



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** P.S. 182

DBN (08X182):

PRINCIPAL: ANNE O'GRADY

EMAIL: [AOGRADY@SCHOOLS.NYC.GOV](mailto:AOGRADY@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TIMOTHY BEHR

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Anne O'Grady	*Principal or Designee	
Connie McPherson	*UFT Chapter Leader or Designee	
Tanisha Robinson	*PA/PTA President or Designated Co-President	
Antoine Darby	Member/Parent	
Jalaine Denis	Member/Parent	
Kamla Harpal	Member/Parent	
Chancy Marsh IV	Member/Parent	
Denise Randolph	Member/Parent	
Daisy Rosario	Member/Parent	
Kim Baker	Member/Teacher	
Danielle Irizarry	Member/Teacher	
Jennifer Lopez	Member/Teacher	
Eimear O'Sullivan	Member/Teacher	
Mary Oldak	Member/Assistant Principal	

\*\* 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**

By June 2013 100% of classroom teachers in Prekindergarten – Grade 5 will engage their class in two literacy tasks embedded in rigorous curriculum units and aligned to the Common Core as outlined in the citywide instructional expectations.

### **Comprehensive needs assessment**

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

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

The Citywide Instructional Expectations for 2012-13 outline that students in PK-5 will experience two Common Core aligned units of study aligned to the literacy standards in ELA, Social studies and/or Science.

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

- **Median Growth Percentile for School's lowest 1/3:** 66.5, which is 44.2% of the way from the lowest 51.9 to the highest 84.9 score relative to our Peer Horizon and 41.1% of the way relative to the City Range of 52.1 to 87.1.
- **Student performance** 50.5% of students scored at level 3 or 4 on the 2012 NYS ELA Test placing the school in the 60.5% of its peer range .

The overall score for student progress was 29.9 out of a possible 60. The school received a category grade of a B in both progress and performance. The school received extra credit for closing the achievement gap for CTT Special Education students in English Language Arts.

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

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- a. Administer a baseline English Language Arts task
  - Look at student work
  - Analyze the task with CCLS
  - Determining level of task demand
    - Teachers will meet in grade level teams to select the units and embedded tasks which will be used to meet the citywide expectations.
    - Teachers will develop collaborative lessons for the units during teacher team meetings.

Pre and post testing will be initiated for the units.

  - Monthly grade level meetings focusing on CCLS aligned instruction
  - Teacher to attend Literacy labs provided by CFN 607 and to turnkey information to the staff
  - Professional development focusing on CCLS and Units of Study to be provided on Professional Development calendar days
  
- - b. Teachers, administrators, Network Support Staff
  - c. Each grade met in grade level meetings to review the CCLS and to plan units of study which included an embedded task.
  - d. September 2012-June 2013)?

**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.

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

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

**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).

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

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



## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2013, 100% of classroom teachers in Prekindergarten – Grade 5 will engage their class in two mathematics tasks embedded in rigorous curriculum units/modules and aligned to the Common Core as outlined in the citywide instructional expectations.

### **Comprehensive needs assessment**

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

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

The Citywide Instructional Expectations for 2012-13 outline that students in PK-5 will experience two Common Core aligned units of study aligned to the mathematics standards.

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

- **Median Growth Percentile for School's lowest 1/3:** 66.0, which is 52.6% of the way from the lowest 47.9 to the highest 82.3 score relative to our Peer Horizon and 52.1% of the way relative to the City Range of 43.7 to 86.5
- **Student performance** 68.4% of students scored at level 3 or 4 on the 2012 NYS Mathematics Test.

The overall score for student progress was 29.9 out of a possible 60. The school received a category grade of a B in both progress and performance.

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

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - strategies/activities that encompass the needs of identified student subgroups,
  - key personnel and other resources used to implement these strategies/activities,
  - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - timeline for implementation.
  
- Administer the baseline math task
  - Looking at student work
  - Analyzing the task with CCLS
  - Determining level of task demand
- Teachers will meet in grade level teams to select the units and embedded tasks which will be used to meet the citywide expectations.
- Teachers will develop collaborative lessons for the units during teacher team meetings.
- Pre and post testing will be initiated for the unit.
- Monthly grade level meetings focusing on CCLS aligned instruction
- Professional development focusing on CCLS and Units of Study to be provided on Professional Development calendar days
- Academic Intervention Teacher to attend CFN 607 Math coach meetings and turnkey information
- . Teachers, administrators, Network Support Staff
- Each grade met in grade level meetings to review the CCLS and to plan units of study which included an embedded task.
- September 2012-June 2013)?
  
- 

**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.

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

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

**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:

Classroom teachers, administrators, AIS teachers, ESL teacher, IEP teacher, content area teachers, F Status AIS teacher, CFN 607 Achievement Coach

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

**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).

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

Classroom teachers will engage students in Common Core aligned curriculum and tasks. Administrators will support teachers by providing professional development in the areas of instructional excellence. AIS teacher (1) will support teachers in grades 3-5 in mathematics 3 times per week for 45 minutes. Two F Status AIS teachers will support classrooms teachers in mathematics 3 times per

week for 45 minutes. CFN Achievement Coach will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
By June 2013, 100 % of teachers will participate in professional development opportunities for teachers regarding teacher effectiveness to build capacity in a shared understanding of instructional excellence

#### **Comprehensive needs assessment**

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

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

P.S. 182 received an overall grade of a B with a percentile rank of 54. The overall score for student progress on the NYC Department of Education Progress Report 2011-12 was 55.5 out of a possible 100. The school received a category grade of a B in both progress and performance. The school received 2.97 extra credit points (out of a maximum of 16) for making exceptional gains in students with disabilities, ELL students and students starting with the lowest proficiency citywide.

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

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

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

a. Collaborate with CFN 607 Achievement Specialist to provide professional development in the area of instructional excellence and the

Danielson Framework for Teacher Effectiveness. Principal and teacher leaders will attend Network 607 Danielson staff development as scheduled beginning in July 2011. Mentor teacher leaders on a consistent basis (weekly) to conduct and implement staff development which takes place at faculty conferences, professional development days and weekly inquiry team meetings. Schedule peer to peer visits and informal observations by administrators for a minimum of six low inference observations per teacher.

b. Administrators, Network Leader, Network 607 Achievement Coach, Teacher Leaders, Teachers Classroom teachers, administrators, AIS teachers, ESL teacher, IEP teacher, content area teachers, F Status AIS teacher, CFN 607 Achievement Coach

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

d. . September 2012-June 2013)

**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.

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

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

**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).

P.S. 182 is a Schoolwide program school. The emphasis in school-wide program schools is on serving all students, improving all

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

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

By June 2013, the school will have increased teacher participation in leadership opportunities to improve teacher effectiveness and build teacher capacity.

#### **Comprehensive needs assessment**

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

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

The Citywide Instructional Expectations outline that teacher development focus on supporting all students to meet the Common Core standards.

P.S. 182 received an overall grade of a B with a percentile rank of 54. The overall score for student progress on the NYC Department of Education Progress Report 2011-12 was 55.5 out of a possible 100. The school received a category grade of a B in both progress and performance. The school received 2.97 extra credit points (out of a maximum of 16) for making exceptional gains in students with disabilities, ELL students and students starting with the lowest proficiency citywide.

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

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  
- Collaborate with CFN 607 Achievement Specialist
- Identify key teachers as Instructional Leads
- Attend network staff development with Principal and teacher leaders
- Attend citywide staff development with Principal, Assistant Principals and Teacher Leaders
- Mentor teacher leaders on a consistent basis (weekly) to conduct and implement staff development in Teacher Effectiveness and Inquiry
- Support mentor teacher through professional meetings with administration
  - b. Who is the key personnel who is responsible for implementing these strategies? (i.e. teachers, administrators, Network Support Staff, etc.)
  - c. What was done to include teachers in the process of decision-making regarding this goal?
  - d. When did this work begin (i.e. September 2012) and when will you re-evaluate your reaching this goal (i.e. June 2013)?
  
- 

**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.

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

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

**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).

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

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5**

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

By June 2013, 100% of teachers will participate in the inquiry cycle studying the lowest 1/3 of students to improve teacher effectiveness.

### **Comprehensive needs assessment**

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

New York State has adopted the Common Core Learning Standards (CCLS). The Mathematics and ELA assessments in the next several years will be aligned with the new, more rigorous content standards.

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

- **Median Growth Percentile for School's lowest 1/3:** 66.5, which is 44.2% of the way from the lowest 51.9 to the highest 84.9 score relative to our Peer Horizon and 41.1% of the way relative to the City Range of 52.1 to 87.1.
- **Student performance** 50.5% of students scored at level 3 or 4 on the 2012 NYS ELA Test placing the school in the 60.5% of its peer range.

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

- **Median Growth Percentile for School's lowest 1/3:** 66.0, which is 52.6% of the way from the lowest 47.9 to the highest 82.3 score relative to our Peer Horizon and 52.1% of the way relative to the City Range of 43.7 to 86.5
- **Student performance** 68.4% of students scored at level 3 or 4 on the 2012 NYS Mathematics Test.

The overall score for student progress was 29.9 out of a possible 60. The school received a category grade of a B in both progress and performance.

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

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e. 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.
  - a. Implement the inquiry cycle to study low performing students including subgroups. The Inquiry Team will examine student work/data during weekly inquiry meetings. Team members will engage external resources (i.e. professional articles, supplemental materials etc.) to enrich and extend the teacher’s understanding of the pedagogy and content. .The Inquiry Team will define instructional strategy and set goals. Classroom teachers will take action by implement instructional strategy during lessons. Student progress will be monitored with common assessments prescribed by the team members.
  - b. Principal, Assistant Principals, Teachers, AIS teachers, Guidance Counselor, CFN 607 Achievement Coach
  - c. Teachers are a significant part of the inquiry cycle which includes shared decision making, regarding instructional next steps and assessments.
  - d. September 2012- June 2013

**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.

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

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

The Parent Coordinator will assist in the planning and preparation for parent workshops. The Parent Coordinator will attend scheduled

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

**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).

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

**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	Eligible students in grades Kindergarten- Grade 2 receive AIS daily in small groups during the school day. Students are engaged in Balanced Literacy with an emphasis on the guided reading component. Rigby Literacy by Design, Intervention by Design, Wright Group and Foundations materials are used for small group instruction. The small group literacy activities support the developmental program in the classroom.	Small group	During school day
	Selected students in Grades 3-5 (Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test) receive supplemental small group instruction in ELA with either the Academic Intervention	Small group	During school day

	<p>Literacy Support teacher or the classroom teacher. Rigby Literacy by Design, Intervention by Design, Wright Group and benchmark materials are used. The mode of instruction is small group push-in model. Students are engaged in Balanced Literacy with an emphasis on the guided reading component. Literacy activities will be aligned with classroom instruction and provide additional support to 'at-risk' students.</p> <p>The extended day tutoring program is offered to students in Grades 1-5 on Tuesdays and, Wednesdays from 2:40 to 3:30 PM. All level 1 and level 2 students have been invited. Teachers work with students in small group settings. During the literacy session, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks, listen to stories for specific skill purposes and develop test sophistication</p>	<p>Small group</p>	<p>Tuesday and Wednesday 24:40 p.m.-3:30 p.m.</p>
--	---	--------------------	---



	<p>students in Grades 1-5 on Tuesday, Wednesday and Thursday from 2:40-3:30 PM. Teachers will work with students in small group settings. During the mathematics sessions, teachers will focus on mathematical skills and strategies and will provide students with an additional opportunity to develop mastery through practice. Teachers will provide exposures to new concepts and skills to foster mastery. Teachers will integrate conceptual understanding and the teaching of basic skill and develop test sophistication strategies. All participating students in grades 1-5, including English language learners and special education students, will be grouped based on assessed needs for additional instruction to mathematics ability.</p>		
Science	<p>Students requiring AIS in Science (Grades 4 and 5) receive differentiated instruction from the Science Instructional Specialist. Students are engaged in activities to</p>	Small group, individual	During school day

	support their understanding of key concepts in science.		
Social Studies	Selected students (Grades 4-5) receive supplemental small group instruction in Social Studies with either the Academic Intervention Support teacher or the classroom teacher. The mode of instruction is either in-class small group or pull-out small group. Students are engaged in activities to support them in understanding and responding to document based questions. Social Studies activities will be aligned with classroom instruction and provide additional support to 'at-risk' students.	Small group, individual	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are recommended for "at risk" guidance by the Child Study Team or on an as needed basis by the administration.  Students are recommended for ERSSA counseling and "at risk" guidance counseling by the		

	<p>Child Study Team or on an as needed basis by the administration.</p> <p>The school nurse provides asthma classes for eligible students</p>		
--	---	--	--

### **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.

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

**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.

---

**PARENT INVOLVEMENT POLICY (PIP)**

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.

**Public School 182  
Parent Involvement Policy  
2012-2013**

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.

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.

- Parents will be provided opportunities to be actively involved in establishing school-based policies and recommendations by serving as members of the School Leadership Team. The team 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. This includes providing technical support and ongoing professional development, especially in developing leadership skills.
- Parents will be notified in a timely fashion and encouraged to attend our monthly Title I meeting to review the status of programs and to request their involvement on the in-school Parent Advisory Council. This Title I meeting will be part of our monthly Parents' Association Meeting. The school will 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.
- The school will 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.

- Workshops will be held to provide opportunities for parents which 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. The School will encourage parents to share in student success through monthly assemblies, which encourage students to succeed to the highest possible level.
- Workshops and meetings will be held to 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.
- The school will 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.
- Regular written communication reflecting activities in the school will be disseminated to the parents. Communication to homes on a regular basis will reinforce the home/school connection.
- The school will translate all critical school documents and provide interpretation during meetings and events as needed.
- The school will 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.
- The school will maintain a school web publication designed to keep parents informed about school activities and provide parents access to ARIS to review student progress.
- Parents will be provided a Department of Education approved "Citywide Standards of Discipline and Intervention Measures" and will review the code and have students adhere to its principles.
- Parents will have opportunities to communicate with their child's teacher regarding educational needs through:
  - a. review of student homework on a daily basis, and signing work after parental review,
  - b. attending regularly scheduled parent/teacher conferences,
  - c. meeting/communicating with teachers throughout the school year to keep apprised of ongoing student progress.
- Parents and community will be encouraged to assist in the school through a volunteer program. Parents may work in classrooms, offices, library, cafeteria, etc., to supplement and complement the efforts of the school.
- A School/Parent Compact will be disseminated to all parents to ensure that the school and home are working cooperatively to provide for the successful education of the children at P.S. 182.

*P.S. 182 SCHOOL-PARENT COMPACT*

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>Jose Ruiz/ Elmer Myers</b>	District <b>00</b>	Borough <b>Bronx</b>	School Number <b>182</b>
School Name <b>P.S. 182</b>			

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
--	--

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

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

### B. ELL Years of Service and Programs

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

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<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:	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	4	8	5	6	2								26
Chinese														0
Russian														0
Bengali		1												1
Urdu		1		0		1								2
Arabic		1												1
Haitian														0
French		1	1			1								3
Korean														0
Punjabi														0
Polish														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other					1	2								3
<b>TOTAL</b>	<b>1</b>	<b>8</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>6</b>	<b>0</b>	<b>36</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 organizational model is a freestanding ESL program. The school complies with the CR Part 154 requirements. The NYSESLAT or LAB-R (new admits only) results are used to determine students' levels. Students identified at the beginning or intermediate level, receive 360 minutes of ESL instruction provided by the certified ESL teacher. Students identified as being at the advanced level receive 180 minutes of ESL provided by the certified ESL teacher and 180 minutes of English Language Arts instruction provided by the classroom teacher. To ensure that ELL students meet the standards and pass the required grade assessments, our pullout ESL program is aligned with the core curriculum offered in our instructional program. The ESL teacher articulates with the teachers of the students she serves. A daily articulation time of 40 minutes is built into the program. ESL instruction is provided based on Beginning, Intermediate and Advanced Levels. All instructional programs are research based. The program model is heterogenous grouping of students with students on the same grade being serviced as mandated for either 180 minutes or 360 minutes of ESL instruction.

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

utilized.

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

To ensure that ELL students meet the standards:

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

Currently we have no SIFE students.

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

ELL teachers integrate content areas such as English and social studies. For example, the content topics found in the Rigby ESL series become the vehicle for second language learning. The teacher differentiates instruction by adjusting the academic language demands of lesson instruction in the following ways: modifying speech rate and tone; direct instruction of vocabulary and grammar; repeating key words and phrases; using context clues; modeling strategies and relating instruction to students' background knowledge and experiences .

### 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

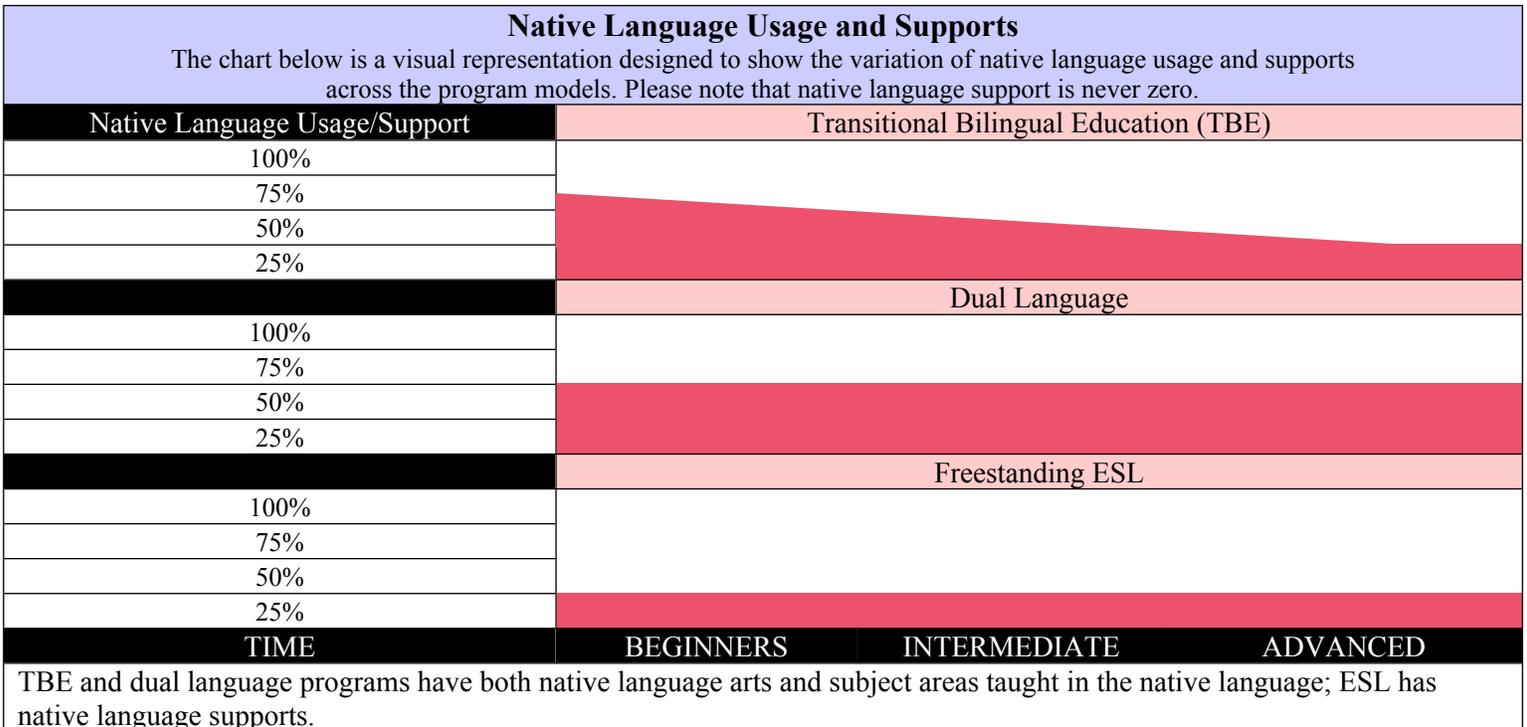
Class/Content Area	Language(s) of Instruction
Native Language Arts	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction



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> 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> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

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

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

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

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

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

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

For transitional ELL students, students requiring additional support will be provided with AIS or Title III supplemental instruction and may be invited to attend the 50-minute tutorial sessions on Tuesdays and Wednesdays (as eligible).

Classroom and Content Area teachers will continue to present lessons using ESL methodology and strategies. Teachers will use visual aids such as overheads, pictures and diagrams to enhance the lesson. Resources such as manipulatives, books and texts on tape, videos and other

appropriate media are used. Students have access to word for word translation dictionaries and/or glossaries as appropriate.

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

The ESL program uses the Rigby, On Our Way to English program. The ESL teachers provides ELA instruction through shared reading and guided reading. This program also includes phonics and vocabulary software which is available for use in the classrooms especially for newcomers. The ESL teacher provides teachers with guided reading materials appropriate for the ELL students (Rigby In -step Guided Reading Program). ELL students have access to various reading and mathematics software programs in their classrooms, i.e. RAZ Kids. In addition, the school participates in the 100 Book Challenge Program. All classrooms receive a leveled library which is regularly rotated and provides students with access to books that meet the literacy needs of the students. Resources such as manipulatives, books and texts on tape, videos, word for word translation glossaries, translated content area test material and other appropriate media are used. The school will continue to use its budget to support the Rigby ESL program including the purchase of additional guided reading materials. At this time, the school has no plans to discontinue any program. P.S. 182 is a schoolwide projects school. Title I funds are used to support all students'academic progress. ELL students are included in all programs and supports offered by the school.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

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

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

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

## E. Parental Involvement

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

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	1	5	2	2		1							
	<b>A</b>		1	2		1	2							
	<b>P</b>		1											

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				4		2		7
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

The school participates in the ECLAS assessment system and also uses the Teachers College Reading Inventories to determine students' independent and instructional levels. The reading inventory and the ECLAS system provide teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction. Although the school only has a small number of ELL students, after analyzing the combined NYSESLAT modality report, the school finds that the area in greatest need is reading and writing. Out of 47 students, 24 reached proficiency in listening and speaking, 17 students reached proficiency in reading and writing. 19 students scored at the beginner or intermediate stage in reading and writing as opposed to only 11 students in listening and speaking. The school intends to support ELL students in the classroom by providing small group literacy instruction in guided reading, student teacher conferences in 100 Book Challenge and individual conferences during the writer's workshop. In addition as funding permits, an academic intervention teacher will push-in to reduce the class size and support struggling readers and writers. The school participates in the ELL periodic assessment. Given the small sample size, it is difficult to extrapolate meaningful data. The current results show that 33.33 students in grades 3 and 4 scored in the (26 -50%) category while 33.33 scored in the (51-75 %) category. 33.33 scored in the 76-100% category. However, the school uses the individual data to inform instructional decisions during the ESL and/or ELA period. The ESL teacher makes the data available to all teachers with ELL students and articulates with the classroom teacher. The state accountability and overview report does not reflect a score for LEP students at P.S. 182 as the subgroup is less than 40. The school uses all available data to measure the success of the ESL program. Informal and formal data collection is used to compare the performance of ELL students to the general population in the school and to the citywide data.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** P.S. 182

**School DBN:** 08X182

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** \_\_\_\_\_      **Network:** 607

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

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

English

791

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

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

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

To obtain interpretation services, the school will must complete an Interpretation Request Form and submit it to [translations@nycboe.net](mailto:translations@nycboe.net).

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

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

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

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

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

communicate proficiently in English.

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

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

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

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

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

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

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

2012-13  
Title III Immigrant Funds Supplemental Program for Immigrant Students  
Districts 5, 8, 10, 12, 20, 21

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

[TitleIIIImmigrantPlans@schools.nyc.gov](mailto:TitleIIIImmigrantPlans@schools.nyc.gov).

Title III Immigrant Funds Supplemental Program for Immigrant Students  
 Districts 5, 8, 10, 12, 20, 21

<b>Part A: School Information</b>	
Name of School: <u>    P.S. 182    </u>	DBN: <u>  08X182  </u>
Cluster Leader: <u>  Jose Ruiz  </u>	Network Leader: <u>  Elmer Myers  </u>
This school is (check one):	<input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
<b>Part B: Direct Instruction Supplemental Program Information</b>	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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>  1  </u>	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
<p>Begin description here: The Title III budget will be used to support supplementary small group instruction for ELL students using a push-in model. An "F" status teacher will provide service to eligible ELL students in the eligible Grade 4 and Grade 5 classrooms 3 times per week for 45 minutes. The F status teacher will provide small group instruction in both reading and mathematics. Supplementary guided reading materials (Rigby) have previously been purchased to support the program.</p> <p>The class size is reduced with the services of the F status teacher. The F status will be working with all the classes 3 times a week for 45 minutes. During this time, the F status teacher will be working with small groups of students, which include all the ELL children in the classroom. This will be an additional and supplementary strategy/guided reading class. The teacher will conduct strategy lessons, acquisition of academic vocabulary and skill lessons based on the children's needs.</p>	
<b>Part C: Professional Development</b>	
Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Teachers to receive training</li> <li>• Schedule and duration</li> </ul>	

Title III Immigrant Funds Supplemental Program for Immigrant Students  
Districts 5, 8, 10, 12, 20, 21

<b>Part A: School Information</b>
<ul style="list-style-type: none"><li>• Topics to be covered</li><li>• Name of provider</li></ul>
<p>Begin description here: All staff receives ongoing professional development in the implementation of Balanced Literacy including the use of ESL methodologies and strategies. The licensed ESL teacher will work with the teachers to enhance their understanding of language acquisition and focusing on the needs of ELL students.</p> <p>The ESL teacher will receive on-going training at scheduled meetings as available through CFN 607.</p> <p>Professional development in the Danielson Framework for Effective Teaching has been scheduled starting in September 2012 and continuing through June 2013 during professional development days, grade level meetings and faculty conferences .Classroom teachers, Content Area teachers, Academic Intervention teachers, the ESL teacher, test coordinator, Principal and Assistant Principals are scheduled to attend. Professional development is provided by teacher leaders who attend the ongoing citywide and CFN 607 training in the Danielson framework for effective teaching in collaboration.</p> <p>"Respect for All Training" was scheduled for November 6, 2012. The Guidance Counselor provided professional development on this topic to all staff.</p>

<b>Part D: Parental Engagement Activities</b>
<p>Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:</p> <ul style="list-style-type: none"><li>• Rationale</li><li>• Schedule and duration</li><li>• Topics to be covered</li><li>• Name of provider</li><li>• How parents will be notified of these activities</li></ul>
<p>Begin description here: The Adult Preferred Language Report (RAPL) is generated to determine the oral and written translation needs of the parents. Parents are notified of all opportunities through written notification. Staff members (Assistant Principal, Supervising School Aide, and Parent Coordinator) at PS 182</p>

Title III Immigrant Funds Supplemental Program for Immigrant Students  
Districts 5, 8, 10, 12, 20, 21

<b>Part D: Parental Engagement Activities</b>
will provide Spanish translation and outreach to make parents aware and involved in the child/ren education at:
<ul style="list-style-type: none"><li>• Parent Meetings</li><li>• Assembly Programs</li><li>• Parent Teacher Conferences</li><li>• Parent Teacher Conferences</li><li>• Parent/Teacher meeting</li><li>• Parent Workshops</li><li>• Principal/Parent Meetings</li></ul>
Workshop topics and schedule:
September 25 - Title I Workshop Presenter Mary Oldak, Assistant Principal
October 24- Middle School Choice Presenter-Jamie Curcio, Middle School Choice School Liaison
November 13- Studio in A School Family Art Workshop Presenter: Matthew Burcaw
November- 100 Book Challenge Program Presenter: Tony Falotico, American Reading Company
December - Mathematics and Common Core Presenter: Joan Davidman, rally education
TBA-Helping Students Succeed on the English Language Arts Test: Elli Berg,ESL Teacher and Dawn Granieri, AIS Teacher
TBA- Helping Students Succeed on the NYS Mathematics Test : Joan Davidman, Rally Education
<b>Part E: Budget</b>
<b>FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>.</b> Ensure that your budget matches your plan as described in Parts B, C, and D above.
Allocation Amount: \$ _____

2012-13

Title III Immigrant Funds Supplemental Program for Immigrant Students  
Districts 5, 8, 10, 12, 20, 21

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> <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:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>		
Educational software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		