



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P. S. 182, THE SAMANTHA SMITH SCHOOL

DBN (i.e. 01M001): 28Q182

Principal: ANDREW TOPOL

Principal Email: ATOPOL@SCHOOLS.NYC.GOV

Superintendent: DR. BEVERLEY FOLKES-BRYANT

Network Leader: DANIELLE GIUNTA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Andrew Topol	*Principal or Designee	
Mary Ahern	*UFT Chapter Leader or Designee	
Maria Fuentes	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karla Yandoli	Member/ Teacher	
Kathie Minelli	Member/ Teacher	
Deirdre Bonini	Member/ Teacher	
Amanda McKenna	Member/ Teacher	
Jade Li	Member/ Teacher	
Martha Martinez	Member/ Parent	
Elisa Padilla	Member/ Parent	
Angelica Mejia	Member/ Parent	
Isabel Lopez Henderson	Member/ Parent	
Eliciana Caro	Member/ Parent	
Yamile Ospina	Member/ Parent	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 90% of lessons will encompass checks for student understandings of the concepts and/or skills during or after lessons.

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.

Based on feedback in the P. S. 182 2012-2013 Quality Review, classroom observations and visits, reviews of lesson and unit plans, neither teacher nor student checks for understanding during or at the end of lessons were happening with regularity. While data—running records, unit assessments, on-demand writing, periodic assessments, etc.—and CEP feedback note the relative strength of longitudinal data and analysis, systematic, immediate data enabling in-lesson and next day instructional adjustments was lacking.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development, grade-level and individual planning, coaching, and observation feedback will focus on developing and supporting structures and strategies to strengthen checks for student understandings. These structures include student and teacher task-checklists, exit slips, teacher-student conferences, and student self-assessments against established criteria.

B. Key personnel and other resources used to implement each strategy/activity

1. Support will come from outside staff developers from the Teachers College Reading and Writing Project (TCRWP) and Teachers College Inclusive Classrooms Project (TCICP), CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administration will analyze classroom observations with a specific lens on checks for understandings, providing feedback specific to this. Administration will measure the frequency and the methods of checking for understanding on a monthly basis, starting in January 2013. Progress will be measured on based on the increasing frequency and depth of checks for understanding in lesson observations. Our benchmark targets at months' end are 60% for February, 70% for March, 80% for April, and 90% for May.

D. Timeline for implementation and completion including start and end dates

1. Professional development will be ongoing throughout the 2013-2014 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Supports for checks for understanding will be part of monthly grade-level planning sessions and weekly common-planning periods in ELA and mathematics. Staff developers and P. S. 182 coaches will support development and implementation of checks for understanding in their study and coaching cycles with teachers. Following professional development and planning sessions and cycles, administration will visit classrooms to provide feedback on the structures and strategies employed. Teachers will share best practices around checks for understanding during weekly common-planning periods. Election-day and June-planning days will include focused sessions on checks for understanding.

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).

P. S. 182 will educate parents on our work on checks for understanding and its connection to our broader work to increase student ownership of their own learning through various means: written communications sent to homes, PTA meetings, parent workshops, and Family Mornings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

No additional funds

Goal and Action Plan #2

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.

Results of 2013-2014 NYS ELA and mathematics exams will show a 5% increase in student progress from 2012-2013 scores for IEP students receiving ICT and 12:1:1 services.

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.

Results of the 2012-2013 NYS ELA exams show that all 12:1:1 students scored level one. In our ICT classes, only 6.3% of special-education students met proficiency standards, with 60% scoring level one. In mathematics, only one 12:1:1 student scored above a level one. In our ICT classes, only 12.5% of special-education students met proficiency standards, with 65% scoring level one.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Through professional development supports by staff developers from Teachers College Inclusive Classrooms Project and P. S. 182 staff, we will develop alternative instructional models to support learning experiences in our ICT and 12:1:1 classrooms, focusing on parallel and station-teaching models. This work will encompass more effectively employing the active instructional support of all adults in classrooms, inclusive of teacher and paraprofessionals. P. S. 182 will continue to adjust the curricula and instructional supports of these students, including: adjusting unit and lesson plans; targeting Foundations, Wilson, and Just Words curricular supports; increasing the use of Fountas & Pinnell's Leveled Literacy Intervention (LLI) where appropriate; increasing Tier I supports and sustained targeted coaching in mathematics for ICT and 12:1:1 classes; and the introduction of Thinking Maps.

B. Key personnel and other resources used to implement each strategy/activity

1. Support will come from outside staff developers from the Teachers College Reading and Writing Project (TCRWP) and Teachers College Inclusive Classrooms Project (TCICP), CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers and administration will track student progress using data such as TCRWP literacy assessments, ongoing running records, units assessments, periodic assessments, and, finally, the results of the NYS ELA and math exams. Starting in January 2013, administration will monitor the frequency of teachers using alternative instructional models in comparison to co-teaching and whole-class instruction. End-of-month benchmarks for alternative models are: 60% for January, 65% for February, 70% for March, 75% for April (this target remaining for ICT through the remainder of the year), and 80% for June (12:1:1).

D. Timeline for implementation and completion including start and end dates

1. Professional development will be ongoing throughout the 2013-2014 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Supports will be part of ongoing professional-development and coaching cycles from TCICP and P. S. 182 staff. Following professional development and planning sessions and cycles, administration will visit classrooms to provide feedback on the structures and strategies employed. Teachers of 12:1:1 classes will have common planning times built into their schedules.

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).

P. S. 182 will educate parents on this work through various means: written communications sent to homes, parent workshops, and parent conferences.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

No additional funds

Goal and Action Plan #3

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 2014, P. S. 182 will decrease the number of behavioral incidents during recess and lunch by 10% from June 2012, as indicated by SWIS and OORS reports.

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.
 The vast majority of SWIS and OORS reports stem from incidents occurring during recess and lunch. The 2011-2012 Learning Environment Survey from the staff indicated that “safety and security” are amongst the primary concerns for some teachers, with more teachers negatively responding to related questions here than for other portions of the survey.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- P. S. 182 will augment its guidance-support team with additional staff. We will increase the number of school aides during lunch and recess periods, as well as the training and presence of parent volunteers during these sessions. P. S. 182 will augment the training and supervisory supports for school aides. P. S. 182 will expand the recreational activities available to students during recess, inclusive of both indoor and outdoor options. These include academic groups, such as STEM and RTI, as well as arts, PE, and tech experiences. School staff will increase Tier I PBIS supports for recess and lunch, including “Lunchtime Tiger Tickets”, recess and lunch incentives for positive behaviors, and small-group supports for children regularly struggling during recess and lunch. Guidance and administration will track the related SWIS and OORS data and adjust plans according to identified needs. P. S. 182 staff will work with the Student Council to survey student needs and views, in order to augment plans and supports. PBIS core team members will work with classroom teachers to strengthen their ability to nurture positive behaviors during recess and lunch and to support the children to problem-solve issues that arise.
- B. Key personnel and other resources used to implement each strategy/activity**
- Guidance staff and interns, school aides, administrative members, parent-volunteers, teachers and paraprofessionals all are essential to reducing the number of negative incidents at recess and lunch, thus augmenting the positive atmosphere and experiences for all.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- SWIS and OORS reports will be monitored monthly to track the trajectory of related incidents as well as students who are repeatedly involved and particular “hotspots”.
- D. Timeline for implementation and completion including start and end dates**
- Implementation of this plan will commence in September of 2013. A core team of guidance, administration, and school aides will meet monthly, starting in December of 2013 to oversee and track implementation of the plan. We will seek to include a parent member of the SLT to participate on this team. Supervisory support for school aides will occur weekly, by January of 2014. All core elements of this plan will be in place by the end of January, 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- P. S. 182 will dedicate technology resources—software, hardware, and personnel—to support this initiative. The school will explore the addition of other physical resources, such as games and additional recess resources, as guided by the assessments of the core recess team.

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).
 P. S. 182 will regularly communicate the work around these initiatives. We will canvass, train, and support the inclusion of parent volunteers for lunch and recess supports. We will work with parents of students struggling during recess and lunch to provide a nexus of home-school supports for these students to build more positive skills and experiences.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
No additional funds							

Goal and Action Plan #4

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Phonics-based programs (Foundations, Wilson, Just Words), Leveled-Literacy Intervention reading program (LLI), Tier I push-in/pull -out guided reading, interactive and shared writing, shared reading, Raz-Kids website, Saturday Academies	Targeted large & small groups & one-on-one	During and after school, weekends
Mathematics	Mental math, mathematical reading comprehension, DreamBox Learning website, targeted math games, Saturday Academies	Targeted large & small groups & one-on-one	During and after school, weekends
Science	STEM labsites, shared reading, shared writing	Small group	During and after school
Social Studies	Shared reading, shared writing	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	RTI at-risk counselling, lunch-time socialization groups, PBIS Tier II Check-in, Check-out	Small group & one-on-one	Before, during, and after school

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

- All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.
- P. S. 182 supports newer teachers who have completed their mandated mentoring with continued mentoring supported by our involvement with the New Teacher Center.
- All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.
 - Teachers-College Reading and Writing Institute
 - Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas
 - Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: un-packing the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification
 - In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.
 - Coaches
 - P.S. 182 has 2.6 literacy coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed. We have 2.6 math coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.
 - Technology
 - P.S. 182 has a special-education teacher for whom a portion of each day is dedicated to supporting students, teachers, and families with instructional technology.
 - Over half of our staff is smart-board certified and regularly integrates smart-board supports into lesson.
 - Teachers have been trained in using Safari Montage to support lesson with video clips.
- Special Education teachers work with trained specialists from Teachers-College TCICP on team-teaching models, as well as understanding and utilizing Universal Design for Learning protocols and strategies.
- All teachers participate in professional development to especially tailored to support our ELL students in reading. This work is led collaboratively by Rachel Rosenbaum (AP), Maryann Cucchiara (staff developer) and Steven Gilroy (CFN 207 Instructional-Support Specialist). The core study group of teachers is studying this area even more deeply, focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support ELL's access texts. Teachers then turn-key this information to the entire staff. In addition to this, ESL teachers push-in to classrooms during literacy and/or content-area subjects to support

teachers and students in these regards.

- All teachers are a member of at least one teacher team.
 - Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.
 - Vertical teams will meet to develop continuums across content-areas and grades.
- Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in whatever capacity necessary.
- All teachers and paraprofessionals participate in professional study groups through book clubs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.
 - Teachers-College Reading and Writing Institute
 - Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas
 - Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: un-packing the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification
 - In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.
 - Coaches
 - P.S. 182 has 2.6 literacy coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed. We have 2.6 math coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.
 - Technology
 - P.S. 182 has a special-education teacher for whom a portion of each day is dedicated to supporting students, teachers, and families with instructional technology.
 - Over half of our staff is smart-board certified and regularly integrates smart-board supports into lesson.
 - Teachers have been trained in using Safari Montage to support lesson with video clips.
- Special Education teachers work with trained specialists from Teachers-College TCICP on team-teaching models, as well as understanding and utilizing Universal Design for Learning protocols and strategies.
- All teachers participate in professional development to especially tailored to support our ELL students in reading. This work is led collaboratively by Rachel Rosenbaum (AP), Maryann Cucchiara (staff developer) and Steven Gilroy (CFN 207 Instructional-Support Specialist). The core study group of teachers is studying this area even more deeply, focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support ELL's access texts. Teachers then turn-key this information to the entire staff. In addition to this, ESL teachers push-in to classrooms during literacy and/or content-area subjects to support teachers and students in these regards.
- All teachers are a member of at least one teacher team.
 - Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.
 - Vertical teams will meet to develop continuums across content-areas and grades.
- Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in whatever capacity necessary.
- All teachers and paraprofessionals participate in professional study groups through book clubs.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

In allocating all funds, P. S. 182 studies the SAMs related to each allocation and funding source and consults with our CFN budget director.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

P. S. 182 hosts school tours and time in classrooms for our future kindergarteners and their parents. We provide suggested activities and discussions in which these families can engage over the summer to prepare for kindergarten. We host targeted workshops and school events from August continuing through the school year to support the transition into kindergarten and supports throughout the year.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The P. S. 182 MoSL committee met and attended trainings during late spring and during the summer of 2013. Before final decisions, information from the committee was shared with staff and discussions followed. Professional-development decisions flowed from teacher feedback, needs assessments, and student data. Adjustments are made throughout the year based on continued feedback, needs analysis and data.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Some highlights of our parent involvement include monthly family mornings when parents are invited to join their children in their classroom to learn about and participate in their current study of math or literacy. Workshops are offered to all parents by the school's literacy and math coaches at the beginning of each unit of study. The purpose is to provide parents with a comprehensive overview of the unit and offer suggestions for home support. These meetings are hands on and allow parents to immerse themselves in the work their child is doing. Parents receive monthly update sheets on their child's reading progress and all teachers send home monthly newsletters to make sure parents are knowledgeable about what their child is learning in class. The principal also sends home his monthly update letter to all parents. Parents are also encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 28	Borough Queens	School Number 182
School Name Samantha Smith		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Andrew Topol	Assistant Principal Rachel Rosenbaum
Coach Maria Careddu	Coach Carin Bail
ESL Teacher Karla Yandoli	Guidance Counselor Laura Wrinkle
Teacher/Subject Area Luis Pelaez	Parent Marta Martinez
Teacher/Subject Area type here	Parent Coordinator Gloria Cahill
Related Service Provider Bridgett Licata	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	3	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	5	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	951	Total number of ELLs	299	ELLs as share of total student population (%)	31.44%
--	------------	----------------------	------------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	1	2	1								4
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	6	6	5	6	3	4								30
SELECT ONE														0
Total	6	6	5	7	5	5	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	299	Newcomers (ELLs receiving service 0-3 years)	237	ELL Students with Disabilities	73
SIFE	4	ELLs receiving service 4-6 years	61	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	45	1	9	3	0	0	0	0	0	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	192	3	39	58	0	25	1	0	0	251
Total	237	4	48	61	0	25	1	0	0	299

Number of ELLs who have an alternate placement paraprofessional: 21

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				27	9	12								48
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	27	9	12	0	48						

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	29	28	30	19	18								152
Chinese			1	1										2
Russian														0
Bengali	14	18	10	11	6	12								71
Urdu	1			2	4									7
Arabic		1		4	1	1								7
Haitian			1	1	3									5
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	5	2		1								10
TOTAL	44	50	45	51	33	32	0	0	0	0	0	0	0	255

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	21	10	5	6	6	9								57

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		18	19	19	13	13								82
Advanced (A)	22	22	19	47	29	21								160
Total	43	50	43	72	48	43	0	0	0	0	0	0	0	299

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	20	28	5	0	53
4	25	14	3	0	42
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	26	1	19	2	6		1		55
4	16	1	23		3		2		45
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		10	1	26	2	5		45
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)	10	13	5	8				
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
9P.S. 182 teachers use ongoing assessments from the TCRWP which include TC running records, PSI, sight word assessments, as well as ELL periodic assessments. We also use baseline assessments from this year's MoSL to help guide staff members in identifying goals and next steps for ELLs. The data has shown that the majority of our ELLs struggle with writing (specifically writing a well-designed constructed response). We also disaggregate data from state exams and unit assessments and use this to help us inform our instructional plan.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns indicate that our ELLs generally excel in the speaking and listening modality, which is expected developmentally for the lower grades, but are limited in their writing (specifically level 3-4 constructed responses). The NYSESLAT and LAB-R data shows that 19% of our current ELLs are at a beginner proficiency level. 27.5% are at an intermediate proficiency level and 53.5% are at an advanced proficiency level. The largest number of ELLs reside in the 3rd grade as this grade is double the size of any other grade. In Kindergarten, about 50% of ELLs are beginners and 50% are at the advanced levels. These numbers slide towards more students with advanced proficiency levels as they advance to the upper grades. For example in 4th grade almost 13% of the ELLs are beginners, 27% are intermediate, and 60% are advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
We were instructed not to complete the NYSESLAT Modality Analysis.
4. For each program, answer the following:
 - a. 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?The school is unable to extrapolate much evidence from the data regarding ELLs taking tests in English as compared to the native language since there is such a small sampling of students who took the ELA and Science Exams in the native language. P.S. 182 uses ELL periodic assessments to analyze strengths and challenges for the school's ELL population. After looking at such data, teachers instruct accordingly and school leaders identify areas for future professional development to further support them and the students. They look for patterns and areas of strength to work off of. Once the results from the most recent ELL periodic assessment is released, the school will disaggregate this data and plan accordingly.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
P.S. 182 considers all data to guide instruction within RtI. We use the data to craft ELL academies, professional development and any instructional supports. Professional development has been and continues to be offered to ESL, bilingual and classroom teachers in order to strengthen Tier 1 supports for ELLs (and all students).
6. How do you make sure that a child's second language development is considered in instructional decisions?
When looking at data, P.S. 182 always builds from a child's academic and conversational strengths in their native language. ESL teachers collaborate, often, with classroom teachers and they communicate these student strengths with each other.
7. 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?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use ongoing formal and informal assessments to guide us. P.S. 182 closely examines the state report card. The school has met AYP every year for the ELL population, for the last few years. ELLs have advanced and the gap continues to narrow. Also, as our school as a whole has continued to improve in performance, our ELLs have improved accordingly. Periodic assessments, conference notes, running records and unit rubrics also help guide teachers in understanding the development of English Language Learners and identifying next steps in order to raise their achievement level.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At PS 182 we have a team comprised of 4 ESL teachers and 4 bilingual teachers. All ESL teachers and bilingual teachers are trained to see through the identification process. On a rotational basis, ESL teachers also attend network ELL liaison meetings which assists them in following steps to identify ELLs. Assistant Principal, Rachel Rosenbaum, is a former ESL teacher and is also trained to follow all the required steps to identify ELLs as soon as they come into our school. Over the summer ESL teachers and Bilingual teachers are available to see through the identification process and ESL teachers are available during registration at the beginning of the school year and as students arrive during the year. They share a schedule to ensure that there is always a pedagogue available to meet a parent when one comes to register a child at a time during the school year. Upon registration, P.S. 182 confirms in ATS whether the child is a first-time admit to the DOE or a transfer. If the child is a new admit, an ESL teacher administers a Home Language Identification Survey (HLIS). We only register when the incoming child is present. During the administration of the HLIS, trained pedagogues ask questions of both the registering adult and the child to confirm responses on the HLIS. If the child is transferring from another DOE school or reentering the system, we retrieve the student data from ATS and the child's cumulative record. If the HLIS of a newly registering child indicates eligibility, an ESL or bilingual teacher administers the LAB-R. If the child is eligible as per the LAB-R, and has Spanish indicated on the HLIS as home language, a Spanish LAB is administered by a Spanish-speaking ESL teacher or bilingual teacher. Translators for Bengali are always available, and the parent coordinator reaches out to the DOE translation unit, when needed.
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.
If a new student is eligible for services, as per the LAB-R, the pedagogue notifies the parent/guardian at that moment and conducts an orientation to ensure that the parent/guardian understands all three program choices (TBE, Dual Language, and Freestanding ESL). The parent/guardian watches a short video (in their native language, when available) that explains all three options and has the opportunity to ask questions or discuss any concerns. The parent coordinator is available for translations, as well as Bengali, speaking paraprofessionals. The parent/guardian receives the Parent Survey and Program Selection forms at that time, in their native language, when available. By doing this, we make sure that we place children in the selected program (if available) immediately or take the necessary steps to place the student if there is a transfer option available. The parent coordinator helps pedagogues coordinate translators who can help communicate in languages that are not readily common in the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters and parent survey and program selection forms are distributed on the spot, immediately after the LAB-R (and Spanish Lab) and after the parent orientation. Most often these are completed on the spot. When a parent chooses to complete the program selection form at home or at a later time, P.S. 182 follows up with phone calls in that individual's native language. P.S. 182 monitors the completion of all forms. ESL teachers maintain a caseload roster which is also used to monitor when a parent selection form or continuation of services form is received and filed.
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.
For transferring students, P.S. 182 verifies program selection through ATS and with a parent confirmation at the time of

registration. The programs offered in our school are aligned with the parents' requests. We currently offer ESL in all grades. We also offer Bilingual Programs in Spanish in grades 3, 4, and 5 and the children are placed as per the parents' requests. Since the percentage of requests for Bilingual programs in other languages are so small, at this time, we do not offer Bilingual Programs in other languages. Should 15 parents of Spanish speaking ELLs on two contiguous grades choose a TBE program, we will make every effort to select an appropriately certified pedagogue to teach such a class, or we will create a bilingual bridge class between two grades. We are following the change in the number of requests closely, to make sure that we are ready to align the programs offered with the requests. The entire intake process, from HLIS and registration to parent selection of program and placement is completed within the mandated ten-day period. In most instances, the entire process is completed on the day of registration.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all eligible students receive the NYSESLAT, P.S. 182 crossreferences numerous sources of data including BESIS, ATS reports (RLAT, RLER), and our ESL and bilingual rosters. Our testing coordinator collaborates with the assistant principal and ESL teachers in order to create a schedule for administering the NYSESLAT. The testing coordinator also works with our lead SETSS provider in order to identify any test modifications for ELLs. The assistant principal and testing coordinator review all procedures and review guidelines and relevant memos with ESL teachers and Bilingual teachers. The speaking portion of the test is administered first, on a rolling basis, and then the other sections follow within the designated period.

6. 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.) 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.  Over the last few years, the trend in program choices has been that parents are choosing ESL over the bilingual programs. As we have grown in grades and as our school building moved over a year ago, we have noticed that fewer parents are selecting bilingual programs for their child. Currently, we do not have a bilingual program in grades K, 1 or 2. However, we are closely monitoring those numbers. We have some parents who request dual language in both Bengali and Spanish, but we do not have sufficient numbers to open a class at this time. We are sure to maintain communication with families and will certainly provide them with timely information regarding the potential opening of such classes, if the need exists.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

The ESL program is designed to provide ELL students focused English-language support as they engage in regular classroom in curricula in English. ESL instruction is almost completely a push-in model. ESL teachers use various models for pushing in. This may include co-teaching with the classroom teacher, parallel teaching, team teaching, station teaching, or working exclusively with a small group of ELLs. Two to three classes on each grade are identified as "ESL Classes." This means that ESL students are concentrated in these classes to allow for the most effective push-in services. Most of these classes include heterogeneously mixed ELLs along with non ELLs who can provide strong language supports and role models. Students have mixed proficiency levels and mixed native languages. ESL students in one ESL class on both fourth and second grade are homogeneously grouped in terms of their advanced proficiency level. The special education 4th grade bilingual classroom is self-contained 12:1:1 class and is completely comprised of Spanish-speaking bilingual students. The 3rd, 4th, and 5th grade general education bilingual classrooms are comprised of bilingual students and non-ELL students. The non ELL students provide strong role models for bilingual students. There are no ESL students in the bilingual classes. In these bilingual classes ESL and native language instruction is provided by the bilingual teacher in small groups.

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)?

In kindergarten, ESL support focuses on writing, mathematics, science and social studies, as these are curricula areas that involve a high concentration of cooperative and hands-on experiences. As many of our kindergarten ESL students are just developing their listening and speaking skills, focus on these content areas helps to support this development. NYSESLAT data shows that many of our kindergarteners will progress significantly in listening and speaking, as one would expect developmentally. In grades 1-5, ESL instruction shifts to more reading and writing within the science and social studies content areas. Our carefully designed push-in model of ESL allows for ESL teachers to ensure that the mandated number of instructional minutes is provided according to proficiency level. Each ESL teacher is responsible for teaching ESL students in two to three grade spans. Each teacher pushes in 360 minutes a week for heterogeneously grouped ESL classes and 180 minutes a week for the advanced level classes. In bilingual classes, teaching in the native language decreases as the ELL proficiency levels increase. The time allotted for native language learning is 60% of the day for beginning ELLs, 50% for intermediate students, and 25% for advanced students. In the bilingual classes, the majority of the ELLs are either intermediate or advanced level, while a smaller percentage are at a beginner proficiency level. With each successive year that a child remains in the program, the percentage of native language instruction will decrease as the percentage of ESL instruction will increase. We use a preview/review model in our bilingual instruction. When a lesson is in English, often the preview, the review, or both are in Spanish. Differentiation is the key to delivering the needed amount of instruction in both English and Spanish, according to the student's proficiency level. Using the proficiency level as per the LAB-R or NYSESLAT, children receive individual and group instruction in English or their Native Language in most subjects. In general, bilingual teachers in all three grades provide at least 45 minutes of Native Language Arts instruction a day for all ELLs.

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 foster language development and meet the demands of the Common Core Learning Standards.

Literacy in both English and Spanish is taught following a balanced-literacy approach to both reading and writing, within workshop models. Balanced literacy is found across the following areas: reading workshop, writing workshop, shared reading, interactive writing, and read alouds. The content area instruction mainly falls within the shared reading component of balanced literacy. This is where most of the science and social studies work takes place. Complex texts within the content areas take center stage as teachers and students grapple with comprehension, syntax, and high level academic vocabulary. All staff members have received PD on text complexity and academic language for ELLs through the work of Maryann Cucchiara. This year, a core group of teachers have been identified to participate in ongoing PD related to this. They are going to look deeply at the demands

of the Common Core Learning Standards, especially the language standards that address text complexity and shades of meaning for high level academic vocabulary that can be taught across content areas. Teachers are expected to select texts within the content areas that are complex, compelling, and connected to themes, ideas, and topics. They work with students to grapple with juicy sentences through deconstruction/reconstruction methodology and various forms of "word play." The assistant principal has taken the lead on professional development within this area of instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Those Spanish-speaking students who were identified as ELLs during the registration process, were given the Spanish Lab. Results from this assessment give pedagogues insight into the native language proficiency levels of these students. The ELE (Spanish Reading Test) is given to those students in the bilingual classes (grades 3-5) in the spring. In bilingual classes, students are given informal assessments throughout the year and Spanish running records are often used. Teachers often confer with students in Spanish and this provides further insight into progress and next steps needed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All ELLs are given the ELL periodic assessment at least once during the school year. This assessment lends great insight into the strengths of ELL students and helps ESL and bilingual teachers craft goals and next steps for student achievement within the four modalities. :

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Currently, P.S. 182 has four identified SIFE students who are currently in 4th and 5th grade. Three of these children have been placed in an ICT class and one child is in the 5th grade bilingual class. The children who were placed in an ICT "ESL" benefit from the instruction of three teachers, one general education teacher, one special education teacher, and a push-in ESL teacher. This allows them to receive the maximum amount of instructional support. The ESL teacher and classroom teachers collaborate often in order to identify goals for these children (and all other ELLs in the classroom). Most newcomers are at a beginner proficiency level. This means that they receive the maximum amount of ESL services (360 minutes a week). ESL teachers work hard on developing the speaking and listening skills of these students. Research shows development in these areas happen quickly and is necessary for future growth in other areas. ESL teachers are quite cognizant about not limiting instruction to BICS. Research shows, that CALP instruction is paramount, no matter what the proficiency level or years as an ELL. Newcomers in grades K-2 have an opportunity to partake in ELL academies during the year. Instruction in the academies give students extra support in all four modalities. Teachers also spend time familiarizing students with the format of the NYSESLAT as most of these students have never taken a formal assessment such as that one (excluding periodic assessments). We encourage all ELLs receiving service 4 to 6 years and former ELLs to participate in the afterschool Quest program. This program provides extra opportunities for students to engage through the arts and sciences (dance, drama, experimentation, etc.) Many of the classes in this program are team-taught, are hands-on and are geared towards language development. Classes are integrated with ELLs and non-ELLs, to support English language development. To continue the progress of former ELLs, most were placed in classes where ESL teachers provide push-in support, thus benefiting from the extra instructional support and added expertise. Almost all of our ELLs, including former ELLs participate in the mandated extended day program two days a week. Here students receive extra support, and in the upper grades, they usually benefit from working with the classroom teacher and one other pedagogue.

7. 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?

All teachers, including teachers of ELL-SWDs use various technology resources that help provide access to academic content areas. Once the school moved to a new building in the summer of 2012, the access to technology has drastically increased. All classrooms are equipped with Smartboards, desktops, laptops and document cameras. Last year, all teachers at P.S. 182 received extensive Smartboard training and have had great access to web based applications for student support. This is the second year that P.S. 182 has purchased the Safari Montage program, which allows students to have access to a plethora of video and audio clips within any content area, or topic. All students have access to DreamBox, an interactive, online math learning program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

P.S. 182 affords students with the opportunity to achieve their IEP goals within the least restrictive environment. Many of our students receive SETSS services which are predominantly within a push-in model. This allows for students to maintain access within the classroom. In this way, there is little loss of instructional time. We have an ICT classroom in grades K, 2, 3, 4 and 5

and our kindergarten ESL ICT class is a part-time ICT class. Our academic support team consists of one representative from the administrative team, ESL, SETSS, Speech, Guidance, and both math and literacy staff developers. The team meets weekly to discuss individual students, and to outline plans for their focused intervention. This is also a forum for articulation among specialized service providers and classroom teachers. With this team in place, we know that we can be more vigilant of the services we provide our students.

Courses Taught in Languages Other than English [i](#)

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

In our third grade bilingual classroom, we added a second bilingual teacher who also has her certification in special education. This support was necessary as we found that the previous year's second grade bilingual cohort needed more academic supports. ELL academies will also be available to all ELLs in the winter and spring. Teachers will have an opportunity to look at data to identify pressing areas of need. Teachers will analyze data on an ongoing basis in order to identify the use of Tier 1 interventions, when appropriate. We are also working with Maryann Cucchiara in our professional growth regarding complex texts and access for ELLs and non ELLs. A core group of teachers, including ESL teachers, bilingual teachers, and classroom teachers who teach "ESL" classes have the opportunity to continue this work with Ms. Cucchiara throughout the year. They will also work with the assistant principal and network instructional coach to deepen their work within this area on an ongoing basis through continued professional development.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Last year, the ESL teachers participated in several lesson rotations and professional development from the assistant principal and network achievement coach within the area of academic language and complex texts (content and language development). They have also participated in network PD with Maryann Cucchiara for the last couple of years. As they have strengthened their own practice, they have become experts in this area and are continuing to share their expertise with fellow colleagues. As mentioned above, our professional development in this area has expanded to bilingual teachers and special education and general education classroom teachers. Also, more teachers have been exposed to ESL methodologies, especially since the start of the push-in ESL program several years ago.

11. What new programs or improvements will be considered for the upcoming school year?

As mentioned above, professional development relevant to all teachers who work with ELLs and non-ELLs continues to take place during the 2013-2014 school year. The focus is text complexity, how students grapple the text, deconstruct and reconstruct the text, etc. The big idea is that complex texts should take center stage in the development of language and content for all students.

12. What programs/services for ELLs will be discontinued and why?

No programs or services for ELLs will be discontinued at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The afterschool Quest program for students in grades 3-5 provides extra opportunities for students to engage through the arts and sciences (dance, drama, experimentation, etc.) Many of the classes in this program are team-taught, are hands-on and are geared towards language development. Inquiry and investigations are paramount in this program. Classes are integrated with ELLs and non-ELLs, to support English language development. ELLs in grades K-2 are offered the opportunity to participate in the ELL Academies. Students receive supplemental support in the four modalities (listening, speaking, reading and writing) and are familiarized with the NYSESLAT.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All teachers, including teachers use various technology resources that help provide access to academic content areas. Once the school moved to a new building in the summer of 2012, the access to technology has drastically increased. All classrooms are equipped with Smartboards, desktops, laptops and document cameras. Last year, all teachers at P.S. 182 received extensive Smartboard training and have had great access to web based applications for student support. This is the second year that P.S. 182 has purchased the Safari Montage program, which allows students to have access to a plethora of video and audio clips within any content area, or topic. All students have access to DreamBox, an interactive, online math learning program. Books on tape are used to support ELLs, especially in the lower grades. All ELLs participate in a science specialty class where experimentation is critical to their learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our TBE program, native language support is delivered through small group and individual instruction. Teachers often use the preview/review model during their reading and writing workshops. Teacher-student conferences often take place in the native language. Small group instruction, including read alouds and shared reading, also takes place in Spanish, when appropriate.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

P.S. 182 has created a model of bilingual education, specifically for the upper grade students. This model provides older students, who are close to transitioning out of the program, with role models through the non-ELL students in the classroom. Strong language models will help support language development. ESL services in the upper grades are more prevalent in literacy and content areas. Whereas for the lower grades, it is spread among other academic areas, as well.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We do not have any specific activities to assist newly enrolled ELLs in the school, but will certainly look closely at possible next steps for the future.

18. What language electives are offered to ELLs?

No language electives are currently offered to ELLs.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

ESL, bilingual, and classroom teachers collaboratively partake in professional development to support content work and pedagogical growth. P.S. 182 provides extensive professional development on collaborative planning and teaching, to support our shift to a push-in ESL model. Both ESL and classroom teachers partake in our extensive work with Teachers College in reading and writing and inclusive education. ESL teachers partake in weekly grade-level cohort planning with classroom teachers. They also meet regularly with individual classroom teachers to articulate on the particular children in each class. ESL teachers provide common branch teachers with best practices to support ELL students in their classes. ESL teachers meet regularly with the assistant principal to plan and discuss related matters. Paraprofessionals and service providers partake in professional development with the teachers, as well. The assistant principal is responsible for supporting teachers in ELL instruction, coordinating ELL compliance matters, and working with the parent coordinator to provide outreach to ELL families, amongst other responsibilities. All staff receive a minimum of ELL training through a combination of supports including Network workshops, faculty conferences, in-house professional development, and workshops supported by outside organizations. A log of this professional development is kept by our former literacy coach who now has the role of administrative assistant. Last year, all ESL teachers participated in lesson rotations and PD led by the assistant principal and Network achievement coach. The focus of the PD was selecting, deconstructing and reconstructing complex texts and working with academic vocabulary. Teachers had the opportunity to teach with a general education co-teacher while the other ESL teachers observed through intervisitations. This year, P.S. 182 has hired Maryann Cucchiara to work with the entire staff on making complex texts center stage in ELL and non-ELL instruction. Teachers are given the opportunity to learn new instructional techniques that align to the Common Core Learning Standards (particularly the language standards). A core group of teachers (ESL, bilingual, special education and general education teachers, and the science cluster teacher) has been identified for the 2013-2014 school year. This group will receive more intense professional development from Maryann Cucchiara, the assistant principal, and the Network achievement coach.

D. Parental Involvement

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

It is our goal to provide support to all of our parents, in particular parents of our ELL students. Parent involvement and understanding of their children's educational experiences is key to greater student success. We are firmly committed to embracing and involving parent involvement. P.S. 182 regularly translates all school-wide communication into Bengali and Spanish. We will continue to provide parent workshops, targeted to our general population, as well as various constituencies, particularly families of our ELLs. They will be offered to all parents, not only parents of ELL students. We purchased a translating system that is used during parent workshops and PTA meetings. We formed a parent lending library which contains stories for emergent readers and author studies in Spanish. We are looking to expand this library even further by purchasing books in Bengali and Urdu. P.S. 182 offers the following activities to encourage parent and community involvement:

-Our three math coaches and two literacy coaches hold parent workshops at the beginning of each unit of study within math and ELA. The purpose of these meetings is to provide parents with a comprehensive knowledge of what their children will be studying in the upcoming unit of study. They are given the opportunity to grapple with texts and mathematics. This provides them with the tools to support their child at home. The parent coordinator and other parent volunteers are on hand to provide translation services.

-Family Mornings: Every month parents are invited into their child's classroom to learn about what they are currently working on in math, literacy, or the content areas. They are given the opportunity to see their children in action and it also provides parents with more insight into how best to support their child at home.

-P.S. 182 will offer a series of ELL Saturday Academies in the winter/spring of 2014. Parents and ELL students will partake in the classes designed to support language-development and learning at home. These classes will focus on academics, the arts, and language.

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

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: P.S. 182 Samantha Smith

School DBN: 28Q182

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Topol	Principal		11/13/13
Rachel Rosenbaum	Assistant Principal		11/13/13
Gloria Cahill	Parent Coordinator		11/13/13
Karla Yandoli	ESL Teacher		11/13/13
Marta Martinez	Parent		11/13/13
Luis Pelaez	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		
Maria Careddu	Coach		11/13/13
Carin Bail	Coach		11/13/13
Laura Wrinkle	Guidance Counselor		11/13/13
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q182 School Name: Samantha Smith School

Cluster: 2 Network: CFN 207

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

Part A: Needs Assessment Findings

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

P.S. 182 uses the School Data Summary Report from ATS to help us identify our translation needs. We have identified 21 home languages in our student population. Approximately 434 speak Spanish, 178 Bengali, with Urdu, Arabic, Haitian Creole, and Mandingo as a growing representation. When parents register children, we ascertain the preferred language of communication (as identified on the Home Language Identification Survey) For parent-teacher conferences, we survey parent translation needs when distributing conference information. Through our PTA and School Environment surveys, we have gathered additional information on needs.

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

Based on the information gathered above, the translation needs of our school are tremendous. While many of our families identify languages other than English as the home language, many of these families do have members who speak English, as well. We have the internal capacity to handle all Spanish translations, and most Bengali translations. We have a small number of paraprofessionals who are able to provide accurate translations in Bengali, while our parent coordinator handles almost all of our Spanish translations. For other languages represented at P.S. 182, such as Urdu and Arabic, we use the DOE translation service, especially for oral interpretation needs. We track the designated language-of-communication for each child and class to ensure that information is properly communicated. We send significant communication to private vendors for translation. At workshops and meetings we provide regular oral translations in Spanish and Bengali, often using headset technology.

Part B: Strategies and Activities

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

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

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

Oral translations into Spanish will be handled by school staff and parent volunteers. Parent volunteers provide oral translations into Bengali and other languages at school functions. P.S. 182 uses simultaneous translation technology (headsets) to facilitate oral translations at events such as PTA meetings. Where needed, we employ the Department of Education Office of Translation and Interpretation Services via telephone and outside vendors and agencies. All teachers have been provided with contact information for the DOE Office of Translation and Interpretation Services in case they are in need of immediate oral translation via phone or in person. As always, the parent coordinator is available to assist with any translation needs.

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: The Samantha Smith	DBN: 28Q182
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: reduced class-size
Total # of ELLs to be served: <u>43</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Data indicates that our Spanish-bilingual students who transitioned from second to third grade this September are struggling across the academic spectrum, particularly in reading and writing. To support these students and to ensure that they gain the momentum from a strong start in the critical transitional year of third grade, a second certified Spanish-bilingual teacher will provide supplemental instructional support to augment the instruction provided by our first-year Spanish-bilingual classroom teacher.

The provision of the second teacher will provide reduced class-size, enabling more highly differentiated instruction, more small-group work, and a wider array of instructional models, including parallel instruction. This support will last through November of 2013.

We will shift this support to provide supplemental support for our Kindergarten ELL's in December and January, as the majority of kindergarteners begin reading leveled texts. Again, this provision will provide the benefits of reduced class-size.

Instruction will take place in English and Spanish, depending on the needs of the particular children.

Part C: Professional Development

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

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

Begin description here: ESL, bilingual, and classroom teachers collaboratively partake in professional development to support content work and pedagogical growth. P.S. 182 provides extensive professional development on collaborative planning and teaching, to support our shift to a push-in ESL model. Both ESL and classroom teachers partake in our extensive work with Teachers College in reading and writing and inclusive education. ESL teachers partake in weekly grade-level cohort planning with classroom teachers. They also meet regularly with individual classroom teachers to articulate on the particular children in each class. ESL teachers provide common branch teachers with best practices to support ELL students in their classes. ESL teachers meet regularly with the assistant principal to plan and discuss related matters. Paraprofessionals and service providers partake in professional development with the teachers, as well. The assistant principal is responsible for supporting teachers in ELL instruction, coordinating ELL compliance matters, and working with the parent coordinator to provide outreach to ELL families, amongst other responsibilities. All staff receive a minimum of ELL training through a combination of supports including Network workshops, faculty conferences, in-house professional

Part C: Professional Development

development, and workshops supported by outside organizations. A log of this professional development is kept by our former literacy coach who now has the role of administrative assistant. Last year, all ESL teachers participated in lesson rotations and PD led by the assistant principal and Network achievement coach. The focus of the PD was selecting, deconstructing and reconstructing complex texts and working with academic vocabulary. Teachers had the opportunity to teach with a general education co-teacher while the other ESL teachers observed through intervisitations. This year, P.S. 182 has hired Maryann Cucchiara to work with the entire staff on making complex texts center stage in ELL and non-ELL instruction. Teachers are given the opportunity to learn new instructional techniques that align to the Common Core Learning Standards (particularly the language standards). A core group of teachers (ESL, bilingual, special education and general education teachers, and the science cluster teacher) has been identified for the 2013-2014 school year. This group will receive more intense professional development from Maryann Cucchiara, the assistant principal, and the Network achievement coach.

Part D: Parental Engagement Activities

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

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

Begin description here:

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		