



P.S. 182

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X182
ADDRESS: 601 STICKBALL BLVD. BRONX
TELEPHONE: 718-828-6607
FAX: 718-409-8152

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X182 **SCHOOL NAME:** P.S. 182

SCHOOL ADDRESS: 601 Stickball Blvd.

SCHOOL TELEPHONE: 718-828-6607 **FAX:** 718-409-8152

SCHOOL CONTACT PERSON: Mary Oldak **EMAIL ADDRESS:** moldak@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mary Oldak

PRINCIPAL: Anne O'Grady

UFT CHAPTER LEADER: Connie McPherson

PARENTS' ASSOCIATION PRESIDENT: TBA

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** 18

NETWORK LEADER: TBA

SUPERINTENDENT: Timothy Behr

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 |
|-------------------|--|-----------|
| Anne O’Grady | *Principal or Designee | |
| Connie McPherson | *UFT Chapter Chairperson or Designee | |
| Jeanette Rivera | *PA/PTA President or Designated Co-President | |
| Pat Coyne | Member/Teacher | |
| Eimear O’Sullivan | Member/Teacher | |
| Elizabeth Sementa | Member/Teacher | |
| Beth Wolff | Member/Teacher | |
| Mary Oldak | Member/Assistant Principal | |
| Melinda Leach | Member/Parent | |
| Susan Maysonet | Member/Parent | |
| Tawani Tabb-Moore | Member/Parent | |
| Chancy Marsh | Member/Parent | |
| Jessie Ripley | Member/Parent | |
| Julissa Salazar | Member/Parent | |
| TBA | Member/Parent | |

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 182 is a Title I elementary school in the Soundview section of the Bronx serving students in Prekindergarten through Grade 5. Our mission confirms our beliefs, "PS 182 believes that all children can learn and become productive citizens. We are committed to building self-esteem and confidence, developing critical and creative thinking, stimulating curiosity and imagination and instilling a love of learning. We set high expectations for all students and provide opportunities for enrichment in the arts. We plan to accomplish our goals by providing a nurturing, positive, safe and orderly environment and the educational resources and programs that will enable our children to become lifelong learners. Staff, parents and members of the school community will work together to accomplish these goals."

P.S.182 met adequate yearly progress in English Language Arts, Mathematics and Science. The school is in good standing as measured by the Federal Title I accountability and New York State accountability measures. In addition, the school achieved an overall score of B on the most recent New York City progress report and a rating of "Well Developed" on the most recent Quality Review.

Technology is infused into all curricular areas. Students have access to computers, smart boards and document cameras. Students have multiple opportunities to use technology to demonstrate and support their learning. The school applied for and received a RESO A grant to update the technology in the classrooms.

The school has many programs that support and enrich the instructional program; cultural celebrations, assembly programs, Citizen of the Month, Star Search Positive Behavior Reinforcement Program, Culture of the Month, Dance Festival, Academic Intervention Services Extended Day Tutoring Program and Academic Intervention Services Day Program, Garden Club, Choral Performances, Inside Broadway Program, Education through Music Program, Studio in a School Program and Art show. assembly programs, trips, and interclass visits provide an opportunity for students and teachers to interact in a positive, enriching environment.

PS 182 maintains a safe and orderly environment and a positive school climate, which provides an atmosphere conducive to learning. Upper elementary students are provided opportunities to develop leadership skills and responsibility through participation in the Fifth Grade Leadership Program.

The school's Child Study Team tailors pupil personnel services and policies to meet the needs of our educational community. The Child Study Team promotes parent involvement, creates individual student intervention plans, implements attendance plans, and integrates school and community resources.

The school's Data Inquiry Team practices "educational research in action". Each year, the team selects an inquiry group. Student achievement and progress is analyzed to extrapolate best practices which can be applied to the entire student population.

PS 182 enjoys collaborations with several community-based organizations: Studio in a School, Education through Music, Inside Broadway, New Victory Theater, CASA and Soundview Health Clinic. These agencies provide ongoing parent outreach, enrichment, counseling, medical services, student tutoring, and referrals to other support agencies and are vital partners.

The Professional Development Team plans and implements effective differentiated professional development for teachers. The team utilizes a two-tier approach to staff development to strengthen teachers' knowledge and to develop effective teaching practices

We recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school provides parents with many opportunities to participate in their children's education. Our continuing efforts focus on strengthening home-school relationships and increasing parent and community involvement.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | | | |
|---|----------|---------|---------|--|--------------|---------|----------|---|--|
| School Name: | P.S. 182 | | | | | | | | |
| District: | 8 | DBN: | 08X182 | School BEDS Code: | 320800010182 | | | | |
| DEMOGRAPHICS | | | | | | | | | |
| Grades Served: | Pre-K | √ | 3 | √ | 7 | | 11 | | |
| | K | √ | 4 | √ | 8 | | 12 | | |
| | 1 | √ | 5 | √ | 9 | | Ungraded | √ | |
| | 2 | √ | 6 | | 10 | | | | |
| Enrollment <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 | Attendance - % of days students attended: <i>(As of June 30)</i> | | | | | |
| Pre-K | 53 | 54 | 54 | 2007-08 | 2008-09 | 2009-10 | | | |
| Kindergarten | 132 | 113 | 155 | 93.0 | 93.7 | TBD | | | |
| Grade 1 | 164 | 145 | 130 | Student Stability - % of Enrollment: <i>(As of June 30)</i> | | | | | |
| Grade 2 | 188 | 170 | 150 | 2007-08 | 2008-09 | 2009-10 | | | |
| Grade 3 | 157 | 171 | 166 | 91.9 | 90.8 | TBD | | | |
| Grade 4 | 149 | 159 | 184 | Poverty Rate - % of Enrollment: <i>(As of October 31)</i> | | | | | |
| Grade 5 | 128 | 151 | 160 | 2007-08 | 2008-09 | 2009-10 | | | |
| Grade 6 | 0 | 0 | 0 | 71.4 | 69.7 | 82.9 | | | |
| Grade 7 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: <i>(As of June 30)</i> | | | | | |
| Grade 8 | 0 | 0 | 0 | 2007-08 | 2008-09 | 2009-10 | | | |
| Grade 9 | 0 | 0 | 0 | 15 | 24 | TBD | | | |
| Grade 10 | 0 | 0 | 0 | Recent Immigrants - Total Number: <i>(As of October 31)</i> | | | | | |
| Grade 11 | 0 | 0 | 0 | 2007-08 | 2008-09 | 2009-10 | | | |
| Grade 12 | 0 | 0 | 0 | 5 | 4 | 3 | | | |
| Ungraded | 2 | 0 | 1 | Special Education Enrollment: <i>(As of October 31)</i> | | | | | |
| Total | 973 | 963 | 1000 | 2007-08 | 2008-09 | 2009-10 | | | |
| | | | | | | | | | |
| | | | | Suspensions (OSYD Reporting) - Total Number: <i>(As of June 30)</i> | | | | | |
| | | | | 2007-08 | 2008-09 | 2009-10 | | | |
| | | | | Principal Suspensions | 0 | 0 | TBD | | |
| | | | | Superintendent Suspensions | 2 | 2 | TBD | | |
| | | | | Special High School Programs - Total Number: <i>(As of October 31)</i> | | | | | |
| | | | | 2007-08 | 2008-09 | 2009-10 | | | |
| | | | | CTE Program Participants | 0 | 0 | 0 | | |
| | | | | Early College HS Program Participants | 0 | 0 | 0 | | |
| | | | | English Language Learners (ELL) Enrollment: <i>(BESIS Survey)</i> <i>(As of October 31)</i> | | | | | |
| | | | | 2007-08 | 2008-09 | 2009-10 | | | |
| | | | | # in Transitional Bilingual Classes | 0 | 0 | 0 | | |
| | | | | Number of Staff - Includes all full-time staff: <i>(As of October 31)</i> | | | | | |
| | | | | 2007-08 | 2008-09 | 2009-10 | | | |
| | | | | # in Dual Lang. Programs | 0 | 0 | 0 | | |
| | | | | Number of Teachers | 67 | 67 | TBD | | |
| | | | | # receiving ESL services only | 29 | 35 | 36 | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|---|---------|---------|---|---------|---------------|---------|
| # ELLs with IEPs | 3 | 3 | 8 | Number of Administrators and Other Professionals | 13 | 12 | TBD |
| These students are included in the General and Special Education enrollment information above. | | | | Number of Educational Paraprofessionals | 1 | 3 | TBD |
| Overage Students (# entering students overage for grade) | | | | Teacher Qualifications: | | | |
| | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 0 | 0 | TBD | % fully licensed & permanently assigned to this school | 100.0 | 97.0 | TBD |
| | | | | % more than 2 years teaching in this school | 67.2 | 71.6 | TBD |
| | | | | % more than 5 years teaching anywhere | 47.8 | 50.7 | TBD |
| Ethnicity and Gender - % of Enrollment: | | | | % Masters Degree or higher | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % core classes taught by "highly qualified" teachers (NCLB/SED) | 94.0 | 96.0 | TBD |
| American Indian or Alaska Native | 0.0 | 0.1 | 0.1 | | 99.1 | 93.2 | TBD |
| Black or African American | 30.2 | 29.0 | 28.5 | | | | |
| Hispanic or Latino | 65.5 | 66.7 | 65.9 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 3.7 | 3.2 | 3.7 | | | | |
| White | 0.6 | 0.7 | 1.0 | | | | |
| Male | 52.7 | 51.9 | 50.6 | | | | |
| Female | 47.3 | 48.1 | 49.4 | | | | |
| 2009-10 TITLE I STATUS | | | | | | | |
| √ | Title I Schoolwide Program (SWP) | | | | | | |
| | Title I Targeted Assistance | | | | | | |
| | Non-Title I | | | | | | |
| Years the School Received Title I Part A Funding: | | | | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| | | | | √ | √ | √ | √ |
| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | | | | | | | |
| SURR School (Yes/No) | If yes, area(s) of SURR identification: | | | | | | |
| Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance: | | | | | | | |
| | <u>Phase</u> | | | <u>Category</u> | | | |
| | In Good Standing (IGS) | √ | | Basic | Focused | Comprehensive | |
| | Improvement Year 1 | | | | | | |
| | Improvement Year 2 | | | | | | |
| | Corrective Action (CA) – Year 1 | | | | | | |
| | Corrective Action (CA) – Year 2 | | | | | | |
| | Restructuring Year 1 | | | | | | |
| | Restructuring Year 2 | | | | | | |
| | Restructuring Advanced | | | | | | |

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | | | | |
|--|----------------------------------|--|------------------|---|------|-------------|-----------------|
| Individual Subject/Area AYP Outcomes: | | | | | | | |
| Elementary/Middle Level | | | Secondary Level | | | | |
| ELA: | √ | | ELA: | | | | |
| Math: | √ | | 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 | √ | √ | √ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | | | | | | | |
| Black or African American | √ | √ | | | | | |
| Hispanic or Latino | √ | √ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | √ | √ | | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | | | | |
| Student groups making AYP in each subject | 5 | 5 | 1 | | | | |
| CHILDREN FIRST ACCOUNTABILITY SUMMARY | | | | | | | |
| Progress Report Results – 2008-09 | | | | Quality Review Results – 2008-09 | | | |
| Overall Letter Grade: | A | Overall Evaluation: | | NR | | | |
| Overall Score: | 79.3 | Quality Statement Scores: | | | | | |
| Category Scores: | Quality Statement 1: Gather Data | | | | | | |
| School Environment: | 9.4 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the Overall Score)</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 21.9 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the Overall Score)</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 44.2 | | | | | | |
| <i>(Comprises 60% of the Overall Score)</i> | | | | | | | |
| Additional Credit: | 3.8 | | | | | | |
| KEY: AYP STATUS | | | | KEY: QUALITY REVIEW SCORE | | | |
| √ = Made AYP | | | | Δ = Underdeveloped | | | |
| √ ^{PH} = Made AYP Using Safe Harbor Target | | | | ▶ = Underdeveloped with Proficient Features | | | |
| X = Did Not Make AYP | | | | √ = Proficient | | | |
| – = Insufficient Number of Students to Determine AYP Status | | | | W = Well Developed | | | |
| KEY: PROGRESS REPORT DATA | | | | ◊ = Outstanding | | | |
| NR = Data Not Reported | | | | NR = No Review Required | | | |
| * = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12. | | | | | | | |
| Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools. | | | | | | | |
| ** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf | | | | | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

Progress Report - Student Progress

- Last year, the New York State English Language Arts and Mathematics Exams were recalibrated. Student Progress for English Language Arts indicates the following:
- **Median Growth Percentile: 59.0%**, which is 26.7% of the way from the lowest (50.7%) to the highest (81.8%) score relative to our Peer Horizon and 21.1% of the way relative to the City Horizon.
- **Median Growth Percentile for School's lowest 1/3: 62.5**, which is 22.8% of the way from the lowest (54.8 to the highest (88.5) score relative to our Peer Horizon and 18.5% of the way relative to the City Horizon.

The overall score for student progress was 24.3 out of 60. The school received a category grade of a B. Additionally; the school received extra credit for closing the achievement gap for Special Education students, CTT students in English Language Arts and Mathematics. The school also received extra credit for the lowest 1/3 in mathematics who achieved a 75th growth percentile or higher.

Student Progress Mathematics indicates the following:

- **Median Growth Percentile: 69.0%**, which is 56.9% of the way from the lowest (44.3%) to the highest (87.7%) score relative to our Peer Horizon and 54.4% of the way relative to the City Horizon.
- **Median Growth Percentile for School's lowest 1/3: 72.0**, which is 59.2% of the way from the lowest (47.5 to the highest (88.9) score relative to our Peer Horizon and 58.1% of the way relative to the City Horizon.

Greatest Accomplishments

As indicated in the Quality Review Report, students at P.S. 182 receive a broad school curriculum that is enhanced by the commendable arts and enrichment programs available for students. The school is a calm and respectful environment where students can thrive. Teachers and administrators share a common vision and work for continuous school improvement.

The school has addressed the issues identified for improvement in the Quality Review. The internal student achievement/progress data collection system has been revised to evaluate strands within a subject and to disaggregate data for sub-group populations.

P.S. 182 was selected to participate in CFN #607's special education pilot. This has enabled the school to support the special education continuum in the least restrictive environment. A collaborative team teaching class has been established on every grade level Kindergarten- Grade 5.

The school was selected to host the District 8 Gifted and Talented Program starting in 2006-2007. At this time, the school has a Kindergarten, Grade 1, Grade 2, Grade 4 and Grade 5 Gifted and Talented Class. Teachers for these classes have participated in Renzulli training. The school applied for and received a grant to implement the Renzulli Learning System in 2008-2009 which the school continues to support with its annual budget. This has allowed the school to move towards a school wide enrichment mode and to offer enrichment clusters.

P.S. 182 worked diligently to be chosen as a Director's Site for the Studio in a School Program. The resident studio artist provides high quality direct instruction to the students in the program and provides professional development in teaching visual art for their teachers. In addition, the school has received a grant to participate in the Education through Music program. A resident musician provides high quality direct instruction to the students in the program and provides professional development in teaching music to the teachers. Students in both programs are offered multiple opportunities to display their talents.

The school applied for and received a RESO -A grant to update the technology in the classrooms. The school has formed a technology team to determine how the grant will be used to provide the greatest benefit to the students.

Aids to Continuous Improvement

A school-wide focus on collecting and analyzing student achievement and progress data for literacy and mathematics in Grades PreKindergarten -Grade 5. will enable teachers and administrators to track achievement and progress in these areas. In addition to the school's data collection system, administrators and teachers review student data available through New York City Department of Education's Achievement Reporting and Innovation System (ARIS) which provides student performance data and predictive data as well as disaggregated student achievement and progress data. The data is reviewed by the administration to identify support needed by individual teachers and grades. The administration and the teachers participate in formal documented data dialogues several times each year. The data specialist and the data inquiry team helped support the initiative. In addition, the school participates in assessments and data collection vehicles provided through our Children's First Network.

Barriers to Continuous Improvement

The school recognizes the need for teacher collaboration. The school has established staff committees in the areas of curriculum, instruction and professional development. These committees were designed to further engage teachers in decision making which will support the learning of all students. In addition, the school applied for and was granted a School Based Option to allow teachers to meet on Thursdays in Teacher teams.

The budget constraints further inhibit the school's ability to provide academic intervention services for all at risk students and special populations. Our school's funding level has decreased each year for three years in a row. Funding cuts to personnel or programs may impact student performance. We continue to be an underfunded school.

SUMMARY OF DATA ANALYSIS

The school recognizes the need to improve student performance and progress in English Language Arts as our area of greatest concern. 46.9% of students scored in levels 3 or 4 as measured by the 2010 NYS ELA Exam. 63.2% of students scored in levels 3 or 4 as measured on the 2010 NYS Mathematics Exam. The school recognizes the disparity between the subgroups' performance and the general education population's performance.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (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. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- 1 To improve students' independent reading by providing a framework for students which will foster an enjoyment of reading and enable them to become lifelong readers and literate learners? All students in Kindergarten- Grade 5 will participate in the school-wide 100 book Challenge Program which will result in 70% of students reading at or above the benchmark Fountas and Pinnell levels by June 2011.
2. To maintain the system for student progress monitoring in English Language Arts and Mathematics (Kindergarten – Grade 5) through the collection of student data. 100% of teachers will submit the student data profile sheets to school administrators. An analysis of the data will measure the students' progress throughout the year (September –June). Additionally, the school's subgroups particularly ELL students and Special Education students' data will be disaggregated for analysis.
3. To provide access to high quality arts education (September –June) through partnerships with community arts organizations in order to develop the full creative potential of students in Grade 2 – Grade 5 which will result in 100% of Grade 2-Grade 5 students receiving arts instruction from a resident artist and having multiple opportunities to participate in student shows and/or participate in student displays of visual arts.
4. To implement the enrichment cluster program (Renzulli model) which will result in scheduling a minimum of 16 enrichment clusters that will be provided to eligible students in Kindergarten and Grade 1, Grade 2, Grade 4, and Grade 5 (September – June).
5. To support student participation in an in-school community service program to develop and strengthen social responsibility skills which will result in 90% of participating students completing the program (October- June)

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): English Language Arts

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To improve students’ independent reading by providing a framework for students which will foster an enjoyment of reading and enable them to become lifelong readers and literate learners. All students in Kindergarten- Grade 5 will participate in the school-wide 100 book Challenge Program which will result in 70% of students reading at or above the benchmark Fountas and Pinnell levels by June 2011.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Build avid and capable readers through participation in the 100 Book Challenge Program <ul style="list-style-type: none"> ○ Schedule a school-wide independent reading period (August 2010) ○ Further expand the “100 Book Challenge” theme libraries in topics of interest ○ Purchase the required baskets of books and incentives to support the expanded implementation to Prekindergarten ○ Provide professional development for teachers in the implementation of the program (September) ○ Instruct students about reading levels and how to pick a “just right book” ○ Provide professional development workshops for parents on assisting students with their independent reading and reading logs at home. ○ Increase the amount of independent reading that students are completing at home through monitoring reading logs (September- June) ○ Challenge all students in grades 2-5 to read at least 800 steps (200 hours) and students in grades K-1 to read 400 steps (100 hours) for the year (September – June) ○ Reward students at monthly assemblies for achieving milestones in their reading progress (September –June) |

| | |
|---|--|
| | <ul style="list-style-type: none"> • Enhance learning through technology <ul style="list-style-type: none"> ○ Expand student and teacher participation in the Renzulli Learning System (web based differentiated instruction) (September - June) • Create an information literate learner <ul style="list-style-type: none"> ○ Encourage “wide and deep” reading through the expansion of the “100 Book Challenge” theme libraries ○ Expand student exploration through the Renzulli Learning System (web based differentiated instruction) |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p> | <ul style="list-style-type: none"> • Development of Staff <ul style="list-style-type: none"> -Lead teachers and administrators provide staff with professional development beginning in September to ensure effective implementation -Create an ongoing data informed professional development plan by teacher, grade and school -Schedule Professional development (funding permitting)for all teachers in Grades K-5 with consultants from the American Reading Company (100 Book Challenge) • Use of Resources <ul style="list-style-type: none"> -Use benchmark books to determine independent reading levels monthly -Ensure appropriate amount of independent reading books across levels in all classrooms • Personal Leadership <ul style="list-style-type: none"> -Principal blocks time to routinely interact, confer with students and informally observe teaching and learning during independent reading -Principal reviews quantitative and qualitative data and meets with coach on a weekly basis to identify support needed by individual teacher and grade • Fiscal Resources <ul style="list-style-type: none"> -Title I Schoolwide, TL Fair Student Funding, NYSTL Software and Textbook • Responsible staff members <ul style="list-style-type: none"> Principal, Assistant Principals, Classroom Teachers, ELA Specialist Teachers, ESL Teacher |

Indicators of Interim Progress and/or Accomplishment

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

- Reading logs of students
- Student progress as measured by reading charts in each classroom.
- PD Agendas
- Awards and incentives given to students
- Medals given to students who meet goals
- Reading levels (Fountas and Pinnell) on Student Profile Sheets
- Renzulli Learning student published product and projects

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): _____

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To maintain the system for student progress monitoring in English Language Arts and Mathematics (Kindergarten – Grade 5) through the collection of student data. 100% of teachers will submit the student data profile sheets to school administrators. An analysis of the data will measure the students’ progress throughout the year (September –June). Additionally, the school’s subgroups particularly ELL students and Special Education students’ data will be disaggregated for analysis.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Use of Data <ul style="list-style-type: none"> -Collect, record, analyze and document independent reading level on a quarterly basis for each student, class and grade using the Student Profile Sheet -Students will be assessed by the classroom teacher to determine their Fountas and Pinell independent and guided reading levels on a quarterly or as needed basis and in grades 3-5 on the CFN 607’s simulated testing program including the ELA predictive test. -Students will be assessed in mathematics using the unit tests in the Everyday Mathematics Program and in grades 3-5 on the CFN 607 simulated testing program including the math predictive test. -Collect, record, analyze and document student performance/progress on CFN 607 Language Arts (ELA) and Mathematics Test Simulations for each student, class in grades 3-5 -Collect, record, analyze and document student performance/progress on NYC Predictive testing for each student, class in grades 3-5 --Analyze student work (reading and writing) to come to agreement on uniform criteria of quality and instructional strategies to be taught (September and ongoing) • Curriculum and Instruction <ul style="list-style-type: none"> -Establish and ensure the use of standards-based rubrics -Utilize grade level curriculum maps and pacing calendars to guide instruction -Focus on the application of strategies for English Language Arts and Mathematics |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p> | <ul style="list-style-type: none"> • Development of Staff -Lead teachers and assistant principals provide staff with ongoing training beginning in September to ensure effective implementation -Create an ongoing data informed professional development plan by teacher, grade and school • Use of Resources -Use benchmark books routinely to determine independent reading levels -Ensure appropriate amount of both guided and independent reading books across levels in all classrooms -Ensure all classes maintain pacing calendar for Everyday Mathematics • Personal Leadership -Principal blocks time daily to interact with students and informally observe teaching and learning during ELA and Mathematics instruction -Principal reviews quantitative and qualitative data and meets with data team and teachers on a routine basis to identify support needed by individual teacher and grade • Fiscal Resources -TL Fair Student Funding, Title I School-wide Projects, NYSTL Textbook • Responsible staff members Principal, Assistant Principals, Classroom teachers, Academic Intervention Teachers, Test Coordinator, ESL Teacher |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>The development and maintenance of individual assessment binders which include:</p> <ul style="list-style-type: none"> • Text gradient levels, running records and conferring notes • Rubrics for analyzing student work • Teacher feedback to identify strengths and weaknesses, and formulate instructional plans <p>-The development and ongoing refinement of a standards-based curriculum map which includes strategies for reading/writing texts during shared and guided reading/writing</p> <p>-Consistent use of curriculum maps and pacing guides to guide instruction school-wide as evidenced by</p> |

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| | <p>classroom visits, student work, and lesson plans.</p> <ul style="list-style-type: none">-Agendas, sign-in sheets, classroom visit documentation, and observations for evidence of professional development and implementation based on teacher, grade and school data.-Classroom libraries with accessible leveled guided and independent reading materials. |
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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): Arts

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To provide access to high quality arts education (September –June) through partnerships with community arts organizations in order to develop the full creative potential of students in Grade 2 – Grade 5 which will result in 100% of Grade 2-Grade 5 students receiving arts instruction from a resident artist and having multiple opportunities to participate in student shows and/or participate in student displays of visual arts.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Develop and budget for collaborations with New York City arts organizations that will provide standards based instruction in the arts through a resident artist to the students in Kindergarten through Grade 5 with related professional development:</p> <ul style="list-style-type: none"> • Studio in a School (Visual Arts) September through June • Education through Music September -June • Ballet Tech (6 week units) • Inside Broadway (January – May) <p>To provide high quality professional development opportunities for the school’s arts teachers through collaboration with the school’s art partners.</p> <p>To provide opportunities for students to participate in school performances/shows and art displays.</p> |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p> | <ul style="list-style-type: none"> • Development of Staff -Teaching artists provide staff with ongoing training beginning in September to ensure effective implementation -Create an ongoing professional development plan Arts by teacher, grade and school • Schedule Professional development for all teachers (as applicable) in Grades K-5 with teaching artists Opportunities for students to display talents, projects, and products • Personal Leadership -Principal blocks time to routinely interact, confer with students teachers regarding the implementation of the Blueprint for the Arts • Fiscal Resources -Fair Student Funding (Project Arts embedded) • Responsible staff Principal, Assistant Principals, Classroom Teachers, Visual Arts Paraprofessional |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Student performances in the following events:</p> <ul style="list-style-type: none"> • Education through Music (Fall and Spring scheduled student performances) • P.S. 182 Dance Festival (June 2011) • P.S. 182 Stepping Up Ceremonies (Prekindergarten and Kindergarten) • P.S. 182 Grade 5 Final Assembly • Inside Broadway Theater Performance (students' show and professional show) • Cluster program Student Performances <p>Student art displays in the following events:</p> <ul style="list-style-type: none"> • Education through Music (Fall and Spring scheduled student performances) • P.S. 182 Dance Festival (June 2011) • P.S. 182 Art Show (Fall and Spring) • Classroom art displays • Cluster program student displays |

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| | Arts teachers and selected staff participation in professional development provided by arts organization. |
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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): Enrichment

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To implement the enrichment cluster program (Renzulli model) which will result in scheduling a minimum of 16 enrichment clusters that will be provided to eligible students in Kindergarten and Grade 1, Grade 2, Grade 4, and Grade 5 (September – June).</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Develop and administer interest survey for eligible students (September) • Determine schedule and topics for clusters from interest survey results (September) • Create brochure advising parents/students of choices (September) • Enrichment cluster to meet 3X per week for each scheduled cluster (6 week units) (September) • Provide human and material resources as required • Collect reflection sheets from students at the end of each cluster, tabulate and review data (end of each cluster) |
| <p>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.</p> | <ul style="list-style-type: none"> • Development of Staff Utilize Renzulli professional development team to further development teacher capacity Schedule time for teachers to collaborate, schedule and implement enrichment modules • Personal Leadership -Principal blocks time to interact with students and informally observe teaching and learning during the enrichment cluster -Principal reviews products, projects, performances, quantitative and qualitative data to evaluate the effectiveness of the program • Use of Resources Budget for Renzulli Learning System site based contract Provide needed materials to support the enrichment clusters |

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| | <ul style="list-style-type: none"> • Fiscal Resources <p>-TL Fair Student Funding, Title I School-wide projects</p> <p>-TL NYSTL software</p> <ul style="list-style-type: none"> • Responsible staff <p>Principal, Assistant Principals, Teachers of the Gifted and Talented Program,</p> |
| <p>Indicators of Interim Progress and/or Accomplishment</p> <p><i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Student interest survey results reviewed to determine cluster topics and interests</p> <p>Informational brochure for parents</p> <p>Parent/student choices</p> <p>Products and projects developed during cluster</p> <p>Student reflection sheets will be tabulated and reviewed after each cluster</p> |

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): Service Learning

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>To support student participation in an in-school community service program to develop and strengthen social responsibility skills which will result in 90% of participating students completing the program (October- June)</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Implement the Grade 5 Student Leadership Club (October) • Inform students and parents of opportunities and responsibilities • Collect student applications and assign leadership roles to students • Schedule will be distributed to students and parents • Student leaders will assist classes and teachers as assigned. • Assistant Principal will mentor student leaders.(monthly meetings) • Holiday celebrations in appreciation of student service (October, November, December, February, April, June) • Students will be recognized at Final Assembly with service awards be given to participating students (June). |
| <p>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.</p> | <ul style="list-style-type: none"> • Personal Leadership <ul style="list-style-type: none"> -Principal and Assistant principal block time to interact with students volunteers during scheduled meetings -Assistant Principal to prepare the leadership training agenda -Assistant Principal reviews student applications, and reflection sheets to evaluate the effectiveness of the program • Responsible staff Principal, Assistant Principals, Teachers |

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| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <p>Student leader attendance sheets reviewed quarterly Student applications collected and reviewed to determine interest Agendas from monthly Student Leader Meetings Student reflection sheets in June collected and results tabulated</p> |

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.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 54 | 44 | N/A | N/A | 1 | 1 | 2 | 0 |
| 1 | 60 | 36 | N/A | N/A | 1 | 1 | 2 | 0 |
| 2 | 66 | 39 | N/A | N/A | 2 | 1 | 3 | 0 |
| 3 | 80 | 76 | N/A | N/A | 1 | 3 | 4 | 0 |
| 4 | 91 | 49 | 5 | 6 | 3 | 3 | 4 | 0 |
| 5 | 73 | 49 | 5 | 6 | 4 | 3 | 6 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

Part B. Description of Academic Intervention Services

| 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.). |
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| ELA: | Eligible students in grades Kindergarten- Grade 2 receive AIS daily in small groups during the school day. Students are engaged in Balanced Literacy with an emphasis on the guided reading component. Rigby Literacy by Design, Wright Group, Foundations and Houghton Mifflin Early Success materials are used for small group instruction. The small group literacy activities support the developmental program in the classroom. |
| | Selected students in Grades 3-5 (Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test) receive supplemental small group instruction in ELA with either the Academic Intervention Literacy Support teacher or the classroom teacher. The mode of instruction is small group push-in model. Students are engaged in Balanced Literacy with an emphasis on the guided reading component. Literacy activities will be aligned with classroom instruction and provide additional support to ‘at-risk’ students. |
| | The extended day tutoring program is offered to students in Grades 1-5 on Tuesdays and, Wednesdays from 2:40 to 3:30 PM. All level 1 and level 2 students have been invited. Teachers work with students in small group settings. During the literacy session, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks, listen to stories for specific skill purposes and develop test sophistication strategies. All participating students in grades 1-5, including English language learners and special education students are grouped based on assessed needs for additional instruction to improve literacy skills. |
| Mathematics: | Additional instructional time in mathematics three times per week for 45 minutes is scheduled. The classroom teacher in Kindergarten –Grade 5 provides remediation/ enrichment activities for eligible students that support the program. Remediation/ enrichment instructional materials will be provided to reinforce identified areas of weakness. Selected students in Grades 4-5 (Grade 4-5 - scoring at or below Level 2 on the New York State Mathematics Exam) receive supplemental small group instruction in with either Academic Intervention Mathematics Support teacher or the classroom teacher. |

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| | The extended day tutoring program is offered to students in Grades 1-5 on Tuesday, Wednesday and Thursday from 2:40-3:30 PM. Teachers will work with students in small group settings. During the mathematics sessions, teachers will focus on mathematical skills and strategies and will provide students with an additional opportunity to develop mastery through practice. Teachers will provide exposures to new concepts and skills to foster mastery. Teachers will integrate conceptual understanding and the teaching of basic skill and develop test sophistication strategies. All participating students in grades 1-5, including English language learners and special education students, will be grouped based on assessed needs for additional instruction to mathematics ability. |
| Science: | Students in Grade 4-5 requiring AIS in Science receive differentiated instruction from the Science Instructional Specialist. Students are engaged in activities to support their understanding of key concepts in science. |
| Social Studies: | Selected students in Grades 4 and 5 receive supplemental small group instruction in Social Studies with either the Academic Intervention Support teacher or the classroom teacher. The mode of instruction is either in-class small group or pull-out small group. Students are engaged in activities to support them in understanding and responding to document based questions. Social Studies activities will be aligned with classroom instruction and provide additional support to ‘at-risk’ students. |
| At-risk Services Provided by the Guidance Counselor: | Students are recommended for “at risk” guidance by the Child Study Team or on an as needed basis by the administration. |
| At-risk Services Provided by the School Psychologist: | Students are recommended for “at risk” guidance by the Child Study Team or on an as needed basis by the administration. |
| At-risk Services Provided by the Social Worker: | Students are recommended for ERSSA counseling and “at risk” guidance counseling by the Child Study Team or on an as needed basis by the administration. |
| At-risk Health-related Services: | |

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-5 Number of Students to be Served: 31 LEP 940 Non-LEP

Number of Teachers 70 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

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.

Section III. Title III Budget

School: P.S. 182 BEDS Code: 320800010182

| Allocation Amount: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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.
Home Language Surveys are reviewed by the classroom teacher to determine parents/guardians who require translation or oral interpretation services. Parent and phone contact by the Parent Coordinator and the ATS printouts will also be used to determine families who may require translation services.

An (RSEC) Report was printed (Ethnic Census Report for PS 182) and our findings are as follows:

Hispanic 65.90 %
Black (not of Hispanic origin) 28.50%
Asian : 3.70 %
American Indian/Alaskan .10%
White (not of Hispanic origin) 1.0%

The Home Language Report (RHLA) indicates that the home languages at P.S. 182 are as follows:

| Home Language | Number |
|---------------|--------|
| Arabic | 2 |
| Bengali | 5 |
| Bihari | 1 |
| Dutch | 1 |
| French | 1 |
| Mandarin | 2 |
| IBO | 1 |
| Niger-Congo | 2 |
| Spanish | 174 |
| Twi | 9 |
| Vietnamese | 1 |
| Yoruba | 1 |
| English | 800 |

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

An (RSEC) Report was printed (Ethnic Census Report for PS 182) and our findings are as follows:

Hispanic 65.90 %
 Black (not of Hispanic origin) 28.50%
 Asian : 3.70 %
 American Indian/Alaskan .10%
 White (not of Hispanic origin) 1.0%

The Adult Preferred Language Report (RAPL) is generated to determine the oral and written translation needs of the parents. The majority of parents at PS 182 speak, read and write in English. Teachers were informed of available translators in the school and informed of how to request translators in languages not spoken by the staff including American Sign Language.

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.

Translation services through the DOE are processed on a first-come, first-served basis. The school will contact the DOE translation unit regarding translation needs.

The following Translation Services are available for all DOE schools and offices:

| | Types of Documents | Languages Available |
|-------------|---|---------------------|
| For Schools | Letters, Notices, Flyers, Consent Forms, Parent Handbooks | All Languages |

*Other languages are available. Please inquire for more details.

The school will complete a *Translation Request Form* and submit it to translations@nycboe.net, along with the file to be translated. The *Translation Request Form* is available in the [Forms](#) section of this site. Once the request has been received, the project will be assessed and an estimated completion date will be provided.

Once the project has been completed, the translations will be returned as PDF files via e-mail and will contain a unique project number and the language of the document in the footer of each translated page for identification purposes.

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.

The DOE Translation and Interpretation Unit offers both simultaneous (with interpretation equipment) and consecutive (with the speaker and interpreter taking turns) interpreting services in all languages. Availability of interpreters and interpretation equipment can vary subject to demand.

To obtain interpretation services, the school will must complete an *Interpretation Request Form* and submit it to translations@nycboe.net.

For American Sign Language services the Office of Sign Language Interpreting Services is contacted at 212-689-4020.

For any other oral interpretation need, the school will contact the Department of Education's vendor. Requests are made directly to the vendor will be the responsibility of the school, and any costs incurred will be borne by them. Availability is determined based on language, time, and most importantly, advance notice.

Staff members (Assistant Principal, Supervising School Aide, and Parent Coordinator) at PS 182 will provide Spanish translation to make parents aware and involved in the child/ren education at:

- Parent Meetings
- Assembly Programs
- Parent Teacher Conferences
- Parent Teacher Conferences
- Parent/teacher meeting
- Parent Workshops
- Principal/parent meetings

Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for an unexpected visits from parents who cannot communicate proficiently in English.

Over-the-phone interpretation services are available through the Translation and Interpretation Unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. These hours are extended during scheduled Parent-Teacher Conferences. Calling 718-752-7373 ext. 4 gives the school access to these services

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>.

The School will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

1. health;
2. safety;
3. legal or disciplinary matters;
4. entitlement to public education or placement in any special education, English language learner or non-standard academic program; and
5. permission slips/consent forms.

When the Translation and Interpretation Unit, a school, or a central or regional office is unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

The school has posted a sign in each of the covered languages and the most prominent covered languages, indicating the availability of interpretation services.

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

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: | \$535,587.00 | \$618,448.00 | \$1,154,035.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$5355.87 | \$6184.48 | \$11,540.35 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$26,779.35 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 53,558.70 | * | |

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.

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 School-wide 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.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance and progress: implementation of effective teaching strategies to address the needs of the Level 1 and Level 2 students lacking basic skills in both reading and mathematics; improving instruction for special education students by increasing opportunities for inclusion into the general education program, as well as providing professional development for teachers in specialized strategies to meet the needs of special populations; and implementation of effective strategies for meeting the needs of the ELL population. In addition, P.S. 182 recognizes the continuing need to monitor student progress for our students at or above grade level to ensure that a year’s progress is achieved by the students. Thus, PS 182’s Comprehensive Educational Plan for 2010-2011 will reflect a concerted effort and specific plans to address the academic achievement of all students, with an emphasis on focused interventions for the special education and ELL student populations.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

P.S. 182, a school-wide program school, has the flexibility to combine Title I funds, ARRA funds, funds from a number of other Federal programs, most State PCEN funds, and local tax-levy funds. This funding flexibility enables our school to move away from fragmented programs by developing and implementing a single, coherent instructional plan for the whole school. Federal legislation requires Title I funds to be supplementary. Our Title I funds the developmental program. Our Title I funds do not supplant State and local resources that would otherwise be allocated to the school.

P.S. 182 provides opportunities for children to receive assistance in meeting the State's proficient and advanced levels of student academic achievement. All students in Grades 3-5 receive supplemental small group instruction in ELA with either the Academic Intervention Literacy Support teacher or the classroom teacher. The mode of instruction is either in-class small group or pull-out small group. Students are engaged in Balanced Literacy with an emphasis on the guided reading component and test sophistication strategies. Literacy activities in listening, speaking, reading, and writing activities through guided reading and writing activities in small groups. Literacy activities will be aligned with classroom instruction and provide additional support to 'at-risk' students. Additionally, the IEP teacher provides individualized instruction to selected students. Students are provided with extra help through direct tutoring by teachers during an extended day period (Grade 1- Grade 5). The extended day tutoring program services 'at risk' students in Grades 1-5 on Tuesdays and Wednesdays. Teachers work with students in small group settings. During the literacy session, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks, listen to stories for specific skill purposes and develop test sophistication strategies. All participating students in grades 1-5, including English language learners and special education students are grouped based on assessed needs for additional instruction to improve literacy skills. At risk students are provided academic intervention in both reading and mathematics. Additionally, a Saturday Academy for students in grades 4 and 5 (funding permitting) will provide students with additional instructional time in English Language Arts, and Mathematics.

Students need to have their efforts at schoolwork recognized and rewarded by regular positive responses. P.S. 182 recognizes student achievement through the monthly assembly program in which students are recognized for achievement in Reading, Writing, Mathematics, Citizenship and Attendance. Reading goals are set through the 100 book Challenge Program and students are rewarded as they meet weekly and monthly goals. Teachers provide students with supervised support through student contracts for those students not

Learning experiences and testing methods based on higher order learning competencies such as comprehension skills in reading, problem solving abilities in mathematics, critical thinking skills in social studies, and reasoning with evidence in science provide students with a rich and invigorating learning environment.

P.S. 182 fosters strong parent and community links, which can help students, feel a positive attachment to the school and teachers. Parent workshops are offered and well attended. Studio in a School, Education through Music and Inside Broadway provide students with an enriched arts curriculum.

3. Instruction by highly qualified staff.

Only teachers with New York City certification are hired. On-going professional development is provided for teachers. Teachers use effective methods and instructional practices that are based on scientifically based research, and that: strengthen the core academic program; provide an enriched and accelerated curriculum; increase the amount and quality of learning time.

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.

All planned professional development will reflect the National Professional Development Standards and include the following:

- a. a focus on academic performance (in the areas identified for improvement – ELA and math)
- b. evidence of a strong match between identified academic needs and the professional development to be provided
- c. professional development will be delivered by highly qualified personnel
- d. concentrated, focused professional development that is intense and sustained rather than episodic
- e. professional development that provides opportunities for reflection, practice, formal feedback and re-teaching
- f. program specific staff development for the implementation of the core curriculum in the areas of English Language arts, Mathematics, social Studies and mathematics.

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

Strategies to attract highly qualified teachers: Many teachers contact the Principal of PS 182, the Assistant Principal and staff members to obtain a teaching position. The Department of Education Personnel Office sends qualified teachers to the school. Applicants are given a tour of the building by the Principal and Assistant Principal. Arrangements are made for the applicants to conduct a demonstration lesson. After the demonstration lesson, the applicant and the principal meet to discuss the commendation/recommendations for the lesson. A final interview is scheduled.

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

With the assistance of the parent coordinator, parent workshops will be scheduled on the following topics:

Balanced Literacy
Everyday Mathematics
Standardized Testing
The Arts
Parenting/Guidance
Studio in School Parent workshops
Title I

The Parent Coordinator will facilitate parent participation and parent outreach.

Continue to plan school-wide, grade and classroom activities, which take into account the resources, needs and availability of parents.

Continue to provide school-wide, grade and classroom activities that regularly involve parents in their children's education.

Continue to utilize a variety of strategies to provide frequent outreach to parents.

Continue to provide frequent opportunities for parents to participate with teachers in mutual information sharing.

The Parent Coordinator will assess the needs of the students and their families.

The Parent Coordinator will recommend and refer parents to agencies/schools.

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 Principal holds an individual parent information meeting during registration. A tour of the building is conducted and the entering students are shown their classroom and introduced to the teacher and students.

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.

PS 182 will take a continuous improvement, data-driven approach to improving student performance, using item analysis, portfolio assessment, student profile sheets and other indicators to identify and address student weaknesses and target areas for growth on a continuous basis. Ongoing assessment will be both formal and informal. To meet and exceed the State performance standards, students in grades 3-5 will be administered the NYC predictive and interim assessments in reading and mathematics. The school will also assess students using its own internal measures

and our network's assessments. Item skills analysis generated from these assessments will help teachers focus on specific student areas in need of extra instructional support and to inform instructional decisions. Other assessments will also be used to inform instruction including, Early Childhood Language Arts System-2 (ECLAS-2) in the lower grades (K-3), Informal reading inventories and the Everyday Mathematics Program Assessments. These will help teachers make appropriate decisions as they select materials for students, plan activities, and structure literacy and mathematics programs. Teachers will maintain student profile sheets to regularly track student achievement in reading and mathematics.

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.

Selected students in Grades 1-5 (Grade 4 and Grade 5 - scoring at or below Level 2 on the New York State ELA) [Grades 1-3(identified as 'at risk' on ECLAS) receive small group instruction in ELA through the Academic Intervention Services Day Program, Academic Extended Day Tutorial Program. The groups are fluid and flexible throughout the year depending on student needs and progress. The mode of instruction is pullout/push-in (Grades 1, 2, 3, 4 and 5). Services are provided by the classroom teacher, IEP Teacher, Academic Intervention Services Teacher and the "F" status teachers. The Extended Day Programs meet 3 times a week for 45 minute classes. This model provides reduced class size instruction in this subject area and supports the developmental program.

Selected students in Grades 1 - 2 (identified as "at risk" on unit tests, weekly quizzes, and problem solving responses) receive Academic Intervention Services in Mathematics. The groups are fluid and flexible throughout the year depending on students' needs and progress. The mode of instruction is in-class small group. Services are provided by the classroom teacher. Additionally, selected students in Grades 3-5 (Grades 4 and 5 - scoring at or below Level 2 on the New York State Mathematics Test, receive small group instruction in Mathematics through in-class small group instruction and pull out small group instruction with an AIS teacher.

Title I/PCEN funding sources are also used to purchase supplementary instructional materials to support English Language Arts, Mathematics, and English as a Second Language instruction.

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.

P.S. 182 will implement the school-wide plan with coordination and integration of services and programs in order to enrich the education of all students and to enrich the community. These programs will also satisfy the requirements of the No Child Left Behind Act of 2001.

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>(i.e., Federal, State, or Local)</i> | Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² 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 | ✓ | | | \$535587 | ✓ | 5,6,12, 14,15,16,30,31 |
| Title I, Part A (ARRA) | Federal | ✓ | | | \$618448 | ✓ | 5,6,12, 14,15,16,30,31 |
| Title II, Part A | Federal | | ✓ | | | | |
| Title III, Part A | Federal | ✓ | | | \$15,000 | ✓ | 5,6,12, 14,15,16,30,31,32,33 |
| Title IV | Federal | | | ✓ | | | |

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.

| | | | | | | | |
|----------|---------|---|---|--|-----------|---|------------------------------|
| IDEA | Federal | | ✓ | | | | |
| Tax Levy | Local | ✓ | | | \$3800325 | ✓ | 5,6,12, 14,15,16,30,31,32,33 |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, 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 schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

11 students

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

Students in temporary housing receive AIS services in small groups in the classroom. As needed students receive at risk counseling and at risk SETTS. The school social worker outreaches to the parents to offer assistance and support. The school supports students in need of basic/emergency supplies. The school encourages all parents to participate in parent involvement activities. The parent coordinator is available as an additional resource for families and to act as a liaison between the school and the family.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 182 | | | | | |
| District: | 8 | DBN: | 08X182 | School | | 320800010182 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|--------------------|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 54 | 54 | 53 | | 93.0 | 93.7 | 93.2 |
| Kindergarten | 113 | 155 | 166 | | | | |
| Grade 1 | 145 | 130 | 148 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 170 | 150 | 158 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 171 | 166 | 139 | | 91.9 | 90.8 | 92.9 |
| Grade 4 | 159 | 184 | 160 | | | | |
| Grade 5 | 151 | 160 | 169 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | (As of October 31) | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 71.4 | 82.9 | 85.6 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 15 | 24 | 25 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 0 | 1 | 1 | Recent Immigrants - Total Number: | | | |
| Total | 963 | 1000 | 994 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 5 | 4 | 3 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 53 | 61 | 17 | Principal Suspensions | 0 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 23 | 22 | 60 | Superintendent Suspensions | 2 | 2 | 3 |
| Number all others | 53 | 44 | 59 | | | | |

These students are included in the enrollment information above.

| 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 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 67 | 67 | 68 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 13 | 12 | 9 |
| # receiving ESL services only | 35 | 36 | TBD | | | | |
| # ELLs with IEPs | 3 | 8 | TBD | Number of Educational Paraprofessionals | 1 | 3 | 6 |

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

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 97.0 | 98.5 |
| | | | | % more than 2 years teaching in this school | 67.2 | 71.6 | 89.7 |
| | | | | % more than 5 years teaching anywhere | 47.8 | 50.7 | 64.7 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 94.0 | 96.0 | 95.6 |
| American Indian or Alaska Native | 0.1 | 0.1 | 0.0 | % core classes taught by "highly qualified" teachers | 99.1 | 93.2 | 98.8 |
| Black or African American | 29.0 | 28.5 | 29.3 | | | | |
| Hispanic or Latino | 66.7 | 65.9 | 64.7 | | | | |
| Asian or Native Hawaiian/Other Pacific | 3.2 | 3.7 | 4.3 | | | | |
| White | 0.7 | 1.0 | 1.6 | | | | |
| Male | 51.9 | 50.6 | 48.3 | | | | |
| Female | 48.1 | 49.4 | 51.7 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | | | | | | | |
| Black or African American | v | v | | | | | |
| Hispanic or Latino | v | v | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | v | v | | | | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 5 | 5 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 45.3 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 8.5 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 9.2 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 24.3 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 3.3 | | | | | | |

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

P.S. 182
"We Reach for the Stars"
601 Stickball Boulevard
Bronx, NY 10473

Anne O'Grady
Principal

Michelle Vargas
Mary Oldak
Assistant Principals

Public School 182
Parent Involvement Policy
2010-2011

The P.S. 182 Parent Involvement Policy reflects the philosophy of District 8 with respect to the achievement of every child.

This Parent Involvement Policy developed jointly with parents of participating children, Parent Association leaders, school volunteers and school staff incorporates the goals of the P.S. 182 school/community.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of the School Leadership Team.
- Parents will be notified in a timely fashion and encouraged to attend our monthly Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council. This Title I meeting will be part of our monthly Parents' Association Meeting.
- Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include Literacy, Mathematics, Science and Social Studies.
- Regular written communication reflecting on-going day-to-day activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- Workshops and meetings will be held to review individual student data and the Annual School (city/state) Reports regarding student and school achievement.
- The School will encourage parents to share in student success through monthly assemblies, which encourage students to succeed to the highest possible level.

- Parents will be provided a Department of Education approved ‘Code of Behavior’ and will review the code and have students adhere to its principles.
- Parents will provide a quiet setting at home for students to complete homework; read each day to kindergarten through 2nd grade students for 15-30 minutes per day and to have students in grades 2-4 read by themselves 20-30 minutes per day.
- Parents will communicate with their child’s teacher regarding educational needs through:
 - a. review of student homework on a daily basis, and signing work after parental review,
 - b. attending regularly scheduled parent/teacher conferences,
 - c. meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress.
- Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, to supplement and complement the efforts of the school.
- The parents and other members of the community will be encouraged to be involved in providing enriching educational and arts experiences.
- Parents will be involved in cultural heritage celebrations during the school year and will work with children in the development of these special programs. cultural heritage celebrations will assist in heightening students’ self esteem, and by having them gain a greater appreciation of themselves and others.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at P.S. 182.

P.S. 182 School Parent Compact

The school and parents working cooperatively to provide for the successful education of the children agree:

| The School Agrees | The Parent/Guardian Agrees |
|---|---|
| <p>to maintain a clean, safe, orderly and supportive learning environment in which all students can be successful and learn</p> <p>to engage parents in making decisions about educational programs</p> <p>to establish and maintain ongoing cooperation and collaboration between the home and the school</p> <p>to convene regular meetings each year for parents to inform them of educational program their children are receiving or of their rights to be involved</p> <p>to actively involve parents in planning, reviewing and improving school programs and the parent involvement program</p> <p>to provide performance profiles and individual student assessment results for each child and other pertinent individual and school district information</p> <p>to provide high quality curriculum and instruction for parent/teacher conferences at least two times a year</p> <p>to provide frequent reports to parents on their child's progress</p> <p>to provide reasonable access to staff during non-instructional time</p> <p>to provide opportunities for parents to volunteer and participate in their child's class and in classroom activities</p> <p>to assure that parents may participate in all parent involvement activities such as literacy classes, workshops dealing with parenting, reading strategies and other topics</p> <p>to treat parents with courtesy and respect</p> | <p>to send the child to school prepared and ready to learn</p> <p>to be aware of the child's work, progress and problems by talking to the child about school by looking at the child's work and progress report and by attending school functions when possible</p> <p>to share the responsibility for improved student achievement</p> <p>to maintain continuing contact with the child's teacher and principal about the progress of the child's education</p> <p>to reinforce at home the importance of acquiring knowledge, skills, and values needed to become productive citizens</p> <p>to volunteer time, skill or resources when needed and possible</p> <p>to review homework daily including reading to Kindergarten through 2nd grade students for 15-30 minutes a day and to have students in grades 2-5 read by themselves 20-30 minutes a day</p> <p>to take part in school and community programs that empower parents to participate in making educational decisions</p> <p>to respond to communications from the child's school</p> <p>to hold the child responsible for the work, attendance and behavior expected for the child's education</p> <p>to monitor the child's-</p> <p style="text-align: center;">attendance homework extracurricular activities</p> <p>to treat school personnel with courtesy and respect</p> |

| | |
|--|--|
| | |
| | |

**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 607 | District 08 | School Number 182 | School Name P.S. 182 |
| Principal Anne O'Grady | | Assistant Principal Michelle Vargas, Mary Oldak | |
| Coach N/A | | Coach N/A | |
| Teacher/Subject Area Elli Berg/ESL | | Guidance Counselor Jeanne McDonald | |
| Teacher/Subject Area Jane Cahn/AIS | | Parent Iris Ortiz | |
| Teacher/Subject Area | | Parent Coordinator Urselina Wilson | |
| Related Service Provider | | Other | |
| Network Leader Elmer Myers | | Other | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 992 | Total Number of ELLs | 30 | ELLs as Share of Total Student Population (%) | 3.02% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

A team of staff members administer the Home language Identification Survey (HLIS) during the registration process which includes an informal oral interview in English or in the native language and the formal initial assessment. The team includes Elli Berg, the ESL teacher; Jane Cahn, the Testing Coordinator; the Assistant Principals, Mary Oldak and Michelle Vargas. New entrants whose home language is other than English are administered the LAB-R by Elli Berg, ESL teacher, within the first 10 days of initial enrollment. The LAB-R is hand-scored by the ESL teacher and students' service eligibility is determined by the cut scores on the LAB-R. Spanish speaking students who qualify for services are administered the Spanish LAB. Both tests are submitted to be machine scored and posted on ATS according to the pick-up schedule. Students who were administered the NYSESLAT receive services based on their scores. Students identified as Beginning, Intermediate or Advanced receive services. The school uses the ATS reports (RLAT, and RMNR) to identify ELL eligible students who previously took the NYSESLAT. All students in kindergarten through grade 5 who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. It assesses students speaking, listening, reading, and writing skills. Students will continue to receive English as Second Language (ESL) or bilingual services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes. The school analyzes the students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.

During the course of the year, parents of students newly identified as an English Language Learners are invited to attend a parent meeting within the first ten days the student is identified as an ELL. An invitation is sent home and the ESL teacher and parent coordinator provide parents with information about curriculum, learning standards and expectations for students and assessments. At this meeting, the options available to the students who are eligible for bilingual/TBE/ESL services are explained to the parents. The Orientation DVD for Parents of English Language Learners is viewed in the parents' native language and an interpreter is present whenever possible to assist parents. The Assistant Principal and parent coordinator are fluent in Spanish and are present at the meeting. The brochures, program survey and selection form are distributed in the parents' native language. The parents complete the Parent Survey regarding parent choice and student placement. These are reviewed and parents are provided with the information about the services available at this school. If a program is not available, the parent is provided with information and assistance in seeking their first choice (dependent on the availability of seats). Parents who have designated a program not available in this school but choose to stay in the school are advised that a list is generated and should a program come available, they would be eligible. The parent coordinator and ESL teacher provide outreach to parents who have not come into the school to view the video and choose a program.

The ESL Teacher coordinates the distribution of entitlement letters in the parents' native language to ELL students. After identifying students as "entitled" or "continued entitlement", letters are generated and sent to the parents. The ESL teacher maintains a log of the type of letter, date sent and how the letter was delivered for each student. Parent Surveys and Selection Forms are given to the parents during the orientation meeting. Parents complete the forms and turn them in at the meeting. The ESL teacher and parent coordinator call parents for individual meetings as needed to ensure that all forms are returned. The ESL teacher maintains the files for the entitlement letters and Parent Survey and Program Selection forms.

P.S. 182 is able to provide its ELL students with an ESL program. If a parent's first choice is not program is not available, the parent is provided with information and assistance in seeking their first choice (dependent on the availability of seats). The school personnel check with OSEPO if assistance is needed. Parents who have designated a program not available in this school but who choose to stay in the school are advised that a list will be generated and should a program come available, they would be eligible. Their student will receive ESL services at the school.

The majority of parents opt for ESL services as their first choice on the Program Selection form. Most parents who opt for another model choose to stay at P.S. 182 and have their child receive ESL services. Each year, the school has about 9 new admits. Approximately 90% of the parents choose ESI services for their child/ren. The program model offered at the school aligns with the majority of parent requests. The overall majority of parents request ESL services.

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%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | 7 | 5 | 9 | 2 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Total | 7 | 5 | 9 | 2 | 5 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 35 | Newcomers (ELLs receiving service 0-3 years) | 26 | Special Education | 6 |
| SIFE | 0 | ELLs receiving service 4-6 years | 9 | Long-Term (completed 6 years) | 0 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | 0 |
| ESL | 24 | 0 | 1 | 9 | 0 | 3 | 1 | 0 | 0 | | 34 |
| Total | 24 | 0 | 1 | 9 | 0 | 3 | 1 | 0 | 0 | | 34 |

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 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 |

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: |
| Native American: | White (Non-Hispanic/Latino): |
| | 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 | 4 | 4 | 3 | 2 | 2 | 4 | | | | | | | | 19 |
| Chinese | | | 1 | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | 1 | | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | 2 | | | | | | | | | | | 2 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 1 | 2 | | | | | | | | 3 |
| TOTAL | 4 | 4 | 6 | 2 | 4 | 6 | 0 | 26 |

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.

The organizational model is a freestanding ESL pull-out program. The school complies with the CR Part 154 requirements. The NYSESLAT or LAB-R (new admits only) results are used to determine students' levels. Students identified at the beginning or intermediate level, receive 360 minutes of ESL instruction provided by the certified ESL teacher. Students identified as being at the advanced level receive 180 minutes of ESL provided by the certified ESL teacher and 180 minutes of English Language Arts instruction provided by the classroom teacher. To ensure that ELL students meet the standards and pass the required grade assessments, our pullout ESL program is aligned with the core curriculum offered in our instructional program. The ESL teacher articulates with the teachers of the students she serves. A daily articulation time of 40 minutes is built into the program. ESL instruction is provided based on Beginning, Intermediate and Advanced Levels. All

instructional programs are research based. The program model is heterogenous grouping of students with students on the same grade being serviced as mandated for either 180 minutes or 360 minutes of ESL instruction.

The schedule to ensure that the students receive the mandated number of minutes according to their proficiency levels is as follows:

Beginning students meet for 2 45-minute periods four times per week

Intermediate students meet for 2 45-minute periods four times per week

Advanced students meet for 2 45-minute periods two times per week

Classroom teachers employ ESL methodology and instructional strategies to make content area comprehensible and to enrich language development. In mathematics and science, the use of manipulative and a hands on approach makes the content more accessible. Word for word dictionaries and glossaries are used to assist students in content areas. Teachers reinforce the acquisition of academic language. Teachers modify input, using contextual clues, checking for understanding and designing appropriate lessons. In Social Studies, teachers employ maps and visuals to reinforce content and the acquisition of the academic language. Field trips help students to make a personal connection to the content areas.

Currently P.S. 182 does not have any Students with interrupted formal education. In the event of receiving SIFE students, P.S. 182 would identify these students as needing academic intervention services and extended day tutoring in addition to their mandated ESL classes. And provide appropriate and differentiated instruction.

Newcomers (less than three years) identified at the beginning or intermediate level, receive 360 minutes of ESL instruction provided by the certified ESL teacher. Students identified as being at the advanced level receive 180 minutes of ESL provided by the certified ESL teacher and 180 minutes of English Language Arts instruction provided by the classroom teacher. The levels are determined by the students' performance on the LAB-R or the NYSESLAT and are consistent with the CR Part 154 requirements.

The ESL instructional program includes the following components of Balanced Literacy:

Shared Reading – Students view the teacher as she models good reader strategies. Rigby, Wright Group and MacMillan Big Books are used during Shared Reading

Guided Reading – Students practice their reading strategies during guided reading at their instructional level in a small group. The teacher assesses the student's progress and employs a variety of strategies to enable the child to develop the skills necessary for decoding and understanding text. Fiction and nonfiction guided reading materials from the Wright Group, Pacific Learning and Rigby into English are utilized.

Writing - Students participate in the writing process and students respond and react to their literary experiences through writing.

To ensure that ELL students meet the standards:

- Teachers scaffold academic language and complex content to support students' participation in content areas.
- Language functions and structures are taught within the context of the lesson.
- Teachers use scaffolds such as visuals and/or realia to support students' understanding of the main academic content.
- Teachers use a wide range of print, visual and digital resources designed for developing English proficiency
- Teachers model the use of language in ways in which students are expected to participate.
- Teachers use stories that are based on the students' culture that will connect to students' prior experiences
- Students participate in activities that promote academic discourse such as accountable talk.
- Students are enrolled in an interactive vocabulary and phonics software program which promotes language and vocabulary acquisition

ELL Students identified at risk receive the following academic intervention services (AIS):

- Individualized instruction based on specific needs
- Small group instruction
- Supplemental small group literacy instruction provided by F status teacher (funding permitting)
- Academic Saturday Program that focuses on literacy and/or mathematics (Grades 4-5 funding permitting)
- At risk ELL students will be identified to participate in the 50 minute extended day tutorial.

Long term ELL's (4-6 years) have been identified as needing academic intervention services and/or tutoring (extended day) in addition to their mandated ESL classes. They are provided appropriate and differentiated instruction during the literacy block. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DYO assessment program. The data is analyzed to determine instructional focus.

Long term ELL's (over 6 years 1 student) in 2010-2011 have been identified as needing academic intervention services and/or tutoring(extended day) in addition to their mandated ESL classes. They are provided appropriate and differentiated instruction during the literacy block. The students received focused, intensive small-group have been identified as needing academic intervention services and/or tutoring (extended day) in addition to their mandated ESL classes. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DY0 assessment program. The data is analyzed to determine instructional focus.

The ESL teacher collaborates with the Special Education teachers to create a plan for ELL students identified as having special needs. Additional instruction is offered to students in need through the IEP teacher and the 50 minute tutorial sessions. LEP students with disabilities whose IEP recommends ESL or bilingual instruction are provided focused, intensive small-group interventions during the school day, AIS and extended day tutoring.

Instructional strategies to help English-language learners with learning difficulties acquire vocabulary include:

- Learning vocabulary in the context of mastering new concepts through literature discussions
- Student conversations
- Writing exercises
- Cooperative group activities
- Semantic maps

Students are provided with opportunities to speak and use language that is linked to academic learning including paraphrasing, asking questions, and expressing ideas, and speaking.

Visual aids such as graphic organizers, concept and story maps, and word banks are used to enable students to process, reflect on, and organize information.

The school provides targeted intervention in literacy for students in Grades 2 and 3 through an f status teacher. The f status teacher employs a push-in model to provide small group differentiated instruction to ELL students. In Grades 4-5 including ELL students , targeted intervention is provided. through the literacy and mathematics support teachers and the f status teachers. In Grades 4 and 5, an additional teacher pushes in during the literacy block 4 times per week to allow for targeted instruction for all students including ELL students and . In grades 4 and 5, an additional teacher pushes in during the math block 3 or 4 times per week to allow for targeted instruction for all students including ELL students. Former ELL Students in Grades 4 and 5 continue to receive academic support as needed through the above model. Former ELL students continue to receive test accomodations for two years after reaching proficiency. These students receive extended time, use of word for word dictionaries and glossaries in content area tests, and a third reading of listening passages.

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

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

- 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

D. Professional Development and Support for School Staff

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

The ESL teacher will receive on-going training at district level meetings. In addition the ESL Teachers attends compliance professional development meetings provided by Bronx BETAC. The ESL teacher routinely participates along with classroom teachers and content area teachers in professional development activities related to ELA, literacy and critical thinking. Professional development in balanced literacy with an emphasis on shared reading, guided reading and meeting the literacy needs of special populations including ELL students will be provided by the Rigby Literacy Company for all teachers. Professional development will also be provided by the American Reading Company (100 Book Challenge) with a focus on independent reading and conferring with readers to meet their individualized needs for all teachers. In order to comply with the Jose P. mandates, professional development in meeting the needs of our ELL students will be scheduled during grade conferences, faculty conferences and designated professional development days for all teachers. P.S. 182 will reach out to the CFN #607 to support our professional development plan. The CFN #607 ELL Instructional Specialist and the school's ESL teacher will provide professional development to the staff in ESL strategies, ESL methodology and data analysis regarding the school's NYSESLAT results.

and level 2 students) are included in the extended day tutoring program. Title III funds will be used to support an F status teacher who will

E. Parental Involvement

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

Parents are provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of the School Leadership Team or Parent Association. Parents will be notified in a timely fashion and encouraged to attend our monthly PA meetings. The PA surveys parents to determine the needs of the community. At the PA meetings, parents vote to determine workshop topics/providers. Title I workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. The school collaborates with Studio in a School which provides direct artist services to our students and teachers. Parents are provided opportunities to explore art making and art careers through our Studio in a School parent workshops. Regular written communication reflecting on-going day-to-day activities in the school will be disseminated to the parents. Parent letters and other communications are sent to the translation unit. The school utilizes the services of the Translation and Interpretation Unit to provide document translation and interpretation services. ELL Parents are also informed throughout the year in a number of ways including one to one meetings and phone conversations. The school encourages parents to share in student success through monthly assemblies, which encourage students to succeed to the highest possible level. Parents are encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, and other school activities to supplement and complement the efforts of the school. Parents are invited to participate in cultural heritage celebrations during the school year with the children. The parent coordinator disseminated information for district and citywide events for ELL parents in addition to the general school events.

students academic progress. ELL students are included in all programs and supports offered by the school.

Part V: Assessment Analysis

C. Schools with Dual Language Programs

A. Assessment Breakdown

- How much time (%) is the target language used for EPs and ELLs in each grade? Enter the number of ELLs for each test, category, and modality.
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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) | 4 | 1 | 2 | 2 | 0 | 1 | | | | | | | | 10 |
| Intermediate(I) | 0 | 1 | 2 | 0 | 1 | 0 | | | | | | | | 4 |

cy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

| | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| Advanced (A) | 0 | 1 | 3 | 0 | 2 | 4 | | | | | | | | 10 |
| Total | 4 | 3 | 7 | 2 | 3 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 24 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 3 | 0 | 1 | 1 | 0 | 0 | | | | | | | |
| | I | 0 | 2 | 0 | 0 | 1 | 0 | | | | | | | |
| | A | 0 | 2 | 3 | 0 | 3 | 1 | | | | | | | |
| | P | 0 | 0 | 3 | 0 | 0 | 3 | | | | | | | |
| READING/ WRITING | B | 2 | 2 | 2 | 1 | 0 | 0 | | | | | | | |
| | I | 1 | 1 | 2 | 0 | 0 | 0 | | | | | | | |
| | A | 0 | 1 | 2 | 0 | 1 | 4 | | | | | | | |
| | P | 0 | | 1 | 0 | 3 | 0 | | | | | | | |

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

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 0 | | 4 | | 1 | | 1 | | 6 |
| 4 | 0 | | 2 | | 1 | | 0 | | 3 |
| 5 | 3 | | 4 | | 2 | | 0 | | 9 |
| 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 | | 2 | | 0 | | 1 | | 3 |
| 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 | 6 | | 0 | | 2 | | 0 | | 8 |
| 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) | | | | | | | | |

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

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

The school participates in the ECLAS assessment system and also uses the Teachers College Reading Inventories to determine students' independent and instructional levels. The reading inventory and the ECLAS system provide teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction. Although the school only has a small number of ELL students, after analyzing the combined modality report, the school finds that the area in greatest need is reading and writing. Out of 23 students, 10 reached proficiency in listening and speaking, while only 1 student reached proficiency in reading and writing. Twelve students scored at the beginner or intermediate stage in reading and writing as opposed to only seven students in listening and speaking. The school intends to support ELL students in the classroom by providing small group literacy instruction in guided reading, student teacher conferences in 100 Book Challenge and individual conferences during the writer's workshop. In addition as funding permits, an academic intervention teacher will push-in to reduce the class size and support struggling readers. The school participates in the ELL periodic assessment. Given the small sample size, it is difficult to extrapolate meaningful data. The current results show that 40% (2/5 students) in grades 3 and 4 scored in the 51-75% category while 60% (3/5 students) scored in the 76-100% category. In grade 5, 25% (1/4 students) scored in the 51-75% category while 75% (3/4 students) scored in the 76-100% category. However, the school uses the individual data to inform instructional decisions during the ESL and/or ELA period. The state accountability and overview report does not reflect a score for LEP students at P.S. 182 as the subgroup is less than 40. The school uses all available data to measure the success of the ESL program. Informal and formal data collection is used to compare the performance of ELL students to the general population in the school and to the citywide data.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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