spanish-bilingual classes, K-2. The kindergarten presently has 8 students. First grade has 2; second has 12, now. Each is taught by a certified bilingual, special-education teacher and one paraprofessional. These students are mandated for this class.

We have three general-education, Spanish transitional-bilingual classes, K-2. Kindergarten has 19 students, first 23, and second 18. Each is taught by a certified bilingual teacher. Parents chose to have these students in these classes. As per the LAP, the percentages of language usage in each grade were 70% Spanish and 30 % English in K, 50% Spanish and 50% English in 1st grade, and 30% Spanish and 70% English in 2nd grade, for our transitional-bilingual classes.

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

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

Section II. Title III, Part A LEP Program Narrative

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.

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

- P.S. 182 has one literacy coach. When working with teachers of ELL students, she incorporates the specific needs of the ELL children in class. All teachers, including ESL teachers, work with staff developers from Columbia University's Teacher's College, and attend related workshops. We support the collaborative work of our classroom and ESL teachers by providing common planning periods and common professional development across the curricula. This year, we are working with staff developers from Teachers College Elementary Inclusive Program to further develop supporting our ELL students through collaborative planning and instruction. Much of this work is specific to the partnerships between ESL and classroom teachers. Our CFN NSS ELL support specialist will provide professional development and on-site support throughout the year.

Section III. Title III Budget

School: P. S. 182 **BEDS Code:** 342800010182

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	9950 14,679 5028 3592 1880	F-status bilingual teacher providing supplemental instruction to bilingual students 1/29 schedule of five ESL teachers dedicated to over-mandate instruction to ESL students. This instruction is dedicated to supplemental, pull-out instruction for newcomer and beginner ESL students. Sub coverage for ELL professional development (30 days x 167.6) Teacher per session (12 hrs x 6 teachers x 49.89) for ELL Saturday Academies providing supplemental instruction and supports for ELL students Supervisory per session (12 hrs x 3 supervisors x 52.21) for ELL Saturday Academies providing supplemental instruction and supports for ELL students
Purchased services - High quality staff and curriculum development contracts.	18750	The Teachers College Elementary Inclusive Program will provide professional development (15 sessions x 1250) to support ELL students through collaborative teaching and differentiated support to assist ELL students.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	1441	Instructional material for ELL Saturday Academies
Educational Software (Object Code 199)	0	
Travel		
Other	0	
TOTAL	55,320	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

   The majority of written translations into Spanish will be handled by P. S.182 staff. P. S. 182 will rely heavily on the Department of Education Office of Translation and Interpretation Services and outside vendors for translations into Bengali, Urdu, and Arabic. The slow turn-around time for

documents pertaining to immediate matters—ones for which we cannot plan far in advance—will necessitate reliance on outside vendors and parent volunteers. P. S. 182 is seeking technical support to allow English-speaking staff to type correspondence in English with a program translating into Bengali.

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	579, 732	11942	591674
2. Enter the anticipated 1% set-aside for Parent Involvement:	5797.32	119.42	5916.74
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28986.6	*	
4. Enter the anticipated 10% set-aside for Professional Development:	57973.2	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:100%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP),** which includes the **School-Parent Compact.**

***Explanation – School Parental Involvement Policy**:* 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of

School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

P. S. 182 Parent-Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 182, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 182's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained Learning-Leader volunteers and welcomed members of our school community. P.S.182 will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology), during our ELL Saturday Academies and varied workshops;
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;

5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 182's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 182 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 182 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a [1]dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; and
- translate all critical school documents and provide interpretation during meetings and events as needed.

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

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

Section II: School-Parent Compact

P.S. 182, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 182 staff and the

parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- involving parents and guardians in our Saturday Academies
- inviting parents and guardians to attend monthly open mornings in the classrooms of their children
- inviting parents to join in classroom celebrations
- inviting parents to attend performances and celebrations related to our specialty classes and Explorer After-School Program
- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week).

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs.

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education. I will also:

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

Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully; and
- always try my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) will distribute for review by the P. S. 182 at our Title I Parent Meeting in September of 2010.

The final version of this document will be distributed to the school community November 2010 and will be available on file in the Parent Coordinator's office.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

P. S. 182 assesses our students in literacy using running records, the Teachers College Reading and Writing Assessments, and the NYSELAT. In mathematics, we have in-unit math assessments included in our Investigations curricula, math-fact tests in first and second grades, school-created evaluations, conferences and observations.. As an early-childhood school we will rely on informal assessments of student work through the likes of on-demand writing samples and student conferences.

P. S. 182 tracks the success on standardized assessments of our students who exit our school at the end of second grade, to the extent available. This year, for the first time, we have access to data related to the third-grade ELA and math exam administered to our second graders of the 2008-2009 school year, all of who attended third grade at other schools.

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

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

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

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

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

3. Instruction by highly qualified staff.

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

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

Our professional development focuses on analyzing data to identify students' needs and honing pedagogy to address the needs of individual and groups of children. We focus on identifying the differentiated needs of children and providing instruction accordingly. We do this through professional development during common planning periods, a multitude of outside staff-development supports (Teachers College Reading and Writing Project, CUNY, Teachers College Elementary Inclusive Program, CFN NSS), our in-house literacy coach, teacher-led professional development (i.e., intervisitations), study groups, and individual coach periods.

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

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

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

Through workshops, in-class events, newsletters, our ELL Saturday Academies, our involvement in the Learning Leaders program, and outreach from our parent coordinator and support staff, we have greatly increased parent involvement in our school. We collaborate with the DOE Adult and Continuing Education department to provide adult ESL classes for our parents, as well.

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

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

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

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

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

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

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

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

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

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved

learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** *(i.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[2] Consolidated in the Schoolwide Program (✍)**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for FY'11 school allocation amounts)*	**Check (✍) in the left column below to verify that the school has met the intent and purposes[3] of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check (✍)**	**Page #(s)**
Title I, Part A (Basic)	Federal	√			486,135		
Title I, Part A (ARRA)	Federal	√			11,823		
Title II, Part A	Federal	√			127618		
Title III, Part A	Federal	√			55,320		
Title IV	Federal	NA			NA		
IDEA	Federal	NA			NA		
Tax Levy	Local	√			3,567,772		

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 7: 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

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Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have 2 students in temporary housing.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 182 Samantha Smith								
District:	28	**DBN:**	28Q182	**School**		342800010182			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	82	88	100
Kindergarten	265	253	273
Grade 1	268	271	254
Grade 2	235	249	250
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	4	4
Total	850	865	881

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	35	25	26
# in Collaborative Team Teaching (CTT) Classes	19	26	26
Number all others	28	22	25

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	90	95	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	278	270	TBD
# ELLs with IEPs	2	47	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
			NR

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	90.2	91.8	90.5

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	83.3	95.2	95.8

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	4	13	13

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	15	24	24

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	21	8	13
Superintendent Suspensions	6	1	1

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	61	60	59
Number of Administrators and Other Professionals	14	16	11
Number of Educational Paraprofessionals	6	7	9

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			98.4	96.7	100.0
				% more than 2 years teaching in this school			73.8	75.0	84.8
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			68.9	66.7	67.8
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			93.0	93.0	91.5
American Indian or Alaska Native	0.0	0.0	0.8	% core classes taught by "highly qualified" teachers			94.5	100.0	98.4
Black or African American	10.6	11.7	12.0						
Hispanic or Latino	46.7	45.0	42.9						
Asian or Native Hawaiian/Other Pacific	38.1	37.6	40.2						
White	3.1	3.2	2.6						
Male	48.7	49.2	50.5						
Female	51.3	50.8	49.5						

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/Diferentiated 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:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:		Graduation Rate:	

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	-					
Hispanic or Latino	v	-					
Asian or Native Hawaiian/Other Pacific Islander	v	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	vsh	-					
Limited English Proficient	vsh	-					
Economically Disadvantaged	v	-					
Student groups making	7	1					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	D	**Overall Evaluation:**	NR
Overall Score:	19.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	3.6	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	3.9	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	7.8		
(Comprises 60% of the			
Additional Credit:	3.8		

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 207	District 28	School Number 182	School Name Samantha Smith

Principal Andrew Topol	Assistant Principal J. Kemler, R. Rosenbaum
Coach Maria Careddu	Coach
Teacher/Subject Area Luis Pelaez	Guidance Counselor Cassandra Knoop
Teacher/Subject Area	Parent Angelica Mejia
Teacher/Subject Area	Parent Coordinator Gloria Cahill
Related Service Provider Elaine Gonzalez	Other
Network Leader	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	5	Number of Certified Bilingual Teachers	3	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	781	Total Number of ELLs	352	ELLs as Share of Total Student Population (%)	45.07%

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.

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

We make every effort to make sure that all the steps in the process are taken as soon as possible. When a parent comes to register a child new to the DOE, the assigned pedagogue administers a Home Language Identification Survey and the LAB-R (if necessary). If the child is transferring from another DOE school or reentering the system, we retrieve the student data from ATS.

If a new student is eligible for services as per the LAB-R, the pedagogue notifies the parent/guardian at that moment and conducts an orientation to ensure that the parent/guardian understands all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). The parent/guardian watches a short video that explains all three options and has the opportunity to ask questions or discuss any concerns. The parent/guardian receives the Parent Survey and Program Selection forms at that time, in the appropriate language. By doing this, we make sure that we place children in the selected program (if available) immediately or take the necessary steps to place the student if there is a transfer option available.

After reviewing the Parent Surveys and the Program Selection forms for the past couple of years, we have seen a strong preference for the Freestanding ESL program. The percentage of parents requesting a Bilingual Program decreased this year, with 21.1% (27 out of 128) of the parents of incoming kindergarteners a Bilingual Program (including our self-contained, bilingual, special-education class), and 0.8 % (1) requesting a Dual Language program at the beginning of the current school year.

We see a difference in the Home Language of the Parents requesting Bilingual Programs. Last year, 2% (1 of 38) of the parents requesting a Bilingual Program spoke Urdu, 24% (9 of 38) of the parents requesting a Bilingual Program spoke Bengali, and, 74% (28 of 38) of the parents requesting a Bilingual Program spoke Spanish. This year, all requests for bilingual were Spanish.

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

P. S. 182 keeps under consideration the possibility of a transitional-bilingual class in Bengali, dictated by parent program choice. Though the present demand does not exist, we have actively sought a certified Bengali, bilingual teacher, as well as non-bilingual teachers fluent in Bengali. Should 15 parents of Bengali students in contiguous grades choose a transitional-bilingual program, we want to have the capacity to accommodate these instructional needs.

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%)	2	2	2											6
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	12	11	8											31
Total	14	13	10	0	0	0	0	0	0	0	0	0	0	37

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		**Newcomers (ELLs receiving service 0-3 years)**	352	**Special Education**	37
SIFE		**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	82	0	22	0	0	0	0	0	0	82
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	270	0	15	0	0	0	0	0	0	270
Total	**352**	**0**	**37**	**0**	**0**	**0**	**0**	**0**	**0**	352
Number of ELLs in a TBE program who are in alternate placement:										

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	27	25	30											82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														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
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	27	25	30	0	0	0	0	0	0	0	0	0	0	82

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	ELL	EP	ELL	EP	ELL	EP	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	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	48	28	36											112
Chinese	1													1
Russian														0
Bengali	39	37	38											114
Urdu	3	9	0											12
Arabic	3	3	5											11
Haitian	1	2	0											3
French														0
Korean														0
Punjabi	3	3	1											7
Polish														0
Albanian														0
Other	3	4	3											10
TOTAL	**101**	**86**	**83**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**270**

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.

Freestanding ESL

The ESL program is designed to provide ELL students focused English-language support as they engage in regular classroom curricula in English. ESL instruction is almost completely a push-in model. ESL and classroom teachers plan and coordinate instruction in order to meet the needs of our ESL students, while keeping the children fully integrated in the class and classroom instruction. By shifting ESL instruction exclusively to within the classroom, we are supporting the children within the curricula and the situations where most content and language acquisition will take place. Learning experiences in the classroom will grow more effective. Coordination between ESL and

classroom teachers will help maintain a continuity of instruction for the children, while allowing the teachers to expand their skills by learning from one another.

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

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

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

Transitional Bilingual Education Program

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

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

The Transitional Bilingual Education Program has as its goals:

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

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

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

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

native language. In kindergarten, the model begins with 80% Spanish instruction and 20% English instruction in the fall. It changes over the course of the year to 70 % Spanish instruction and 30% English instruction, by spring.

In first grade, the model shifts to accommodate a balance of both English and Spanish. Teaching in the native language decreases as English instruction increases throughout the year. The model begins with a the model begins with 60% Spanish instruction and 40% English instruction for the beginning of the year and then changes to 50% Spanish instruction and 50% English instruction by Spring. Since P.S. 182 is a Pre-K to 2 school, second grade is our exiting grade.

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	

	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
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?

Support Services

To continue the progress of former ELLs, most were placed in classes where ESL teachers provide push-in support, thus benefiting from the extra instructional support and added expertise.

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

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

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

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

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

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

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)?

P. S. 182 does not have a dual-language program.

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.

ESL and classroom teachers collaboratively partake in professional development to support content work and pedagogical growth. P. S. 182 provides extensive professional development on collaborative planning and teaching, to support our shift to a push-in ESL model. Both ESL and classroom teachers partake in our extensive work with Teachers College in reading and writing. ESL teachers partake in weekly grade-level cohort planning with classroom teachers. They also meet regularly with individual classroom teachers to articulate on the particular children in each class. ESL teachers meet regularly with Assistant Principal Rachel Rosenbaum to plan and to discuss related matters.

Our bilingual teachers participate in workshops and professional development provided by Teacher's College Staff developers.

Assistant Principal Rachel Rosenbaum is responsible for supporting teachers in ELL instruction, coordinating ELL compliance matters, and working with the parent coordinator to provide outreach to ELL families, amongst other responsibilities.

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

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?

It is our goal to provide support to all of our parents, in particular parents of our ELL students. According to the National Standards for Parent/Family Involvement Programs, "When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or their parents' education level." Using this as a guide, we are firmly committed to embracing and involving parents. P. S. 182 regularly translates all school-wide communication into Bengali and Spanish.

We will continue to provide parent workshops, targeted to our general population, as well as various constituencies, particularly families of our ELLs. They will be offered to all parents, not only parents of ELL students. We purchased a translating system that is used during parent workshops and PTA meetings. We formed a parent lending library which contains stories for emergent readers and author studies in Spanish. We are looking to expand this library even further by purchasing books in Bengali and Urdu as well.

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

Ø One goal of our Explorers' Program is increasing parental involvement in the school and in their children's education. As the year progresses, parents will play greater roles in the program, including co-teaching classes, participating as learners, and joining in celebrations and performances.

Ø P. S. 182 will begin our ELL Saturday Academies in the winter of 2010. Over the course of five Saturdays, parents and ELL students will partake in classes designed to support language-development and learning at home, to help parents better understand the learning of their children, and to engage in collaborative activities. These classes will focus on academics, the arts, and language development.

Ø Our parent coordinator offers workshops on various subjects including ESL strategies to be used in the home, language arts, and content areas with translation services. Parents of English Language Learners are invited to attend an orientation where information describing ESL and bilingual programs is provided in their language in order to select the program they would like their child to attend.

Ø P. S. 182 works closely with the DOE Office of Adult and Continuing Education to offer adult ESL classes to parents and the community at large. P. S. 182 has allocated a classroom and educational material to the exclusive use of our adult ESL classes.

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)		48	17											65
Intermediate(I)		44	31											75
Advanced (A)		14	61											75

Total	0	106	109	0	0	0	0	0	0	0	0	0	0	215

NYSESLAT Modality Analysis														
Modality Aggregate	**Proficiency Level**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
LISTENING /SPEAKING	**B**		4	2										
	I		25	9										
	A		46	85										
	P		31	13										
READING/ WRITING	**B**		48	17										
	I		41	30										
	A		11	44										
	P		6	18										

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
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									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

Chinese Reading Test								

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?

Part VI: LAP Assurances

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?

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		
	Other		
	Other		
	Other		

P. S. 182

90-36 150 Street, Jamaica, NY 11435 Andrew Topol, Principal
150th St. Buildings & Main Office: 718-291-8500 (T)/718-297-0182 (F) Jessica Kemler, Assistant Principal
88-13 Parsons Blvd. Building: 718-523-8941 (T)/718-523-8960 (F) Rachel Rosenbaum, Assistant Principal I.A.

Language Allocation Policy 2010-2011

Opening Narrative

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

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

ELL Identification Process

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

We make every effort to make sure that all the steps in the process are taken as soon as possible. When a parent comes to register a child new to the DOE, the assigned pedagogue administers a Home Language Identification Survey and the LAB-R (if necessary). If the child is transferring from another DOE school or reentering the system, we retrieve the student data from ATS.

If a new student is eligible for services as per the LAB-R, the pedagogue notifies the parent/guardian at that moment and conducts an orientation to ensure that the parent/guardian understands all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). The parent/guardian watches a short video that explains all three options and has the opportunity to ask questions or discuss any concerns. The parent/guardian receives the Parent Survey and Program Selection forms at that time, in the appropriate

language. By doing this, we make sure that we place children in the selected program (if available) immediately or take the necessary steps to place the student if there is a transfer option available.

After reviewing the Parent Surveys and the Program Selection forms for the past couple of years, we have seen a strong preference for the Freestanding ESL program. The percentage of parents requesting a Bilingual Program decreased this year, with 21.1% (27 out of 128) of the parents of incoming kindergarteners a Bilingual Program (including our self-contained, bilingual, special-education class), and 0.8 % (1) requesting a Dual Language program at the beginning of the current school year.

We see a difference in the Home Language of the Parents requesting Bilingual Programs. Last year, 2% (1 of 38) of the parents requesting a Bilingual Program spoke Urdu, 24% (9 of 38) of the parents requesting a Bilingual Program spoke Bengali, and, 74% (28 of 38) of the parents requesting a Bilingual Program spoke Spanish. This year, all requests for bilingual were Spanish.

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

P. S. 182 keeps under consideration the possibility of a transitional-bilingual class in Bengali, dictated by parent program choice. Though the present demand does not exist, we have actively sought a certified Bengali, bilingual teacher, as well as non-bilingual teachers fluent in Bengali. Should 15 parents of Bengali students in contiguous grades choose a transitional-bilingual program, we want to have the capacity to accommodate these instructional needs.

Programming and Scheduling Information

Freestanding ESL

The ESL program is designed to provide ELL students focused English-language support as they engage in regular classroom curricula in English. ESL instruction is almost completely a push-in model. ESL and classroom teachers plan and coordinate instruction in order to meet the needs of our ESL students, while keeping the children fully integrated in the class and classroom instruction. By shifting ESL instruction exclusively to within the classroom, we are supporting the children within the curricula and the situations where most content and language acquisition will take place. Learning experiences in the classroom will grow more effective. Coordination between ESL and classroom teachers will help maintain a continuity of instruction for the children, while allowing the teachers to expand their skills by learning from one another.

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

The schedules for ESL and classroom teachers are designed in order for collaboration to take place during the subjects where support is most needed. During this collaboration, the ESL teacher works in a team-

teaching model where both teachers are scaffolding information and working with the whole class, small groups, or individuals.

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

Transitional Bilingual Education Program

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

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

The Transitional Bilingual Education Program has as its goals:

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

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

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

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

In first grade, the model shifts to accommodate a balance of both English and Spanish. Teaching in the native language decreases as English instruction increases throughout the year. The model begins with a the model begins with 60% Spanish instruction and 40% English instruction for the beginning of the year and then changes to 50% Spanish instruction and 50% English instruction by Spring. Since P.S. 182 is a Pre-K to 2 school, second grade is our exiting grade.

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

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

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

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

Support Services

To continue the progress of former ELLs, most were placed in classes where ESL teachers provide push-in support, thus benefiting from the extra instructional support and added expertise.

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

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

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

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

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

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

Professional Development and Support for School Staff

ESL and classroom teachers collaboratively partake in professional development to support content work and pedagogical growth. P. S. 182 provides extensive professional development on collaborative planning and teaching, to support our shift to a push-in ESL model. Both ESL and classroom teachers partake in our extensive work with Teachers College in reading and writing and inclusive-education. ESL teachers partake in weekly grade-level cohort planning with classroom teachers. They also meet regularly with individual classroom teachers to articulate on the particular children in each class. ESL teachers meet regularly with Assistant Principal Rachel Rosenbaum to plan and to discuss related matters.

Our bilingual teachers participate in workshops and professional development provided by Teacher's College Staff developers.

Assistant Principal Rachel Rosenbaum is responsible for supporting teachers in ELL instruction, coordinating ELL compliance matters, and working with the parent coordinator to provide outreach to ELL families, amongst other responsibilities.

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

Parental Involvement

It is our goal to provide support to all of our parents, in particular parents of our ELL students. Parent involvement and understanding of their children's educational experiences is key to greater student success. We are firmly committed to embracing and involving parent involvement. P. S. 182 regularly translates all school-wide communication into Bengali and Spanish.

We will continue to provide parent workshops, targeted to our general population, as well as various constituencies, particularly families of our ELLs. They will be offered to all parents, not only parents of ELL students. We purchased a translating system that is used during parent workshops and PTA meetings. We formed a parent lending library which contains stories for emergent readers and author studies in Spanish. We are looking to expand this library even further by purchasing books in Bengali and Urdu as well.

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

- One goal of our Explorers' Program is increasing parental involvement in the school and in their children's education. As the year progresses, parents will play greater roles in the program, including co-teaching classes, participating as learners, and joining in celebrations and performances.
- P. S. 182 will offer a series of ELL Saturday Academies in the winter/spring of 2011. Parents and ELL students will partake in classes designed to support language-development and learning at home, to help parents better understand the learning of their children, and to engage in collaborative activities. These classes will focus on academics, the arts, and language development.
- Our parent coordinator offers workshops on various subjects including ESL strategies to be used in the home, language arts, and content areas with translation services. Parents of English Language Learners are invited to attend an orientation where information describing ESL and bilingual programs is provided in their language in order to select the program they would like their child to attend.
- P. S. 182 works closely with the DOE Office of Adult and Continuing Education to offer adult ESL classes to parents and the community at large. P. S. 182 has allocated a classroom and educational material to the exclusive use of our adult ESL classes.

ELL Assessment Analysis

As we are a Pre K-2 school, our formal assessment consists of Columbia University's Teacher's College Literacy Assessment. The assessment has various components: Running Records (Independent Reading Level), High Frequency Words, a Spelling Inventory and a Writing Assessment. Our ELLs are also tested formally using the NYSESLAT and LAB-R exams. Our Spanish-dominant students receive reading

assessments in Spanish, as well. Students are also given informal assessments on a daily basis through conferring during reading and writing workshops. Teachers use these assessments to support ongoing language development and plan accordingly.

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