



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P. S. 182, THE SAMANTHA SMITH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q182

PRINCIPAL: ANDREW TOPOL **EMAIL:** ATOPOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BERVERLY FOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Andrew Topol	*Principal or Designee	
Christine Hilliard	*UFT Chapter Leader or Designee	
Angelica Mejia	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Teacher SLT Pending Election Results	
Alma Morales	Parent SLT Member	
Marta Martinez	Parent SLT Member	
Marie Ajax	Parent SLT Member	
Anibal Bonilla	Parent SLT Member	
Lolita Parbuth	Parent SLT Member	
Aisha Khatun	Parent SLT Member	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, P. S. 182 will raise the number of students reading on or above grade level in grades K through 2, to 68%, as measured by grade-level benchmarks for reading levels from the Teachers College Running Record Assessments.

Comprehensive needs assessment

- Data from June of 2011 showed that 63% of all P. S. 182 students in kindergarten through second grade met grade-level benchmarks in reading as measured through the running record assessments from Columbia University's Teachers College. Analysis of running records show that the children of P. S. 182 default to visual strategies (sounding out) as the primary strategy used to read difficult or unrecognized words. Use of meaning cues is much less prevalent.

Instructional strategies/activities

- a) Teachers use analyses of running records and data gleaned from other components of the Teachers College Literacy Assessments and from conference notes to identify individual student needs. Teachers use this information to craft individual instruction and supports, targeted small-group instruction and whole-class instruction based on common needs of the students in class. Teachers address these divergent and common needs through the components of balanced-literacy instruction: read aloud, shared readings, guided & strategy reading groups, word study, and individual reading conferences.
- b) All classroom teachers, paraprofessionals, and ESL teachers use the components of balanced literacy daily. In addition, specialized teachers (music, science, art, etc.) incorporate literacy into their content-area instruction. Our IEP/SETTS teacher, reading teacher, F-status bilingual teacher, and literacy coach all support students identified as requiring extra reading support, as per running record and literacy data that is reviewed collectively by teachers and administration quarterly.
- c) Classroom teachers assess students using running records on a rolling, as needed-basis. They use this information in conjunction with other data (conference notes and other components of the Teachers College Literacy Assessments) to craft short and longer term instructional decisions. Administration reviews this information on a continual basis, holding quarterly data meetings with individual classroom teachers to review the data and to make appropriate adjustments to goals and instructional supports for individuals, groups, and the whole class.
- d) As noted above, balanced-literacy instruction occurs daily. Teachers administer reading assessments (running records and conferences) daily, assessing individual children on a rolling, as needed basis. Teachers assess each child minimally four times yearly, but much more frequently in nearly all instances. Administration reviews data continually, with a comprehensive review quarterly.

Strategies to increase parental involvement

- P. S. 182 provides monthly communications to parents and guardians with individualized student information on reading. These communications provides reading level, progress made, areas of focus, and ways that adults can assist at home. These communications are translated into Bengali and Spanish.
- P. S. 182 provides numerous workshops throughout the year to help adults support their children in reading. These occur at PTA meetings, through morning workshops, and through our Saturday Academies, where adults learn through workshops targeted to their needs, as their children participate in classes of their own.
- P. S. 182 provides ELL families with tape recorders, books on tape, and books on tape in alternate languages. These supports help parents and guardians participate in the reading growth of their children, even if their literacy or English skills are limited.
- P. S. 182 supports parents and guardians by sending them to parent workshops at the TCRWP and following up with those attending.

- P. S. 182 will provide a parent workshop to familiarize parents with the NYS third-grade ELA assessment.
- Every month each class holds a family morning, where parents are invited to class to learn alongside their children and to gain insight into the learning going on in school. Every-other month is dedicated to literacy.

Strategies for attracting Highly Qualified Teachers (HQT)

- P. S. 182 provides extensive professional development to support the teachers in providing targeted, effective reading instruction. We collaborate with staff developers from Columbia University's Teachers College Reading and Writing Project (TCRWP). These staff developers plan with teachers, model instruction, help with the analysis of data, and coach teachers as they provide instruction.
- These TC staff developers also collaborate with our P. S. 182 full-time literacy coach. This coach provides on-going curricular and instructional support to teachers. She works with some at risk students, as well.
- Teachers participate in workshops and study groups from the TCRWP throughout the year.
- Our teachers work collaboratively to support each other with reading instruction. They participate in collaborative studies and intervisitations, modeling for one another and planning collaboratively. Teachers have two periods each week dedicated to collaborative planning with grade-level cohorts.

Service and program coordination

- P. S. 182 integrates reading instruction into other programs provided to support students and parents. In particular, our P. S. 182 Expanded Learning Time (ELT) after-school programs integrate the arts with literacy.
- The P. S. 182 Universal Pre-K program incorporates literacy and components of balanced literacy, including read aloud and shared reading.

Budget and resources alignment

- P. S. 182 employs Title I funds to provide professional development from Teachers College and from our literacy coach. These funds support our dedicated reading teacher. They also fund our ELT programs with per session for teachers and parent reading supports, as noted above.
- Title III funds support an F-status literacy teacher for bilingual classes. They support the parent outreach, as noted above.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- A minimum of 50% of third graders will meet grade-level expectations as per April 2012 New York State ELA exam.

Comprehensive needs assessment

- Until this school year, P. S. 182 did not have a third grade, terminating at second grade. Upwards of 90% of our second-graders fed into a neighboring elementary school that began with third grade. P. S. 182's access to the data of students leaving our school and taking the ELA exam at other schools is extremely limited. As per the 2011 third-grade ELA results for the school into which most of our children have fed (P. S. 182's former second graders made up the vast majority of this school's third graders), only 34% of third graders met grade-level expectations on the ELA. These students last attended P. S. 182 during the 2009-2010 school year. They attended third grade at this neighboring school for the 2010-2011 school year, where they took the exam.
- As per the June 2011 running-record reading assessments P. S. 182 administered our second graders, 54% of these students were reading on grade level.
- Analysis of student reading data shows that the children of P. S. 182 default to visual strategies (sounding out) as the primary strategy used to read difficult or unrecognized words. Use of meaning cues is much less prevalent. Additionally, students are failing to carry information they've read through a text, instead reading portions of the text in isolation. This indicates that children are not fully engaged in their text, even though they are reading text geared towards their own reading levels.
- All data, including notes from reading conferences, indicates that a large portion of students is reading without strong purpose, reading words instead of ideas and cohesive texts. Making reading for meaning paramount is our focus with these students. Doing so will catapult the percentage of students reading on grade level on the ELA past the 50% threshold. .

Instructional strategies/activities

- a) Teachers use analyses of running records and data gleaned from other components of the Teachers College Literacy Assessments and from conference notes to identify individual student needs. Teachers use this information to craft individual instruction and supports, targeted small-group instruction and whole-class instruction based on common needs of the students in class. Teachers address these divergent and common needs through the components of balanced-literacy instruction: read aloud, shared readings, guided & strategy reading groups, word study, and individual reading conferences.

Additionally, all third graders were offered the opportunity to participate in our Quest program. This program provides an extra two hour of instruction four days each week, concentrating on integrating literacy with project-based arts studies and with scientific inquiries. Nearly 55% of our third graders participate in this program.

- b) All classroom teachers, paraprofessionals, and ESL teachers use the components of balanced literacy daily. In addition, specialized teachers (music, science, art, etc.) incorporate literacy into their content-area instruction. Our IEP/SETTS teacher, reading teacher, F-status bilingual teacher, and literacy coach all support students identified as requiring extra reading support, as per running record and literacy data that is reviewed collectively by teachers and administration quarterly.
- c) Classroom teachers assess students using running records on a rolling, as needed-basis. They use this information in conjunction with other data (conference notes and other components of the Teachers College Literacy Assessments) to craft short and longer term instructional decisions.

Administration reviews this information on a continual basis, holding quarterly data meetings with individual classroom teachers to review the data and to make appropriate adjustments to goals and instructional supports for individuals, groups, and the whole class.

- d) As noted above, balanced-literacy instruction occurs daily. Teachers administer reading assessments (running records and conferences) daily, assessing individual children on a rolling, as needed basis. Teachers assess each child minimally four times yearly, but much more frequently in nearly all instances. Administration reviews data continually, with a comprehensive review quarterly.
- e) Every Friday all teachers, artists, and CBO staff involved in our ELT Quest program meet to plan and integrate instruction cooperatively.

Strategies to increase parental involvement

- P. S. 182 provides monthly communications to parents and guardians with individualized student information on reading. These communications provides reading level, progress made, areas of focus, and ways that adults can assist at home. These communications are translated into Bengali and Spanish.
- P. S. 182 provides numerous workshops throughout the year to help adults support their children in reading. These occur at PTA meetings, through morning workshops, and through our Saturday Academies, where adults learn through workshops targeted to their needs, as their children participate in classes of their own.
- P. S. 182 provides ELL families with tape recorders, books on tape, and books on tape in alternate languages. These supports help parents and guardians participate in the reading growth of their children, even if their literacy or English skills are limited.
- P. S. 182 supports parents and guardians by sending them to parent workshops at the TCRWP and following up with those attending.
- P. S. 182 will provide a parent workshop to familiarize parents with the NYS third-grade ELA assessment.
- Every month each class holds a family morning, where parents are invited to class to learn alongside their children and to gain insight into the learning going on in school. Every-other month is dedicated to literacy.

Strategies for attracting Highly Qualified Teachers (HQT)

- P. S. 182 provides extensive professional development to support the teachers in providing targeted, effective reading instruction. We collaborate with staff developers from Columbia University's Teachers College Reading and Writing Project (TCRWP). These staff developers plan with teachers, model instruction, help with the analysis of data, and coach teachers as they provide instruction.
- These TC staff developers also collaborate with our P. S. 182 full-time literacy coach. This coach provides on-going curricular and instructional support to teachers. She works with some at risk students, as well.
- Teachers participate in workshops and study groups from the TCRWP throughout the year.
- Our teachers work collaboratively to support each other with reading instruction. They participate in collaborative studies and intervisitations, modeling for one another and planning collaboratively. Teachers have two periods each week dedicated to collaborative planning with grade-level cohorts.

Service and program coordination

- P. S. 182 integrates reading instruction into other programs provided to support students and parents. In particular, our P. S. 182 Expanded Learning Time (ELT) Quest program integrates the arts and science with literacy.

Budget and resources alignment

- P. S. 182 employs Title I funds to provide professional development from Teachers College and from our literacy coach. These funds support our dedicated reading teacher. They also fund our third grade ELT Quest program with per session for teachers and parent reading supports, as noted above.
- Title III funds support an F-status literacy teacher for bilingual classes. They support the parent outreach, as noted above.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- A minimum of 50% of third graders will meet grade-level expectations as per April 2012 New York State Mathematics exam.

Comprehensive needs assessment

- Until this school year, P. S. 182 did not have a third grade, terminating at second grade. Upwards of 90% of our second-graders fed into a neighboring elementary school that began with third grade. P. S. 182's access to the data of students leaving our school and taking the mathematics exam at other schools is extremely limited. As per the 2011 third-grade mathematics results for the school into which most of our children have fed (P. S. 182's former second graders made up the vast majority of this school's third graders), only 34% of third graders met grade-level expectations on the mathematics. These students last attended P. S. 182 during the 2009-2010 school year. They attended third grade at this neighboring school for the 2010-2011 school year, where they took the exam.
- Analysis of student work shows that while students have vastly improved their ability to plan their solutions, their responses still focus on the procedural instead of mathematical angle. They tend to explain the steps of their solutions more than the mathematical concepts and connections behind their strategies and solutions.
- Our analysis of student work jibes with the poor showing on constructed responses by the third graders who formally attended P. S. 182.

Instructional strategies/activities

- a) As with literacy, teachers use student data to drive mathematics instruction. Their emphases in whole-class and small-group mathematics instruction flow from assessments of student understandings and performances. Our school uses the Investigations Curriculum, which is constructivist based and focuses on mathematical understandings and explanations in addition to strategies and answers. Our focus as a school, and particularly in third grade, is on student discourse and providing mathematical evidence for solutions.
- b) All classroom teachers and paraprofessionals are involved in the implementation of supports.
- c) The daily and unit assessments drive daily crafting of mathematical instruction. While administration and our Metamorphosis staff developer provide guidance, the teachers are making these all-important day-to-day decisions within the Investigations curriculum.
- d) We are analyzing student work during and at the conclusion of each unit of study. In addition to fall and spring interim assessments in mathematics, students will take a full practice, diagnostic assessment in January to help assess where mathematical needs are greatest.

Strategies to increase parental involvement

- Teachers communicate monthly, student-specific math goals to families, along with suggestions regarding how to help support the students.
- P. S. 182 provides numerous parent workshops on how to support the students at home. These workshops include our Saturday Academies.
- P. S. 182 will provide a parent workshop to familiarize parents with the NYS third-grade assessment in mathematics.
- Every month each class holds a family morning, where parents are invited to class to learn alongside their children and to gain insight into the learning going on in school. Every-other month is dedicated to mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Third grade teachers are working intensively with a staff developer for Metamorphosis, a support organization specializing in mathematics and student discourse. Teachers from other grades are working with this staff developer as well, though for fewer sessions. Teachers attended a Metamorphosis' place value summer institute. We are receiving support for our CFN regarding mathematics and student discourse. Third-grade inquiry is focusing on student discourse in mathematics.

Service and program coordination

- P. S. 182 integrates mathematics and the requirement of student discourse and explanation into other programs provided to support students and parents. In particular, our P. S. 182 Expanded Learning Time (ELT) Quest program integrates the arts and science with mathematics and discourse..

Budget and resources alignment

- P. S. 182 employs Title I funds to provide professional development from Teachers College and from our literacy coach. These funds support our dedicated reading teacher. They also fund our third grade ELT Quest program with per session for teachers and parent reading supports, as noted above.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	39	39	N/A	N/A	3	0	0	0
1	108	108	N/A	N/A	2	0	2	0
2	97	97	N/A	N/A	0	3	4	0
3	52	52	N/A	N/A	0	0	4	0
4	NA	NA	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA

Name of Academic Intervention Services (AIS)	Description
ELA	AIS Extended-Day: small group guided-reading and interactive writing; 1-to-1 reading conferences Foundations/Wilson, during school day & in Extended Day: small groups Reading Push-In: small-group instruction by reading teacher Over-Mandate ESL Instruction
Mathematics	AIS Extended Day: Small group math games and instruction AIS Extended-Day: Small group mathematical talk and writing
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Social-skills groups during school day At-risk counseling, 1-to-1, during school day
At-risk Services provided by the School Psychologist	Social-skills groups during school day At-risk counseling, 1-to-1, during school day
At-risk Services provided by the Social Worker	Social-skills groups during school day At-risk counseling, 1-to-1, during school day
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

Our school will further encourage school-level parental involvement by:

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Peggy Miller	District 28	Borough Queens	School Number 182
School Name Samantha Smith			

B. Language Allocation Policy Team Composition [?](#)

Principal Andrew Topol	Assistant Principal J. Kemler, R. Rosenbaum
Coach Maria Careddu	Coach
ESL Teacher Karla Garcia	Guidance Counselor Cassandra Knoop
Teacher/Subject Area Luis Pelaez	Parent Marta Martinez
Teacher/Subject Area	Parent Coordinator Gloria Cahill
Related Service Provider Ana Roldan	Other
Network Leader /NSS: Leisengang Giuvela	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5.6	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	799	Total Number of ELLs	330	ELLs as share of total student population (%)	41.30%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At P. S. 182, we have a team comprised of our 5.6 ESL teachers. Our part time ESL teacher, .6 position, is servicing our ELLs every Monday, Tuesday and Wednesday. Assistant Principal Rachel Rosenbaum is a former ESL teacher, also trained to follow all the required steps to identify ELLs as soon as they come into our school. They are available during registration at the beginning of the school year and as students arrive during the year. They share a schedule to ensure that there is always a pedagogue available to meet a parent when one comes to register a child at any time during the school year.

Upon registration, P. S. 182 confirms in ATS whether the child is a first-time admit to the DOE or a transfer. If the child is a new admit, an ESL teacher administers a Home Language Identification Survey (HLIS). P. S. 182 only registers when the incoming child is present. So the children are present during the administration of the HLIS. During the administration of the HLIS, ESL teachers ask questions of both the registering adult and the child, to confirm responses on the HLIS. If the child is transferring from another DOE school or reentering the system, we retrieve the student data from ATS.

If the HLIS of a newly registering child indicates eligibility, an ESL teacher administers the LAB-R. If a child is eligible as per the LAB-R and has Spanish indicated on the the HLIS, a Spanish LAB is administered by a Spanish-speaking ESL teacher.

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

Throughout the entire intake process, P. S. 182 makes every effort to support the language needs of the adults and children. We provide DOE forms in all available translated languages. We provide translation with 182 staff and through the DOE Translation & Interpretation Unit. The orientation video is presented in the applicable language, as provided by the DOE.

Entitlement letters and parent survey and program selection forms are distributed on the spot, immediately after the LAB-R (and Spanish LAB) and after the parent orientation. Most often these are completed on the spot. When a parent chooses to complete the program selection at home or at a later time, P. S. 182 follows-up with phone calls in that individual's native language. P. S. 182 monitors the completion of all forms.

For transferring students, P. S. 182 verifies program selection through ATS and with a parent confirmation at the time of registration.

The programs offered in our school are aligned with the parents' requests. We currently offer Bilingual Programs in Spanish in grades

1, 2 and 3 and the children are placed as per the parents' requests. Since the percentage of requests for Bilingual Programs in other languages are so small, at this time, we do not offer Bilingual Programs in other languages. We are following the change in the number of requests closely, to make sure that we are ready to align the programs offered with the requests.

The entire intake process, from HLIS and registration to parent selection of program and placement is completed within the mandated ten-day timeframe. In most instances, the entire process is completed on the day of registration.

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

To ensure that all eligible students receive the NYSESLAT exam, P. S. 182 crossreferences numerous sources of data: BESIS, ATS reports (RLAT), and our ESL and bilingual rosters.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	2	1	1										4
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	7	6	3										20
Total	4	9	7	4	0	0	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	330	Newcomers (ELLs receiving service 0-3 years)	327
Special Education	39		

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	3	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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	71		13							71
Dual Language	0	0	0	0						0
ESL	256		26	3						259
Total	327	0	39	3	0	0	0	0	0	330

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	29	24	18										71
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	29	24	18	0	71								

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	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	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	44	25	35										120
Chinese	1	1												2
Russian														0
Bengali	11	38	31	13										93
Urdu		3	9											12
Arabic		4	4	2										10
Haitian		1	2											3
French														0
Korean														0
Punjabi		2	1											3
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	2	5	7	2										16
TOTAL	30	98	79	52	0	259								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

A. Programming and Scheduling Information

intermediate ELLs.

Transitional Bilingual Education Program

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

The Transitional-Bilingual Education Program in Spanish is conducted in four classes in grades 1, 2 and 3. Of these four classes, one is self contained special-education classes. The heterogeneous general-education classes are taught by a certified bilingual teacher and the self-contained classes are taught by licensed bilingual special-education teachers.

The Transitional Bilingual Education Program has as its goals:

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

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

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

In first, second and third grade, the model accommodates a balance of both English and Spanish. Teaching in the native language decreases as the ELLs English level increases. The time allocated to native language learning is 60% of the day for beginning ELLs, 50% for intermediate students, and 25% for advanced students. Since P.S. 182 is a Pre-K to 3 school, third grade is our exiting grade.

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

A. Programming and Scheduling Information

developmentally.

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

D. Professional Development and Support for School Staff

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

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

Paraprofessionals and service providers partake in professional development with the teachers, as well.

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

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

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

All staff receive a minimum of ELL training through a combination of supports including: Network workshops, faculty conferences, in-house professional development, and workshops supported by outside organizations (Teachers College and Metamorphosis). A log of this professional development is kept by our literacy coach and assistant principal.

E. Parental Involvement

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

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

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

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

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

□ P. S. 182 will offer a series of ELL Saturday Academies in the winter/spring of 2012. Parents and ELL students will partake in classes designed to support language-development and learning at home, to help parents better understand the learning of their children, and to engage in collaborative activities. These classes will focus on academics, the arts, and language development.

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
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□ P. S. 182 works closely with the DOE Office of Adult and Continuing Education to offer adult ESL classes to parents and the community at large. P. S. 182 has allocated a classroom and educational material to the exclusive use of our adult ESL classes.

P. S. 182 collaborates with Teachers College and our after-school CBO partner Child Center of New York, to provide workshops and support services for our ELL parents.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?

D. Professional Development and Support for School Staff

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

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

Paraprofessionals and service providers partake in professional development with the teachers, as well.

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

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

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

All staff receive a minimum of ELL training through a combination of supports including: Network workshops, faculty conferences, in-house professional development, and workshops supported by outside organizations (Teachers College and Metamorphosis). A log of this professional development is kept by our literacy coach and assistant principal.

E. Parental Involvement

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

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

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

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

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

□ P. S. 182 will offer a series of ELL Saturday Academies in the winter/spring of 2012. Parents and ELL students will partake in classes designed to support language-development and learning at home, to help parents better understand the learning of their children, and to engage in collaborative activities. These classes will focus on academics, the arts, and language development.

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

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

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

P. S. 182 collaborates with Teachers College and our after-school CBO partner Child Center of New York, to provide workshops and support services for our ELL parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

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)	5	65	15	13										98
Intermediate(I)	5	43	43	25										116
Advanced (A)	20	19	45	32										116
Total	30	127	103	70	0	0	0	0	0	0	0	0	0	330

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	2	1									
	I		23	16	4									
	A	1	51	61	22									
	P		41	19	39									
READING/ WRITING	B	1	63	14	10									
	I		42	36	26									
	A		13	37	30									
	P		3	11	0									

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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

School Name: PS 182 Samantha Smith School		School DBN: <u>28</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Topol	Principal		
	Assistant Principal		
Gloria Cahill	Parent Coordinator		
Karla Garcia	ESL Teacher		
Marta Martinez	Parent		
Luis Pelaez	Teacher/Subject Area		
	Teacher/Subject Area		
Maria Careddu	Coach		
	Coach		
Cassandra Weiss	Guidance Counselor		
Nework NSS: Leisengang Giuvela	Network Leader		
Ana Roldan	Other <u>Service Provider</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28 **School Name: Samantha Smith School**

Cluster: 2 **Network: CFN 207**

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

Part A: Needs Assessment Findings

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

P. S. 182 uses the School Data Summary Report from ATS to help us identify our translation needs. We have identified 21 home languages in our student population. Approximately 320 speak Spanish and 200 Bengali, with Urdu, Arabic, and Mandingo is growing representation. When parents register children, we ascertain the preferred language of communication. For parent-teacher conferences, we survey parent translation-needs when distributing conference information. Through our PTA and School Environment surveys, we have gathered additional information on needs.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 182 Samantha Smith School	DBN: 28
Cluster Leader: Charles Amundsen	Network Leader: Peggy Miller
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ●After school ✱Saturday academy ✱Other: above mandate during school day
Total # of ELLs to be served: 330 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ●4 ●5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 8 # of certified ESL/Bilingual teachers: 8 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Myrna Apostolatos, an F-status, Spanish-bilingually certified teacher, provides push-in literacy and language supports in our Spanish bi-lingual general-eduaction classes, eight periods per week. Through February of 2012, she provided four periods of ELA instruction on Mondays and Tuesdays, in our first-grade Spanish-bilingual class. She rejoined the class to provide supplemental ELA support during extended-day instruction. She worked with targeted children, individually and in smal groups, based on consultation with the classroom teachers and analysis of reading data and writing samples. She lead guided-reading, shared reading, interactive writing, small-group writing lessons, and individual conferences in reading and in writing. Ms. Apostolatos provide a smaller student-to-teacher ratio (11:1, from 22:1), permitting more-highly differentiated instruction and small-group work.

Starting on February 27, Ms. Apostolatos continues to work in the same capacity, now splitting time between the first and second-grade Spanish-bilingual classes. Each Monday and Tuesday, she works two periods in the second-grade class and two periods plus extended-day instruction in the first-grade class. She will continue in this capacity through the remainder of the school year

Starting in March, P. S. 182 will provide a series of five ELL Saturday Academies to provide supplemental literacy support to all ELL students, K-3. Instruction will be provided through read alouds, shared reading, and small-group work in both reading and writing. The focus of instruction will flow from analysis of Teachers College reading assessments, LAB-R results, NYSESLAT results, and teacher feedback. Instructional material will include big books, guided-reading books, and supplemental literacy material. Sessions for participating students will last 1.5 hours. Each ELL Saturday Academy will consist of three sessions, with groups not larger than 20 students will attend for one session. Depending on registration and attendance, we anticipate having six certified ESL and/or bilingual teachers providing instruction for each session.

Each of these supplemenal supports stems from our analysis of data, including Teachers College reading assessments, student writing samples, LAB-R and Spanish LAB results, NYSESLAT results, and teacher feedback.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered

Part C: Professional Development

- name of provider

Begin description here: P.S. 182 has one literacy coach. When working with teachers of ELL students, she incorporates the specific needs of the ELL children in class. All teachers, including ESL teachers, work with staff developers from Columbia University's Teacher's College and attend related workshops. We support the collaborative work of our classroom and ESL teachers by providing common planning-periods and common professional-development across the curricula. Additionally, ESL and their cooperating teachers meet every-other week (at least), for meetings designated to reviewing ELL data and to plan instruction accordingly. Our CFN NSS ELL support specialist provides professional development and on-site support throughout the year. Two ESL teachers and two administrators have attended a series of ELL support sessions lead by MaryAnn Cucchiara, provided by CFN 207.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Through our ELL Literacy-at-Home, P. S. 182 is providing books-on-tape, books, and tape recorders to support reading for our ELL students and to increase parent involve in their children's reading lives. The material will be in English, Spanish, and, possibly, Bengali. It will help support parents who speak languages other than English and parents with limited literacy in even their primary languages. Staff will be reading the books onto audio cassettes, on a per session basis. (We anticipate approximately 25 per sessions hours for teachers, paraprofessionals, and school aides to accomplish the recordings.) The tapes, copies of the books, and tape recorders will be available to families of all ELL students, through a lending library.

At our four ELL Saturday Academies we will provide ELL parent workshops on how to support language and English language development of their children. We will be explaining the NYSESLAT exams and how to support English-language development in the four realted modalities. Workshops will be provided by two certified-ESL and/or Spanish-bilingual teachers. The sessions will run concurrently with the student sessions described above, with each session lastin 1.5 hours. Each Saturday Academy will consist of three sessions, attended by different parents. Families of all P. S. 182 ELL students will be invited to participate. These workshops are in response to an expressed desire for more at-home supports, coming from families and through the classroom teachers.`

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$43796

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		