



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

P.S. 182 Q

DBN : 28Q182

PRINCIPAL: ANDREW TOPOL

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SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

## 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 |
|------------------------|--|-----------|
| Andrew Topol           | *Principal or Designee                       |           |
| Mary Ahern             | *UFT Chapter Leader or Designee              |           |
| Maria Fuentes          | *PA/PTA President or Designated Co-President |           |
| Leila Bermudez         | CBO Representative                           |           |
| Martha Martinez        | Member/Parent                                |           |
| Lolita Parbhu          | Member/Parent                                |           |
| Anjelica Mejia         | Member/Parent                                |           |
| Yaline Ospina          | Member/Parent                                |           |
| Isabel Lopez Hernandez | Member/Parent                                |           |
| Kathie Minelli         | Member/Teacher                               |           |
| Elaine Gonzalez        | Member/Teacher                               |           |
| Karla Yandoli          | Member/Teacher                               |           |
| Marieclair Gerczy      | Member/Secretary                             |           |

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

### **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.

By June 2013, each teacher will participate in six formative feedback sessions with school administrators, focusing on the Danielson instructional competency of "Using Questioning and Discussion Techniques". At least 60% of teachers will show evidence of incorporating next steps emanating from these sessions into their planning and instruction.

#### **Comprehensive needs assessment**

Based upon formal and informal observations of lessons, planning, student work, and school-based and NYS assessments during the 2011-2012 school year, we identified student discourse and teacher questioning as an area of need for the present school year.

#### **Instructional strategies/activities**

Our plan of action involves low-inference observations of learning sessions, followed by discussions with teachers using these observations as the basis. Teachers will reflect on the observations, with specific next steps to flow from the discussions. These will be communicated with the teachers through written feedback on the sessions. The rubric from Danielson's Framework for Teaching's component 3B will be used as a reference during the breadth of the sessions. P. S. 182 will support teacher development in related areas to further growth in discourse and questioning. We will employ collaborative analyses of recorded demo lessons using Danielson's rubric to further understanding of the work and professional development in this component. This work will take place over the course of the school year. This will impact student learning as teachers will plan and develop high-quality questions to promote higher-level thinking in students. Through the use of fish-bowling, explicit modeling, and talking prompts, students will be able to add onto the ideas of others, agree and/or disagree with justification, and ask clarifying questions of their peers. Teachers will assess the speaking and listening skills of students through observation, student responses, and individual student conferences. Teachers will communicate this to parents through progress reports and monthly instructional supports.

#### **Strategies to increase parental involvement**

In addition to the PIP, parents will be receiving goals related to their child's speaking and listening skills on progress reports three times a year. These goals and expectations are communicated to parents at PTA meetings, parent workshops, and through monthly instructional supports to families in content areas.

#### **Budget and resources alignment**

• Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

### **Service and program coordination**

- The above funds will be used to contract professional-development services, increase in-school pedagogical supports (such as the addition of a literacy coach, and to provide substitute teachers allowing teachers to attend in-school and outside professional development opportunities.

### **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**

By June of 2013, at least 70% of lesson plans and lessons in grades three and four will incorporate evidence of multiple means of representation.

#### **Comprehensive needs assessment**

Based upon formal and informal observations of lessons and lesson plans during the 2011-2012 school year, we noted the need to increase the engagement of students in lessons by presenting material and concepts through various means during instruction.

#### **Instructional strategies/activities**

Third and fourth grade teachers will participate in cycles of professional development based on the Universal Design for Learning (UDL). P.S. 182 will collaborate in this work with the Teachers College Inclusive Classroom Project. Teachers will engage in collaborative observations, analysis, and planning focusing on multiple representations based on UDL, including observations of recorded lessons, using the lens of UDL. Teachers will participate in collegial intervisitations and provide peer feedback. This work will take place of the course of the school year. More specifically, the teacher study of UDL will focus mainly on visual representation, as a large number of students at P.S. 182 are English Language Learners who can benefit from this scaffold. With new access to technology, all third and fourth grade teachers will participate in intense SmartBoard training over several months. This training will allow teachers to access texts, videos and images which they will use during their UDL study. It also allows students to physically interact with a projected text or images. Teachers will all be provided with a document camera which they will be expected to use in conjunction with the SmartBoard. Teachers will have access to Safari Montage, which allows them to find and use video and audio clips related to their instruction and unit of study. This will be integral in their training of UDL. The visual and audio texts will help address the needs of visual and auditory learners, as well as all ELLs. In addition, classroom teachers and push-in ESL teachers will work together, and with a staff member of the TC Inclusive Classroom Project, to craft and model specific units of study that incorporate best practices of UDL. With the TC staff developer, teachers will be taught how to develop and use assessments that will evaluate the effectiveness of the UDL strategies they have implemented. Two upper grade SETTS providers will attend professional development at Teachers College in order to hone their UDL expertise. They, then, will turn key information to teachers and provide them with resources that they have researched, including interactive websites and programs to be used on the SmartBoard.

#### **Strategies to increase parental involvement**

Parents will be invited to several Family Mornings throughout the course of the school year. At the Family Mornings, parents will have an opportunity to watch and be a part of instruction. They will learn best ways to help their children at home with reading and math. Families partake in hands on math games and read alouds and learn about multiple ways of representation. They are also provided with specific websites that they can use to help support their children at home. Families will have opportunities to attend family workshops which will be led by P.S. 182 teachers. These workshops will focus in on reading, writing, and math and how best to support their children using various methods of representation.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

The above funds will be used to contract professional-development services, increase in-school pedagogical supports (such as the addition of a literacy coach, and to provide substitute teachers allowing teachers to attend in-school and outside professional development opportunities.

### **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**

By June of 2012, P. S. 182 will implement at least two full cycles of Tier II RTI for reading in phonics, phonemic awareness, fluency, and comprehension.

#### **Comprehensive needs assessment**

Based on student outcomes on formal and informal assessments (including class work, running records, and the 2011-2012 NYC third-grade ELA exam), we identified the need to provide additional instructional supports in targeted areas related to reading.

#### **Instructional strategies/activities**

Starting in September of 2012, P. S. 182 will form an RTI Team that will meet two of every three weeks. This team includes special-education teachers, academic-support teachers, guidance, and administration. The team will identify and purchase appropriate and approved RTI programs and assessments. It will create RTI guidelines for school, for tiers I and II. The team will support classroom teacher with Tier I interventions that to use in the their classrooms, creating a handbook of interventions and best practices, by helping teachers to analyze their data, and by collaborating in the creation of Tier supports for individual children. Classroom teachers will have opportunities to present their cases to the team and receive immediate guidance and follow-up support.

Analyzing student assessment data, the team will collaborate with classroom teachers to identify students who have not made significant progress after receiving Tier I interventions. The team will consider an array of assessments used at the school, including reading levels, running records, Teachers College Literacy Assessments, Benchmark Acuity Assessments, and NYS exam results. Based on these analyses, the team will create Tier II reading groups and provide appropriately targeted instruction. Tier II instructional intervention will include approved programs such as Foundations, Wilson, and Fountas & Pinnell's LLI. The team will review student progress and chart courses of RTI instruction accordingly. Based on these results, the team will decide whether to continue Tier II supports, to revert back to Tier I supports, or to augment interventions with Tier III supports.

#### **Strategies to increase parental involvement**

In addition to the steps articulated in our PIP, PS 182 will help equip parents to better support the academic endeavors of their children. P. S. 182 will develop and provide communication systems to keep parents informed about the progress of their children, at all Tiers. These include monthly reading-level and writing-level updates and instructional suggestions, monthly communications on child-specific academic goals, and RTI progress updates. Additionally, we will continue with our Family Mornings and academic workshops, giving greater insight to what and how the students are learning. Through these vehicles, we will equip the parents to play more direct and more effective roles in their children's educations. P. S. 182 will rollout these supports throughout the year, with all components in place by April 2013.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

P. S. 182 will use designated funding to add RTI capacity through an augmented staff. By adding additional SETTS providers for mandated services, we will be able to free additional instructional time for RTI instruction. We will use designated funds to purchase approved RTI instructional programs and assessments.

### **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**

By June 2013 the average student proficiency in the NYS math exam as measured by student performance on the Progress Report will increase to 33% of the peer range (approximately 13 out of 40 peer schools).

#### **Comprehensive needs assessment**

Based upon the results of the 2011-2012 NYS third-grade math exam, P. S. 182 reached on 13.7% of last year's peer range. These results indicate an urgency to increase the proficiency of our students in mathematics.

#### **Instructional strategies/activities**

P. S. 182 will provide more highly differentiated instruction and small-group instruction based on the results of last year's exam and on assessments of student performance throughout the present school year. We will reorganize our AIS to more effectively meet the needs of students struggling in mathematics. Fourth-grade students scoring in the lowest one-third of the previous year's third graders will receive intensive AIS instruction in mathematics with our strongest mathematics teachers. These teachers have received extensive professional development in mathematics. Instruction will include comprehension strategies, the development of representational models, and the computational number strings.

P. S. 182 will adjust our professional development in mathematics to target the identified needs of these students and the pedagogical supports required to help them gain greater proficiency. P. S. 182 will continue with a high level of professional development concentrated on our third and fourth-grade teachers. This will include teachers attending mathematical learning communities, attending conferences, and engaging in regular planning and coaching sessions with supports from Metamorphosis and CFN 207.

We will offer additional instruction through Saturday Academies, targeted to the specific needs of the individual children, starting in February of 2013. Additionally, by the spring of 2013, P. S. 182 will identify and provide a web-based mathematics support that can support both students and parents. This will be a support that can provide differentiated support to match the needs of individual children.

#### **Strategies to increase parental involvement**

In addition to the steps articulated in our PIP, PS 182 will help equip parents to better support the academic endeavors of their children. P. S. 182 will continue with our Family Mornings and academic workshops, giving greater insight to what and how the students are learning. Through these vehicles, we will equip the parents to play more direct and more effective roles in their children's educations. We will support parent study groups in mathematics to help parents strengthen their own math skills while understanding the concepts and strategies their children are learning and using, as these often are much different than what the parents know and learned.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

yes  Tax Levy  yes  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

The above funds will be used to contract professional-development services, increase in-school pedagogical supports (such as the addition of a literacy coach, and to provide substitute teachers allowing teachers to attend in-school and outside professional development opportunities. Funds will be used to pay per session and purchase instructional supports for the students in the Saturday Academies.

## 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**

#### **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.

#### **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,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Services (AIS)   | Description  |  |   |
|--|--|--|---|
|  | Type of program or strategy (e.g. repeated readings, interactive writing, etc.)  | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA  | Guided reading<br>Shared reading<br>Sight-word games<br>Foundations (phonics) instruction<br>Paired fluency readings<br>Interactive websites | Small-group<br>One-on-one<br>Partner work                                      | During school day<br>Extended day<br>Saturday Academies                                   |
| Mathematics  | Number string<br>Shared math<br>Math games   | Small-group<br>One-on-one<br>Partner work                                      | During school day<br>Extended day<br>Saturday Academies                                   |
| Science  |  |  |   |
| Social Studies   |  |  |   |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Play therapy<br>Discussion groups<br>Behavior plans<br>Indirect services   | Small-group<br>One-on-One  | During school hours<br>During after-school program  |

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is *highly qualified*. As per our FY13 BEDS Survey, 100% of our teachers are highly qualified.

- All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.
- All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.
  - Teachers-College Reading and Writing Institute
    - Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas
    - Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: unpacking the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification
    - In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.
  - Metamorphosis
    - Teachers engage in outside, as well as in-house, professional development to strengthen their own mathematical understanding, as well as effective strategies to develop inquiry-based learning, especially: multiple solutions to a problem; accuracy; fluency; efficiency; and communication.
  - Coaches
    - P.S. 182 has two literacy coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.
  - Technology
    - P.S. 182 has an F-status technology teacher who researches educational websites and provides support to teacher on utilizing technology to provide effective instruction in the classroom.
    - Over half of our staff are currently receiving training to become smart-board certified users and are working on developing high-quality lessons for the smart-board.
- Special Education teachers work with trained specialists from Teachers-College TCICP on team-teaching models, as well as understanding and utilizing Universal Design for Learning protocols and strategies.
- ELL teachers participate in specialized professional development with experts in the field of language acquisition, vocabulary development, and scaffolds to support ELL's access the curriculum. Teachers then turn-key this information to the entire staff. In addition to this, ELL teachers push-in to classrooms during literacy and/or content-area subjects to support teachers and students in these regards.
- All teachers are a member of at least one teacher team.
  - Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.
  - Vertical teams have been established and will meet to develop continuums across content-areas and grades.
- Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**CAN BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Peggy Miller</b> | District <b>28</b> | Borough <b>Queens</b> | School Number <b>182</b> |
| School Name <b>Samantha Smith</b>                 |                    |                       |                          |

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

|                                    |            |                      |            |   |               |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | <b>799</b> | Total Number of ELLs | <b>330</b> | ELLs as share of total student population (%) | <b>41.30%</b> |
|------------------------------------|------------|----------------------|------------|---|---------------|

## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

#### This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

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

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

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

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |          |           |           |           |          |          |          |          |          |          |          |          |          |           |
|--|----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group |          |           |           |           |          |          |          |          |          |          |          |          |          |           |
|  | K        | 1         | 2         | 3         | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL     |
| Spanish  | 0        | 29        | 24        | 18        |          |          |          |          |          |          |          |          |          | 71        |
| Chinese  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Russian  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Bengali  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Urdu   |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Arabic   |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Haitian  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| French   |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Korean   |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Punjabi  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Polish   |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Albanian                                       |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Yiddish  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| Other  |          |           |           |           |          |          |          |          |          |          |          |          |          | 0         |
| <b>TOTAL</b>                                   | <b>0</b> | <b>29</b> | <b>24</b> | <b>18</b> | <b>0</b> | <b>71</b> |

| Dual Language (ELLs/EPs)                       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|----|
| K-8  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
| Number of ELLs by Grade in Each Language Group |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |       |    |
|  | K  |    | 1  |    | 2  |    | 3  |    | 4  |    | 5  |    | 6  |    | 7  |    | 8  |    | TOTAL |    |
|  | EL | EP | EL    | EP |
| Spanish  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Chinese  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Russian  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |
| Korean   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 0     | 0  |

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

**Number of ELLs by Grade in Each Language Group**

|              | K       |    | 1       |    | 2       |    | 3       |    | 4       |    | 5       |    | 6       |    | 7       |    | 8       |    | TOTAL   |    |
|--------------|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|---------|----|
|              | EL<br>L | EP |
| Haitian      |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| French       |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| Other        |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    |         |    | 0       | 0  |
| <b>TOTAL</b> | 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  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K         | 1         | 2         | 3         | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL      |
|--------------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Other        | 2         | 5         | 7         | 2         |          |          |          |          |          |          |          |          |          | 16         |
| <b>TOTAL</b> | <b>30</b> | <b>98</b> | <b>79</b> | <b>52</b> | <b>0</b> | <b>259</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

## A. Programming and Scheduling Information

intermediate ELLs.

### Transitional Bilingual Education Program

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

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

The Transitional Bilingual Education Program has as its goals:

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

developmentally.

### Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area   | Language(s) of Instruction |  | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | Spanish                    |  |                    |                            |
| Social Studies:      | Spanish                    |  |                    |                            |
| Math:                | Spanish                    |  |                    |                            |
| Science:             | Spanish                    |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |
|                      |                            |  |                    |                            |

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

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

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

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

### Native Language Usage and Supports

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

| Native Language Usage/Support  |  | Transitional Bilingual Education (TBE) |              |          |
|--|--|--|--------------|----------|
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  | Dual Language                          |              |          |
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  | Freestanding ESL                       |              |          |
| 100%   |  |  |              |          |
| 75%  |  |  |              |          |
| 50%  |  |  |              |          |
| 25%  |  |  |              |          |
|  |  |  |              |          |
| 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. |  |  |              |          |

## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

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

## C. Schools with Dual Language Programs

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

PS 182 does not have a dual language program.

### **D. Professional Development and Support for School Staff**

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

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

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

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

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

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) |    |     |     |    |   |   |   |   |   |   |    |    |    |       |
|---|----|-----|-----|----|---|---|---|---|---|---|----|----|----|-------|
|   | K  | 1   | 2   | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B)   | 5  | 65  | 15  | 13 |   |   |   |   |   |   |    |    |    | 98    |
| Intermediate(I)   | 5  | 43  | 43  | 25 |   |   |   |   |   |   |    |    |    | 116   |
| Advanced (A)  | 20 | 19  | 45  | 32 |   |   |   |   |   |   |    |    |    | 116   |
| Total   | 30 | 127 | 103 | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 330   |

| NYSESLAT Modality Analysis |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |
|----------------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate         | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|                            |                   |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

|                        | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 4                      |         |    |         |    |         |    |         |    | 0     |
| 8                      |         |    |         |    |         |    |         |    | 0     |
| NYSAA Bilingual Spe Ed |         |    |         |    |         |    |         |    | 0     |

**New York State Regents Exam**

|                              | Number of ELLs Taking Test |                 | Number of ELLs Passing Test |                 |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
|                              | English                    | Native Language | English                     | Native Language |
| Comprehensive English        |                            |                 |                             |                 |
| Integrated Algebra           |                            |                 |                             |                 |
| Geometry                     |                            |                 |                             |                 |
| Algebra 2/Trigonometry       |                            |                 |                             |                 |
| Math                         |                            |                 |                             |                 |
| Biology                      |                            |                 |                             |                 |
| Chemistry                    |                            |                 |                             |                 |
| Earth Science                |                            |                 |                             |                 |
| Living Environment           |                            |                 |                             |                 |
| Physics                      |                            |                 |                             |                 |
| Global History and Geography |                            |                 |                             |                 |
| US History and Government    |                            |                 |                             |                 |
| Foreign Language             |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| Other                        |                            |                 |                             |                 |
| NYSAA ELA                    |                            |                 |                             |                 |
| NYSAA Mathematics            |                            |                 |                             |                 |
| NYSAA Social Studies         |                            |                 |                             |                 |
| NYSAA Science                |                            |                 |                             |                 |

**Native Language Tests**

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

As we are a Pre K-3 school, our formal assessment consists of Columbia University's Teacher's College Literacy Assessment. The assessment has various components: Running Records (Independent Reading Level), High Frequency Words, a Spelling Inventory and a Writing Assessment. Our ELLs are also tested formally using the NYSESLAT and LAB-R exams. Our Spanish-dominant students receive reading assessments in Spanish, as well. Students are also given informal assessments on a daily basis through conferring during reading and writing workshops. Teachers use these assessments to support ongoing language development and plan accordingly.

A review of students' examination results from the LAB-R and NYSESLAT in the four modalities indicates that in grades K, 1, 2 and 3 strengths lie in the areas of listening and speaking, as one would expect with younger students. The students' high-needs instructional areas fall mainly in reading and writing in both English and in their native language, again, as one would expect. This data has been verified by the Teacher's College Assessment system the school currently utilizes that focuses on the areas of reading, writing, listening, and speaking. We analyze the results of from all data sources. We disaggregate the data according to numerous variables, such as native language, modality strengths, program model, after-school participation, and years of service. We consider the results of these analyses in making decisions regarding curricula, instruction, programming, and professional development.

The data shows similar results for Spanish ELLs in both ESL and bilingual classes, as measured by NYSESLAT results, Teachers College Reading and Writing Project literacy assessments, and math assessments. Between children representing our two largest language group for ELLs, we do see faster rates of progress and higher academic achievement rates for our Bengla-speaking students compared to our Spanish-speaking ELLs. this holds across grades and proficiency levels.

This will be the first school year that P. S. 182 has a third grade and administers NYS ELA and mathematics. Accordingly, we will examine the results of the math exams our ELLs take in English as opposed to alternate languages. Bilingual teachers are assessing students in both English and in Spanish. When assessed orally, the results are positively skewed towards Spanish. IN reading and writing assessments, this edge for native-language assessments does not hold.

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster: 2**      **Network: CFN 207**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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



## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

|  |                    |
|--|--------------------|
| Name of School: <u>P. S. 182Q, Samantha Smith</u>  | DBN: <u>28Q182</u> |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> 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):<br><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>supplemental during school</u>   |  |
| Total # of ELLs to be served: <u>250</u>   |  |
| Grades to be served by this program (check all that apply):<br><input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |  |
| Total # of teachers in this program: <u>16</u>   |  |
| # of certified ESL/Bilingual teachers: <u>11</u>   |  |
| # of content area teachers: <u>5</u>   |  |

### 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:

1) Supplemental Bilingual-Literacy Instruction: Analyses of running records, student writing, NYSELSAT, and state-exam results from last year indicate that these are areas where our Spanish-bilingual students in particular struggle. Hence, a certified Spanish-bilingual teacher will provide supplemental reading and writing support to ELL's receiving Spanish-bilingual instruction. She will provide individual and small-group instruction. She will provide both native-language instruction (Spanish) and English instruction using ESL methodology. The balance of language instruction will be determined by the needs of the particular students. She will use read-alouds, shared-readings, guided-reading, interactive/shared writing, and individual conferencing as the means of instruction. Materials will include guided-reading books, novels and picture books, and printed articles. Anastassio (Spanish), Rigby SailsBooks (English), and authentic literature make up the bulk of the texts. On-line resoucrs will be used as well. She will work on a two-day F-Status basis, providing nearly four periods of instruction a week to the bilingual students on our second, third, and fourth grades.

2) ELL Saturday Academy: Analyses of student work, of NYSESLAT results, and third-grade state-exams indicate that ELL students continue to struggle across the four modalities, lagging far behind their non-ELL peers. Using shared readings, shared writings, and other small-group instruction, P. S. 182 will provide ELL Saturday Academies, grouping children based on both their particular needs and their grade levels. One of the particular areas of focus will we on deconstructing complex texts and understanding academic vocabulary, based on the work of MaryAnn Cucchiara. Anastassio (Spanish), Rigby Sails books, and authentic literature will make up the bulk of the texts used. We will conduct the acedemy on at least six Saturdays, from January through May, running for at least three hours each session. The hours will be from nine to twelve. Certified ESL and bilingual teachers will provide the instruction on a per session basis.

### 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:

1) ESL teachers, at least one cooperating teacher for each, and two assistant principals are are studying instruction for ELL students around text complexity and acedemic language. The study group is being

### Part C: Professional Development

facilitated by NNS from CFN 207, meeting approximately once each month for three periods, December through May. The study includes intervisitations, where teachers will demo lessons for and debrief with their colleagues. Material will include pedagogical texts and authentic literature.

2) Teachers in our ELL Saturday Academies will receive approximately 1.5 hours of training and planning per academy. This will be led by certified ESL and BL teachers and administrators.

3) ESL and bilingual staff attend both monthly and periodic professional development sessions provided by CFN 207 and central offerings. Upon returning to the school, they turnkey this information through dissemination of notes and during planning periods with colleagues.

### 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:

1) ELL Library Hours: Supporting literacy in the home is a goal for P. S. 182. To support this, we will offer library hours from 2:45-4:15 every Friday afternoon to all of our kindergarten and first-grade students, who do not have an opportunity to come to the library, as they attend classes in a different building. As part of this, an ESL teacher will be there to work with our ELL families and to supervise and to encourage the use of our foreign-language collections. She will show parents how to use the books on tape and explain how to use the collections. The ESL teacher will work with both students and parents, modeling how to use the material at home and how to support conversations that deepen comprehension.

2) ELL Saturday Academy: As part of our ELL Saturday Academy, we will offer parent workshops. These workshops will align with the work their children are doing in the Academy, enabling the parents to support at home what their children are learning in school. Just as with the the students, these workshops will run for a duration of 1.5-2 hours over the course of at least six Saturdays, from January through May.

3) Books on Tape: Many of the adults in our ELL families do not speak English, have limited English literacy, or have limited literacy in their native languages. Yet, all are capable of engaging in literary experiences and conversations with their children. To this end, we are providing listening centers, materials, and supports so that adults at home can join in the literary lives of their children and can help expand the literacy experiences of their children. At this point, we are providing materials in Spanish and Bengla, our two most populous languages other than English, though we are looking to expand to additional languages.

4) P. S. 182 will provide oral interpretations and written translations at workshops for our parents so that they may stay completely integrated and informed.

**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<br>(schools must account for fringe benefits) <ul style="list-style-type: none"><li>• Per session</li><li>• Per diem</li></ul>                                      |                 |   |
| Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> |                 |   |
| Educational Software<br>(Object Code 199)   |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  |                 |   |