



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 182

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X182

PRINCIPAL: ANNE O'GRADY EMAIL: AOGRADY@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anne O’Grady	*Principal or Designee	
Connie McPherson	*UFT Chapter Leader or Designee	
Tanisha Robinson	*PA/PTA President or Designated Co-President	
Yaw Audesei	Member/Parent	
Jalaine Denis	Member/Parent	
Kamla Harpal	Member/Parent	
Chancy Marsh IV	Member/Parent	
Mame Nelfah	Member/Parent	
Natasha Rowe	Member/Parent	
Kim Baker	Member/Teacher	
Danielle Irizarry	Member/Teacher	
Jennifer Lopez	Member/Teacher	
Eimear O’Sullivan	Member/Teacher	
Mary Oldak	Member/Assistant Principal	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 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 #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All classroom teachers in Prekindergarten – Grade 5 will engage their class in one literacy task embedded in a rigorous curriculum unit and aligned to the Common Core as outlined in the citywide instructional expectations by June 2012. All teachers will provide evidence of student work samples for the unit and task.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

New York State is in transition with the adoption of the Common Core Learning Standards (CCLS). The English Language Arts (ELA) assessments in the next several years will be aligned with the new, more rigorous ELA content standards. The school must begin to prepare students for the new PARCC assessments which will be implemented in 2013-2014.

Last year, the New York State English Language Arts Exams were revised and recalibrated. Student Progress for English Language Arts indicates the following:

- **Median Growth Percentile for School's lowest 1/3:** 70.0, which is 45.8% of the way from the lowest 52.4 to the highest 90.8 score relative to our Peer Horizon and 38.8% of the way relative to the City Range of 50.6 to 91.3.
- **Student performance** 49.5% of students scored at level 3 or 4 on the 2011 NYS ELA Test.

The overall score for student progress was 23.7 out of a possible 60. The school received a category grade of a C in both progress and performance. The school received extra credit for closing the achievement gap for CTT Special Education students in English Language Arts.

Based on the standardized test data, the school recognizes the need to provide all students with a rigorous curriculum in English Language Arts and the need to assess students with rigorous embedded tasks. The task will provide teachers with information to assess student achievement and progress in Prekindergarten- Grade 5.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

strategies/activities,
d) timeline for implementation.

- a. Administer the baseline English Language Arts task to all students (SE, GE and ELL) in the fall semester 2011. Examine student work in teacher team meetings. Analyze the task using the Common Core Learning Standards. Determine the level of task demand. Identify next steps for all students and sub groups.
- b. Classroom teachers, administrators, AIS teachers, ESL teacher, IEP teacher, content area teachers, F status AIS teacher, Parent Coordinator, CFN 607 Achievement Coach
- c. Teachers will meet in grade level teams to select and develop the unit and the embedded task which will be used to meet the citywide expectations (Non-fiction writing K-3; Persuasive Writing Grades 4-5. Teachers will develop collaborative lessons for the unit during teacher team meetings.
- d. Baseline assessment, pre and post assessment will be initiated for the unit. (September 2011–June 2012)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops and materials will be provided for parents to assist their children and to improve their achievement levels. Workshops may include literacy, technology training to build parent capacity, grade level curriculum and assessment expectations Communication to homes on a regular basis will reinforce the home/school connection. Teachers will meet periodically with parents to discuss their child's performance on the tasks. Workshops and meetings will be held to review individual student data and the school achievement data.

The Parent Coordinator will assist in the planning and preparation for parent workshops. The Parent Coordinator will attend scheduled parent meetings to share information and respond to parent questions and inquiries. The parent coordinator will provide assistance in accessing ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 182 is a Schoolwide program school. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to provide students with needed services. The Schoolwide program supports the school to improve achievement for all students, particularly the lowest achieving students. Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like one flexible pool of funds. The school uses funds to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Classroom teachers will engage students in Common Core aligned curriculum and tasks. Administrators will support teachers by providing professional development in the areas of instructional excellence. AIS teachers (3) will support teachers in grades 3-5 with a literacy push-in model 3 times per week for 45 minutes. The ESL Teacher will provide mandated ESL/ELA instruction to eligible students. Content area teachers will engage students in integrated curriculum tasks. F Status AIS teachers (2 funding permitting) will support classrooms teachers in ELA 3 times per week for 45 minutes. CFN Achievement Coach will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.

Title I, FSF, Title III, Title IIA funding will be used

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Classroom teachers in Prekindergarten – Grade 5 will engage their class in one mathematics task embedded in a rigorous curriculum unit and aligned to the Common Core as outlined in the citywide instructional expectations during the 2011-2012 school year. All teachers will provide evidence of student work samples for the unit and task.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

New York State is in transition with the adoption of the Common Core Learning Standards (CCLS). The Mathematics assessments in the next several years will be aligned with the new, more rigorous mathematics content standards. The school must begin to prepare students for the new PARCC assessments which will be implemented in 2013-2014.

Last year, the New York State Mathematics Exams were revised and recalibrated. Student Progress for Mathematics indicates the following:

- **Median Growth Percentile for School's lowest 1/3:** 58.5, which is 31.1% of the way from the lowest 44.8 to the highest 88.8 score relative to our Peer Horizon and 25.5% of the way relative to the City Range of 47.8 to 89.8
- **Student performance** 56.0% of students scored at level 3 or 4 on the 2011 NYS Mathematics Test.

The overall score for student progress was 23.7 out of a possible 60. The school received a category grade of a C in both progress and performance.

Based on the standardized test data, the school recognizes the need to provide all students with a rigorous curriculum in Mathematics and the need to assess students with rigorous embedded tasks. The task will provide teachers with information to assess student achievement and progress in Prekindergarten – Grade 5.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
-
- a. Administer the baseline Mathematics task to all students (SE, GE and ELL) in the fall semester 2011. Examine student work in teacher team meetings. Analyze the task using the Common Core Learning Standards. Determine the level of task demand. Identify next steps for all students and sub groups.
 - b. Classroom teachers, administrators, AIS teachers, ESL teacher, IEP teacher, Content area teachers, F status AIS teacher, CFN 607 Achievement Coach
 - c. Teachers will meet in grade level teams to select and develop the unit centered on the key common core learning standard for the grade and the embedded task which will be used to meet the citywide expectations. Teachers will develop collaborative lessons for the unit during teacher team meetings.
 - d. Baseline assessment, pre and post assessment will be initiated for the unit. (September –June)

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops and materials will be provided for parents to assist their children and to improve their achievement levels. Workshops may include mathematics and problem solving, technology training to build parent capacity, grade level curriculum and assessment expectations. Communication to homes on a regular basis will reinforce the home/school connection. Teachers will meet periodically with parents to discuss their child's performance on the tasks. Workshops and meetings will be held to review individual student data and the school achievement data including city and state educational accountability measures.

The Parent Coordinator will assist in the planning and preparation for parent workshops. The Parent Coordinator will attend scheduled parent meetings to share information and respond to parent questions and inquiries. The parent coordinator will provide assistance in accessing ARIS parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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

for the lesson. A final interview is scheduled.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 182 is a Schoolwide program school. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to provide students with needed services. The Schoolwide program supports the school to improve achievement for all students, particularly the lowest achieving students. Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like one flexible pool of funds. The school uses funds to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Classroom teachers will engage students in Common Core aligned curriculum and tasks. Administrators will support teachers by providing professional development in the areas of instructional excellence. AIS teachers (3) will support teachers in grades 3-5 with a mathematics push-in model 3 times per week for 45 minutes. The ESL Teacher will provide mandated ESL instruction to eligible students which will support mathematical understanding and academic vocabulary acquisition. Content area teachers will engage students in integrated curriculum tasks. F Status AIS teachers (2 funding permitting) will support classrooms teachers in mathematics 3 times per week for 45 minutes. CFN Achievement Coach will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.

Title I, FSF, Title III, Title IIA funding will be used.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - 100% of teachers will participate in multiple professional development opportunities scheduled throughout the year which support the citywide expectations of instructional excellence to develop a shared understanding of instructional excellence to improve teacher effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

New York State is in transition with the adoption of the Common Core Learning Standards (CCLS). The English language arts (ELA) and mathematics assessments in the next several years will be aligned with the new, more rigorous content standards. The school must begin to prepare students for the new PARCC assessments which will be implemented in 2013-2014.

P.S. 182 received an overall grade of a B with a percentile rank of 44. The overall score for student progress on the NYC Department of Education Progress Report 2010-11 was 23.7 out of a possible 60. The school received a category grade of a C in both progress and performance. The school received extra credit for closing the achievement gap for CTT Special Education students in English Language Arts.

Based on the standardized test data and city accountability measures, the school recognizes the need to provide all students with a rigorous curriculum in English Language Arts and mathematics. Multiple professional development opportunities scheduled throughout the year will support the citywide expectations of instructional excellence to develop a shared understanding of instructional excellence to improve teacher effectiveness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- a. Collaborate with CFN 607 Achievement Specialist to provide professional development in the area of instructional excellence and the Danielson framework for Effective Teaching. Principal and teacher leaders will attend Network 607 Danielson staff development as scheduled beginning in July 2011. Mentor teacher leaders on a consistent basis (weekly) to conduct and implement staff development which takes place at faculty conferences, professional development days and weekly inquiry team meetings. Provide professional development opportunities for teachers aligned to the Danielson framework and to inquiry work during faculty conferences, grade level meetings, weekly teacher team meetings and professional development days. Schedule peer to peer visits and informal low

inference observations by administrators for a minimum of six- eight per teacher.

b. Administrators, Network Leader, Network 607 Achievement Coach, Teacher Leaders, Teachers

c. All teachers engage in weekly inquiry team meetings. Student data informs and drives the meetings. Teachers work collaboratively to examine student work, plan the next instructional steps and common assessments.

d. July 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include the citywide expectations and providing assistance to parents in understanding the more rigorous assessments and the Common Core Learning standards to homes on a regular basis will reinforce the home/school connection. Teachers will meet periodically with parents to discuss their child's performance on the tasks. Workshops and meetings will be held to review individual student data and the school achievement data including city and state educational accountability measures.

The School Leadership Team which includes parent members will receive ongoing training and support to develop leadership skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 182 is a Schoolwide program school. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to provide students with needed services. The Schoolwide program supports the school to improve achievement for all students, particularly the lowest achieving students. Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like one flexible pool of funds. The school uses funds to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

FSF and title I funding will be used to provide classroom and content area teachers with time to participate in professional development activities (i.e interclass visitations). AIS teachers, ESL teacher, IEP teacher will participate in the classroom visitations and professional development. Administrators and CFN Achievement Coach will schedule and provide professional development opportunities.

Title I, FSF, Title III, Title IIA funding will be used.

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase teacher participation by 5% in leadership opportunities to improve teacher effectiveness and student achievement. Teacher leaders will provide professional development to build shared understanding of instructional excellence by June 2011.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

New York State is in transition with the adoption of the Common Core Learning Standards (CCLS). The English Language Arts (ELA) and mathematics assessments in the next several years will be aligned with the new, more rigorous content standards. The school must begin to prepare students for the new PARCC assessments which will be implemented in 2013-2014.

P.S. 182 received an overall grade of a B with a percentile rank of 44. The overall score for student progress on the NYC Department of Education Progress Report 2010-11 was 23.7 out of a possible 60. The school received a category grade of a C in both progress and performance. The school received extra credit for closing the achievement gap for CTT Special Education students in English Language Arts.

Based on the standardized test data and city accountability measures, the school recognizes the need to provide all students with a rigorous curriculum in English Language Arts and mathematics. Multiple professional development opportunities scheduled throughout the year will support the citywide expectations of instructional excellence to develop a shared understanding of instructional excellence to improve teacher effectiveness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

a. Teachers have a greater impact on student success than any other school factor. As the school implements in new, higher standards, the school will support the teachers through building leadership capacity to meet the demands of the Common Core. Teacher leaders will conduct a minimum of six low inference observations through peer to peer visits. Selected teacher leaders will participate in a committee to improve teacher effectiveness and student achievement.

b. Principal, Assistant Principals, Classroom teachers, AIS teachers, Content area teachers, Parent Coordinator, CFN 607 Achievement Coach

- c. Teacher leaders will collaborate with CFN 607 Achievement Specialists and school administrators in developing a professional development plan to improve teacher effectiveness. The Principal and selected teacher leaders will attend Network 607 professional development . Principal will mentor teacher leaders on a consistent basis (weekly) to conduct and implement staff development.
- d. July 2011-June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops may include the citywide expectations and providing assistance to parents in understanding the more rigorous assessments and the Common Core Learning standards to homes on a regular basis will reinforce the home/school connection. Teachers will meet periodically with parents to discuss their child's performance on the tasks. Workshops and meetings will be held to review individual student data and the school achievement data including city and state educational accountability measures.

The School Leadership Team which includes parent members will receive ongoing training and support to develop leadership skills.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 182 is a Schoolwide program school. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to provide students with needed services. The Schoolwide program supports the school to improve achievement for all students, particularly the lowest achieving students. Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like one flexible pool of funds. The school uses funds to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Funding will be used to hire substitute teachers to provide time for classroom teachers and content teachers to conduct peer to peer visits. Per session will be used to support the after school committee who meet one time per week for a minimum of 1 1/2 hours.

Title I, FSF, Title III, Title IIA funding will be used.

ANNUAL GOAL #5 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 #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

All teachers will participate in the inquiry cycle to facilitate teacher team meetings to improve teacher effectiveness and student achievement by studying the lowest 1/3 of students in mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

New York State is in transition with the adoption of the Common Core Learning Standards (CCLS). The Mathematics assessments in the next several years will be aligned with the new, more rigorous mathematics content standards.

Last year, the New York State Mathematics Exams were revised and recalibrated. Student Progress for Mathematics indicates the following:

- **Median Growth Percentile for School's lowest 1/3:** 58.5, which is 31.1% of the way from the lowest 44.8 to the highest 88.8 score relative to our Peer Horizon and 25.5% of the way relative to the City Range of 47.8 to 89.8
- **Student performance** 56.0% of students scored at level 3 or 4 on the 2011 NYS Mathematics Test.

The overall score for student progress was 23.7 out of a possible 60. The school received a category grade of a C in both progress and performance.

Based on the standardized test data, the school recognizes the need to improve the performance of students in mathematics and to provide all students with a rigorous curriculum in Mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a. Implement the inquiry cycle to study low performing students including subgroups during weekly teacher team meetings. The Inquiry Teams will examine

student work/data during the weekly inquiry meetings. Team members will engage external resources (i.e. professional articles, supplemental materials etc.) to enrich and extend the teachers' understanding of the pedagogy and content. The Inquiry Team will define instructional strategy and set goals. Classroom teachers will take action by implementing the agreed upon instructional strategy. Student progress will be monitored with common assessments prescribed and agreed upon by the team members.

- b. Principal, Assistant Principals, Teachers, AIS teachers, Guidance Counselor, CFN 607 Achievement Coach
- c. The inquiry cycle includes shared decision making, regarding instructional next steps and assessments.
- d. September 2011- June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Workshops and materials will be provided for parents to assist their children and to improve their achievement levels. Workshops may include mathematics and problem solving, technology training to build parent capacity, grade level curriculum and assessment expectations. Parents will be provided with assistance to better understand City, State and Federal standards and assessments;

Communication to homes on a regular basis will reinforce the home/school connection. Teachers will meet periodically with parents to discuss their child's performance on the tasks. Workshops and meetings will be held to review individual student data and the school achievement data including city and state educational accountability measures.

The Parent Coordinator will assist in the planning and preparation for parent workshops. The Parent Coordinator will attend scheduled parent meetings to share information and respond to parent questions and inquiries. The parent coordinator will provide assistance in accessing ARIS parent link. The parent coordinator will assist parents to effectively become involved in planning and decision making in regards to their child's educational needs.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

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

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S. 182 is a Schoolwide program school. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to provide students with needed services. The Schoolwide program supports the school to improve achievement for all students, particularly the lowest achieving students. Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like one flexible pool of funds. The school uses funds to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Per session will be used to support the after school committee who meet one time per week for a minimum of 1 1/2 hours.

FSF funding will be used.

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	42	42	N/A	N/A				
1	60	51	N/A	N/A				
2	63	54	N/A	N/A				
3	70	62	N/A	N/A				
4	84	73						
5	63	63						
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

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

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

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

Anne O'Grady
Principal

Michelle Vargas
Mary Oldak
Assistant Principals

Public School 182
Parent Involvement Policy
2011-2012

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

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

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

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

P.S. 182 School Parent Compact

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Jose Ruiz/ Elmer Myers	District 00	Borough Bronx	School Number 182
School Name P.S. 182			

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

Principal Anne O'Grady	Assistant Principal Michelle Vargas, Mary Oldak
Coach N/A	Coach N/A
ESL Teacher Elli Berg	Guidance Counselor Jeanne McDonald
Teacher/Subject Area Jane Cahn/ELA AIS	Parent Frances Melendez
Teacher/Subject Area type here	Parent Coordinator Urselina Wilson
Related Service Provider Jennifer Knight	Other type here
Network Leader Elmer Myers	Other type here

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	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	995	Total Number of ELLs	36	ELLs as share of total student population (%)	3.62%
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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. 

Paste response to questions 1-6 here A team of staff members administer the Home Language Identification Survey (HLIS) during the registration process which includes an informal oral interview in English or in the native language and the formal initial assessment. The team includes Elli Berg, the ESL teacher; Jane Cahn, the Testing Coordinator; the Assistant Principals, Mary Oldak and Michelle Vargas. New entrants whose home language is other than English are administered the LAB-R by Elli Berg, ESL teacher, within the first 10 days of initial enrollment. The LAB-R is hand-scored by the ESL teacher and students' service eligibility is determined by the cut scores on the LAB-R. Spanish speaking students who qualify for services are administered the Spanish LAB. Both tests are submitted to be machine scored and posted on ATS according to the pick-up schedule. Students who were administered the NYSESLAT receive services based on their scores. Students identified as Beginning, Intermediate or Advanced receive services. The school uses the ATS reports (RLAT, and RMNR) to identify ELL eligible students who previously took the NYSESLAT. All students in kindergarten through grade 5 who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. It assesses students speaking, listening, reading, and writing skills. Students will continue to receive English as Second Language (ESL) or bilingual services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes. The school analyzes the students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.

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

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

parents for individual meetings as needed to ensure that all forms are returned. Copies are made of the Parent survey and program selection forms. The ESL teacher maintains the copies for the entitlement letters and Parent Survey and Program Selection forms. The original Parent Survey and selection form is placed in the student's cumulative record folder.

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9* 10* 11* 12*
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	8	9	5	7	6								36
Total	1	8	9	5	7	6	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	36	Newcomers (ELLs)	36
		Special Education	0

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	36	0	0	0	0	0				36
Total	36	0	0	0	0	0	0	0	0	36

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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													

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

**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																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

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	1	4	8	5	6	2								26
Chinese														0
Russian														0
Bengali		1												1
Urdu		1		0		1								2
Arabic		1												1
Haitian														0
French		1	1			1								3
Korean														0
Punjabi														0
Polish														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
Albanian														0
Other					1	2								3
TOTAL	1	8	9	5	7	6	0	36						

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

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

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

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

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

Classroom teachers employ ESL methodology and instructional strategies to make content area comprehensible and to enrich language development. In mathematics and science, the use of manipulative and a hands on approach makes the content more accessible. Word for word dictionaries and glossaries are used to assist students in content areas. Teachers reinforce the acquisition of academic language.

A. Programming and Scheduling Information

Teachers modify input, using contextual clues, checking for understanding and designing appropriate lessons. In Social Studies, teachers employ maps and visuals to reinforce content and the acquisition of the academic language. Field trips help students to make a personal connection to the content areas.

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

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

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

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

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

utilized.

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

To ensure that ELL students meet the standards:

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

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

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

At this time, we do not have ELL's (4-6 years). In previous years we have identified ELL's with 4-6 years of service as needing academic intervention services and/or tutoring (extended day) in addition to their mandated ESL classes. They are provided appropriate and differentiated instruction during the literacy block. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DYO assessment program. The data is analyzed to determine instructional focus.

At the present time, we do not have Long term ELL's (over 6 years). In 2011 we identified LT ELL's as needing academic intervention services and/or tutoring(extended day) in addition to their mandated ESL classes. They are provided appropriate and differentiated instruction during the literacy block. The students receiving focused, intensive small-group instruction have been identified as needing academic intervention services and/or tutoring (extended day) in addition to their mandated ESL classes. These language

A. Programming and Scheduling Information

supports may include explicit vocabulary instruction (pre-teaching and contextualizing vocabulary), individualized reading, and scaffolded writing activities. Long term ELL Students who have not acquired all of the content instruction, and have missed fundamental concepts taught earlier which are necessary for comprehending grade level content are provided content area instruction during the small group academic intervention period. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DY0 assessment program. The data is analyzed to determine instructional focus.

ELLs identified as having special needs receive mandated services through the special services instructor, and ESL services by the ESL licensed teacher.

ELLs identified as having special needs will receive mandated services as indicated on their IEP. IEP goals, and formal and informal assessment will determine focus of individualized instruction. Supplemental services such as extended day will be offered to eligible students to support language acquisition. ELL's with special needs are entitled to accommodations on standardized tests as indicated on the IEP and additionally accommodations offered to ELL students.

Currently we have no SIFE students.

Our Science program uses a blended program which includes a hands-on inquiry approach. ELL students participate in both art and music classes including an orchestra program for interested students for Grades 4 and 5. All students receive instruction in technology and related language acquisition software is made available to ELL students. In the content area subjects, the aim is to build on the individual student's prior knowledge and to develop an understanding of abstract concepts through concrete applications using manipulatives, charts, graphic

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)	Dual Language	Freestanding ESL
100%	The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences.		
75%			
50%			
25%			
0%			
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

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?

- heritage classes

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.
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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?

Additional instruction is offered to students in need through the IEP teacher (at risk) and the 50 minute tutorial sessions. LEP students are provided focused, intensive small-group interventions during the school day, Academic Intervention Services and extended day tutoring. Instructional strategies to help English-language learners with learning difficulties acquire vocabulary include:

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

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

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

The school provides targeted intervention in literacy for students in Grades 1 and 2 through an f status teacher. The f status teacher employs a push-in model to provide small group differentiated instruction to ELL students. In Grades 3-5 including ELL students, targeted intervention is provided through the literacy and mathematics support teachers and the f status teachers. In Grades 3, 4 and 5, an additional teacher pushes in during the literacy block 3 times per week to allow for targeted instruction for all students including ELL students and . In grades 3, 4 and 5, an additional teacher pushes in during the math block 3 or 4 times per week to allow for targeted instruction for all students including ELL students. Former ELL Students in Grades 4 and 5 continue to receive academic support as needed through the above model.

Former ELL students continue to receive test accommodations for two years after reaching proficiency. These students receive extended time, use of word for word dictionaries and glossaries in content area tests, and a third reading of listening passages. ELL students are fully integrated into the academic intervention program available to all students based on individual need. Students receive small group instruction on the appropriate level through the Balanced Literacy model in their classroom. An academic intervention English Language Arts teacher pushes into the classrooms 3 times per week for 45 minutes in grades 3, 4 and grade 5. An academic intervention mathematics teacher provides services to eligible students in grades 3, 4 and grade 5 through a pull-out program. Eligible ELL students (level 1 and level 2 students) are included in the extended day tutoring program. Title III funds will be used to support an F status teacher who will provide supplementary push-in Instruction in English Language Arts 3 times per week for 45 minutes to eligible ELL students in grade 1 and grade 2.

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Classroom and Content Area teachers will continue to present lessons using ESL methodology and strategies. Teachers will use visual aids such as overheads, pictures and diagrams to enhance the lesson. Resources such as manipulatives, books and texts on tape, videos and other appropriate media are used. Students have access to word for word translation dictionaries and/or glossaries as appropriate.

The ELL students are invited to join the school orchestra. All students including ELLs participate in vocal music.

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.
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Classroom and Content Area teachers will continue to present lessons using ESL methodology and strategies. Teachers will use visual aids such as overheads, pictures and diagrams to enhance the lesson. Resources such as manipulatives, books and texts on tape, videos and other appropriate media are used. Students have access to word for word translation dictionaries and/or glossaries as appropriate.

The ELL students are invited to join the school orchestra. All students including ELLs participate in vocal music.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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.

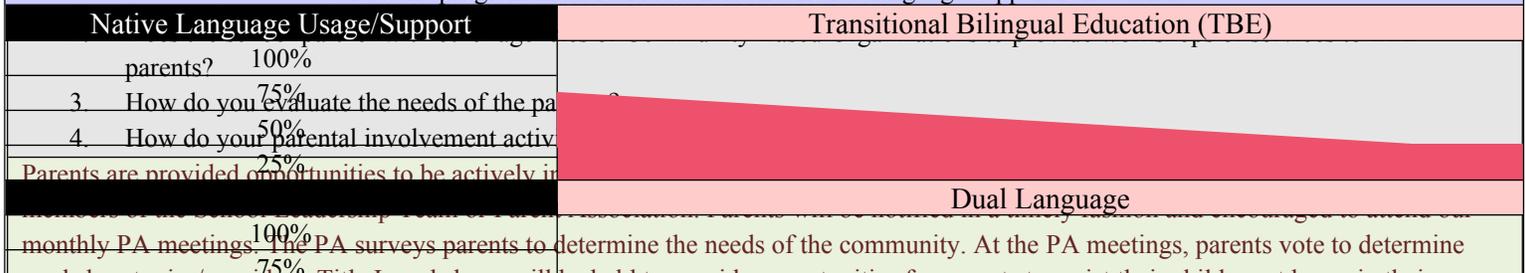
The ESL teacher will receive on-going training at district level meetings. In addition the ESL Teachers attends compliance professional development meetings provided by Bronx BETAC. The ESL teacher routinely participates along with classroom teachers and content area teachers in professional development activities related to ELA, literacy and critical thinking. Professional development in balanced literacy with an emphasis on shared reading, guided reading and meeting the literacy needs of special populations including ELL students will be provided by the Rigby Literacy Company for all teachers. Professional development will also be provided by the American Reading Company (100 Book Challenge) with a focus on independent reading and conferring with readers to meet their individualized needs for all teachers. In order to comply with the Jose P. mandates, professional development in meeting the needs of our ELL students will be scheduled during grade conferences, faculty conferences and designated professional development days for all teachers Assistant Principals, paraprofessionals, guidance counselors, school psychologist. The ESL teacher works closely with the school secretaries to ensure proper compliance. P.S. 182 will reach out to the CFN #607 to support our professional development plan. The CFN #607 ELL Instructional Specialist and the school's ESL teacher will provide professional development to the staff in ESL strategies, ESL methodology and data analysis regarding the school's NYSESLAT results. The Professional Development dates for ELL training for the 2011-2012 are Thursday, November 10, 2011, January 12, 2012, March 9, 2012 and May 12, 2012. In addition monthly training is available during scheduled lunch hours.

The ESL teacher articulates with the guidance counselor and the parents to coordinate and identify the needs of ELL students who are transitioning to middle school. The guidance counselor and the middle school choice coordinator speak to the middle school representatives to determine the schools with outstanding ELL programs. The school puts forth its best effort to provide a seamless transition to middle school and provide ELL students and parents assistance in the process.

A log will be maintained by the administration to record the number of hours of ELL training each staff member has completed. Professional Development in ELL training and ESL methodology will be offered once a month during lunch hours by the ESL teacher for 45 minutes. Topics will include understanding and respecting cultural differences and creating a classroom environment that does not detract from the students' cultural values in regards to (1) Academic learning; (2) Literacy acquisition; (3) Social integration; (4) Information on literacy and linguistic testing tools available; (5) Resources on technology in literacy; (6) Information on legal and educational mandates that need to be met in testing of LEP/ELL populations; and (7) Information on testing accommodations.

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.



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?

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

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.
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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

C. Schools with Dual Language Programs

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4. What Dual Language model is used (side-by-side, self-contained, other)?
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D. Professional Development and Support for School Staff

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The ESL teacher will receive on-going training at district level meetings. In addition the ESL Teachers attends compliance professional development meetings provided by Bronx BETAC. The ESL teacher routinely participates along with classroom teachers and content area teachers in professional development activities related to ELA, literacy and critical thinking. Professional development in balanced literacy with an emphasis on shared reading, guided reading and meeting the literacy needs of special populations including ELL students will be provided by the Rigby Literacy Company for all teachers. Professional development will also be provided by the American Reading Company (100 Book Challenge) with a focus on independent reading and conferring with readers to meet their individualized needs for all teachers. In order to comply with the Jose P. mandates, professional development in meeting the needs of our ELL students will be scheduled during grade conferences, faculty conferences and designated professional development days for all teachers Assistant Principals, paraprofessionals, guidance counselors, school psychologist. The ESL teacher works closely with the school secretaries to ensure proper compliance. P.S. 182 will reach out to the CFN #607 to support our professional development plan. The CFN #607 ELL Instructional Specialist and the school's ESL teacher will provide professional development to the staff in ESL strategies, ESL methodology and data analysis regarding the school's NYSESLAT results. The Professional Development dates for ELL training for the 2011-2012 are Thursday, November 10, 2011, January 12, 2012, March 9, 2012 and May 12, 2012. In addition monthly training is available during scheduled lunch hours.

The ESL teacher articulates with the guidance counselor and the parents to coordinate and identify the needs of ELL students who are transitioning to middle school. The guidance counselor and the middle school choice coordinator speak to the middle school representatives to determine the schools with outstanding ELL programs. The school puts forth its best effort to provide a seamless transition to middle school and provide ELL students and parents assistance in the process.

A log will be maintained by the administration to record the number of hours of ELL training each staff member has completed. Professional Development in ELL training and ESL methodology will be offered once a month during lunch hours by the ESL teacher for 45 minutes. Topics will include understanding and respecting cultural differences and creating a classroom environment that does not detract from the students' cultural values in regards to (1) Academic learning; (2) Literacy acquisition; (3) Social integration; (4) Information on literacy and linguistic testing tools available; (5) Resources on technology in literacy; (6) Information on legal and educational mandates that need to be met in testing of LEP/ELL populations; and (7) Information on testing accommodations.

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.

The ESL teacher will receive on-going training at district level meetings. In addition the ESL Teachers attends compliance professional development meetings provided by Bronx BETAC. The ESL teacher routinely participates along with classroom teachers and content area teachers in professional development activities related to ELA, literacy and critical thinking. Professional development in balanced literacy with an emphasis on shared reading, guided reading and meeting the literacy needs of special populations including ELL students will be provided by the Rigby Literacy Company for all teachers. Professional development will also be provided by the American Reading Company (100 Book Challenge) with a focus on independent reading and conferring with readers to meet their individualized needs for all teachers. In order to comply with the Jose P. mandates, professional development in meeting the needs of our ELL students will be scheduled during grade conferences, faculty conferences and designated professional development days for all teachers Assistant Principals, paraprofessionals, guidance counselors, school psychologist. The ESL teacher works closely with the school secretaries to ensure proper compliance. P.S. 182 will reach out to the CFN #607 to support our professional development plan. The CFN #607 ELL Instructional Specialist and the school's ESL teacher will provide professional development to the staff in ESL strategies, ESL methodology and data analysis regarding the school's NYSESLAT results. The Professional Development dates for ELL training for the 2011-2012 are Thursday, November 10, 2011, January 12, 2012, March 9, 2012 and May 12, 2012. In addition monthly training is available during scheduled lunch hours.

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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?

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

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?

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	4	3	6	3								18
Intermediate(I)		6	3	2										11
Advanced (A)		1	3		1	2								7
Total	1	8	10	5	7	5	0	0	0	0	0	0	0	36

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				4		2		7
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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The school participates in the ECLAS assessment system and also uses the Teachers College Reading Inventories to determine students' independent and instructional levels. The reading inventory and the ECLAS system provide teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction. Although the school only has a small number of ELL

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: P.S. 182

School DBN: 08X182

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne O'Grady	Principal		3/20/11
Mary Oldak	Assistant Principal		3/20/11
Urselina Wilson	Parent Coordinator		3/20/11
Elli Berg	ESL Teacher		3/20/11
Frances Melendez	Parent		3/20/11
Jane Cahn	Teacher/Subject Area		3/20/11
	Teacher/Subject Area		
	Coach		
	Coach		
Jeanne McDonald	Guidance Counselor		3/20/11
Elmer Myers	Network Leader		
Michelle Vargas	Other <u>Assistant Principal</u>		3/20/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X182 **School Name:** P.S. 182

Cluster: _____ **Network:** 607

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

Part A: Needs Assessment Findings

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

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

An (RSEC) Report was printed (Ethnic Census Report for PS 182) and the Adult Preferred Language Report (RAPL) to identify the written and oral translation needs of the parents. This information is given to the classroom teachers.

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

Home Language	Number
Arabic	3
Bengali	4
Chinese	3
French	3
Mandarin	1
Mandinka	1
Spanish	149
Twi	2
Urdu	
Vietnamese	1

English

791

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

communicate proficiently in English.

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

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

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

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

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

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

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

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	DBN: 08X182
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
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: Supplemental ELA
Total # of ELLs to be served: 20 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: 1 # of certified ESL/Bilingual teachers: 1 # 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: The Title III budget will be used to support supplementary small group instruction for ELL students using a push-in model. An "F" status teacher will provide service to eligible ELL students in the eligible Grade One and Grade 3 classrooms 3 times per week for 45 minutes. The F status teacher will provide small group instruction in both reading and content areas. Supplementary guided reading materials (Rigby) have previously been purchased to support the program.

The class size is reduced with the services of the F status teacher. The F status will be working with all the classes 3 times a week for 45 minutes. During this time, the F status teacher will be working with small groups of students, which include all the ELL children in the classroom. This will be an additional and supplementary strategy/guided reading class. The teacher will conduct strategy lessons, acquisition of academic vocabulary and skill lessons based on the children's needs.

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
- name of provider

Begin description here: All staff receives ongoing professional development in the implementation of Balanced Literacy including the use of ESL methodologies and strategies. The licensed ESL teacher will work with the teachers to enhance their understanding of language acquisition and focusing on the needs of ELL students.

The ESL teacher will receive on-going training at scheduled meetings as available through CFN 607.

Professional development in the Danielson Framework for Effective Teaching has been scheduled starting in September 2011 and continuing through June 2012 during professional development days, grade level meetings and faculty conferences. Classroom teachers, Content Area teachers, Academic Intervention teachers, the ESL teacher, test coordinator, Principal and Assistant Principals are scheduled to attend.

"Respect for All Training" was scheduled for November 8, 2011. The Guidance Counselor provided

Part C: Professional Development

professional development on this topic to all staff.

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: The Adult Preferred Language Report (RAPL) is generated to determine the oral and written translation needs of the parents. Staff members (Assistant Principal, Supervising School Aide, and Parent Coordinator) at PS 182 will provide Spanish translation and outreach to make parents aware and involved in the child/ren education at:

- Parent Meetings
- Assembly Programs
- Parent Teacher Conferences
- Parent Teacher Conferences
- Parent/Teacher meeting
- Parent Workshops
- Principal/Parent Meetings

Workshop topics and schedule:

October 11- Title I Workshop Presenter Mary Oldak, Assistant Principal

November 15- Studio in A School Family Portraits in Collage Presenter: Matthew Burcaw

December 5- Multicultural Celebration: Card Making and Gift Wrapping: LEAP Therese Christophe

December 8- Studio in a School Art and Nutrition Celebration/ Display: Matthew Burcaw

January 10- Measurement to Word Problems: LEAP

Part D: Parental Engagement Activities

TBA-Helping Students Succeed on the English Language Arts Test: Elli Berg, ESL Teacher and Dawn Grabieri, AIS Teacher

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
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		