



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 182  
**DBN (i.e. 01M001):** 08X182  
**Principal:** ANNE O'GRADY  
**Principal Email:** AGRADY@SCHOOLS.NYC.GOV  
**Superintendent:** TIMOTHY BEHR  
**Network Leader:** ELMER MYERS

**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
Anne O’Grady	*Principal or Designee	
Connie McPherson	*UFT Chapter Leader or Designee	
Tanisha Robinson	*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	
Antoine Darby	Member/ Parent	
Kamla Harpal	Member/ Parent	
Eduardo Hernandez	Member/ Parent	
Samantha Mendez	Member/ Parent	
Denise Randolph	Member/ Parent	
Daisy Rosario	Member/ Parent	
Lindsay Bolger	Member/ UFT	
Jennifer Lopez	Member/ UFT	
Danielle Nardis	Member/ UFT	
Kathy Williams	Member/ UFT	
Mary Oldak	Member/ CSA	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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, 100 % of teachers will participate in professional development opportunities for at least 3 hours per month regarding teacher effectiveness and the new system of teacher evaluation and development (ADVANCE), the Danielson Framework for Teaching, ReadyGen program (ELA) and Go Math! program (Mathematics) to build capacity school-wide in a shared understanding of instructional excellence.

### Comprehensive Needs Assessment

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

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

The Citywide Instructional Expectations for 2013-14 outline that schools must set up and implement to move students meet higher standards.

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

- **Median Growth Percentile:** 63.0, which is 62.4% of the way from the lowest 46.4 to the highest 73.0 score relative to our Peer Horizon and 46.7% of the way relative to the City Range of 47.3 to 80.9.
- **Median Growth Percentile for School's lowest 1/3:** 68.5, which is 38.8% of the way from the lowest 55.0 to the highest 89.8 score relative to our Peer Horizon and 30.5% of the way relative to the City Range of 57.7 to 93.1.
- **Student performance** 28.4% of students scored at level 3 or 4 on the 2013 NYS ELA Test placing the school in the 60.4% of its peer range .

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

- **Median Growth Percentile for School's lowest 1/3:** 64.5, which is 55.6% of the way from the lowest 43.7 to the highest 81.1 score relative to our Peer Horizon and 54% of the way relative to the City Range of 41.4 to 84.2.
- **Student performance** 34.6% of students scored at level 3 or 4 on the 2013 NYS Mathematics Test.

The overall score for student progress was 33.1 out of a possible 60. The school received a category grade of a B in both progress and performance. The school received extra credit (0.57) for students at the 75<sup>th</sup> growth percentile or higher in English Language Arts . The school received extra credit (1.0) for students at the 75<sup>th</sup> growth percentile or higher in Mathematics

Based on the standardized test data and the Citywide Instructional Expectations, the school recognizes the need to provide all students with a rigorous curriculum in English Language Arts (ReadyGen) and Mathematics (Go Math!) and the need to assess students with rigorous embedded tasks. The embedded performance tasks (ReadyGen and Go Math!) will provide teachers with information to assess student achievement and progress in Kindergarten- Grade 5. This will be expedited through enhanced professional development opportunities for teachers.

***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. Schedule and provide professional development opportunities throughout the 2013-2014 school year
  - Monthly grade level meetings focusing on CCLS aligned instruction (ReadyGen, Go Math and Danielson)
  - ELA curriculum team comprised of teachers and administrators attend citywide training in ReadyGen and turnkey information to staff
  - Academic Intervention Teacher (ELA) to attend Literacy labs provided by CFN 607 and to turnkey information to the staff
  - CFN Achievement Coach provides professional development in ReadyGen and Danielson during monthly grade meetings, faculty conferences and professional development days
  - Academic Intervention Teacher (Mathematics) to attend CFN 607 Math coach meetings and turnkey information
  - Mathematics curriculum team comprised of teachers and administrators attends citywide training in Go math!
  - CFN Achievement Coach provides professional development in Go Math! and Danielson during monthly grade meetings, faculty conferences and professional development days
  - The citywide Talent Coach provides professional development to the administration in Danielson and ADVANCE
  - Request to switch an instructional day (Fall and Spring) by eliminating a full instructional day for the purposes of professional development .
  - Professional development focusing on CCLS, ReadyGen, Go Math! and ADVANCE to be provided on Professional Development calendar days
  - Mandated ESL training (3 hours/year for a total of 7.5 hours) will be provided on an as needed basis by the ESL Teacher.

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

1. Teachers, AIS Teachers, ESL teacher, Administrators, CFN 607 Achievement Coach, Citywide Talent Coach and Network Support Staff

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

1. Student performance on a variety of assessments is used to evaluate the progress, effectiveness and impact of the professional development plan. Chapter Tests (K- Grade 5), Unit Tests and Performance Based Assessments (PK- Grade 5) are administered and data is collected on a student profile sheet. Two test simulations (Rally Education) are given in grades 2-5 in ELA and Mathematics. This data is collected and is used to inform teachers and administrators.

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

1. September 2013-June 2014

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

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

Administrators will support teachers by providing professional development in the areas of instructional excellence. AIS teacher (1) will support teachers in grades 3-5 in ELA 3 times per week for 45 minutes. Two AIS teachers will support classroom teachers in mathematics 3 times per week for 45 minutes. CFN Achievement Coach and Talent Coach will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.

Schedule, plan and implement CCLS aligned professional development in ReadyGen, Go Math! and the Danielson Framework for Teaching during monthly grade conferences, faculty conferences, professional development days.

**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).

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

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

The School Leadership Team is comprised of 7 parent members and 7 staff members who meet monthly. The meetings are open to the general public. The primary focus of the SLT is the development of the Comprehensive Education Plan and the budget alignment. The School Leadership Team will receive ongoing training and support to develop leadership skills.

**Budget and Resource Alignment**

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

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

**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.

By June 2014, the school will have increased teacher participation in leadership opportunities by 5% to improve teacher effectiveness and build teacher capacity.

**Comprehensive Needs Assessment**

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

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

P.S. 182 received an overall grade of a B with a percentile rank of 58. The overall score for student progress on the NYC Department of Education Progress Report 2012-13 was 53.7 out of a possible 100. The school received a category grade of a B in both progress and performance. The school received 2.13 extra credit points (out of a maximum of 16) for making exceptional gains in students with disabilities, ELL students and students starting with the lowest proficiency citywide.

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

### ***Instructional Strategies/Activities***

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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. Advertise opportunities for professional development as provided by NYC Dept. of Education, Houghton Mifflin, Pearson, and CFN 607 and encourage teachers to participate

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Asst. Principals, CFN 607 Achievement Coach, Selected teachers

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

1. Danielson Framework ratings in Domains 3 and 4 on ADVANCE will be used to evaluate the professional development program

#### **4. Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014

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

6. Collaborate with CFN 607 Achievement Coach  
Identify key teachers as Instructional Leads  
Attend network staff development with Principal and teacher leaders  
Attend citywide staff development with Principal, Assistant Principals and Teacher Leaders  
Mentor teacher leaders on a consistent basis (weekly) to conduct and implement staff development in Teacher Effectiveness and Inquiry  
Support mentor teacher through professional meetings with administration  
Provide opportunities for key teachers to turnkey information to staff during professional development, faculty conferences and grade meetings.

### ***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).

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

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

The School Leadership Team is comprised of 7 parent members and 7 staff members who meet monthly. The meetings are open to the general public. The primary focus of the SLT is the development of the Comprehensive Education Plan and the budget alignment. The School Leadership Team will receive ongoing training and support to develop leadership skills.

**Budget and Resource Alignment**

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

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

**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, 100% of teachers will participate in the inquiry cycle of reviewing and studying student work of the lowest 1/3 to make evidence-based adjustments to their teaching practices.

**Comprehensive Needs Assessment**

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

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

P.S. 182 received an overall grade of a B with a percentile rank of 58. The overall score for student progress on the NYC Department of Education Progress Report 2012-13 was 53.7 out of a possible 100. The school received a category grade of a B in both progress and performance. The school received 2.13 extra credit points (out of a maximum of 16) for making exceptional gains in students with disabilities, ELL students and students starting with the lowest proficiency citywide.

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

**Instructional Strategies/Activities**

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.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Implement the inquiry process for all teachers.

- Administer a baseline English Language Arts task PK-Grade 5 and administer the baseline math task grades (Grades 3-5)

- Look at student work
- Analyze the task with CCLS
- Determining level of task demand
  - Teachers will meet in grade level teams to select the embedded tasks which will be used to meet the citywide expectations.
  - Teachers will develop collaborative lessons for the units during teacher team meetings.

- Each grade meets in grade level meetings to review the CCLS and to plan units of study (ReadyGen) which include an embedded performance task. Chapter Tests, Unit Tests and Performance Based Assessments are administered and data is collected on a student profile sheet. Two test simulations (NYS Testing Program) are given in grades 2-5 in ELA. This data is collected and is used to inform teachers and administrators of the progress, effectiveness and impact.
  - Teachers meet in bimonthly inquiry teams to study identifies students in the lowest 1/3 of the class on Thursdays from 2:40-3:30 p.m. Teachers will implement approximately 5 inquiry cycles.
  - Inquiry teams maintain a binder documenting their work. Teachers follow the inquiry cycle: Examine student work/data, examine teacher work, engage external resources, define instructional strategy and set goals, implement instructional strategy and monitor student progress with common assessments.
  - A school-wide inquiry team consisting of key teachers and administrators meet weekly to study the effects of close reading on student achievement. Inquiry Team binders are reviewed periodically with the team and are maintained and housed with the recording secretary for each team. Support is provided by the CFN 607 Achievement Coach

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

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

- 1. Teachers, administrators and CFN 607 Achievement Coach

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

- 1. All teachers engage in bi-monthly inquiry team meetings. Student data informs and drives the meetings. Teachers work collaboratively to examine student work, plan next steps and assessments. Common assessments are administered to evaluate the effectiveness of the implemented strategies and lessons .Inquiry binders are maintained by each team for review

**4. Timeline for implementation and completion including start and end dates**

September 2013-June 2014

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

P.S. 182 is a Schoolwide program school. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to provide students with needed services. The Schoolwide program supports the school to improve achievement for all students, particularly the lowest achieving students. Consolidating funds in a Schoolwide Program means that a school treats

the funds it is consolidating like one flexible pool of funds. The school uses funds to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity.

1. Classroom teachers will engage students in Common Core aligned tasks which will be used to determine instructional needs and gaps of students in the lowest 1/3 of the class. Administrators will support teachers by providing professional development in the areas of instructional excellence. Teachers will be assigned to meet bimonthly in the inquiry teams on Thursdays from 2:40-3:30 p.m. The CFN Achievement Coach and administrators will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.
2. Classroom teachers will engage students in Common Core aligned tasks which will be used to determine instructional needs and gaps of students in the lowest 1/3 of the class. Administrators will support teachers by providing professional development in the areas of instructional excellence. Teachers will be assigned to meet bimonthly in the inquiry teams on Thursdays from 2:40-3:30 p.m. The CFN Achievement Coach and administrators will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.
3. A weekly meeting has been scheduled for administrators and key teachers to meet in the Schoolwide Inquiry Team from 3:30 p.m.- 5:30 p.m. teachers will engage students in Common Core aligned tasks which will be used to determine instructional needs and gaps of students in the lowest 1/3 of the class. Administrators will support teachers by providing professional development in the areas of instructional excellence. The CFN Achievement Coach and administrators will support teachers and administrators by providing professional development to support in the area of instructional excellence and the Common Core Standards.

**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).

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

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

The School Leadership Team is comprised of 7 parent members and 7 staff members who meet monthly. The meetings are open to the general public. The primary focus of the SLT is the development of the Comprehensive Education Plan and the budget alignment. The School Leadership Team will receive ongoing training and support to develop leadership skills.

**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	X	Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

## **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.

By June 2014, 100% of classroom teachers, AIS teachers and administrators will utilize data collection systems to regularly and collaboratively review all student work for evidence of individual student growth and gaps in learning to make evidence-based adjustments to their units, lessons and teaching practices to improve teacher effectiveness at least 3 times per year.

### **Comprehensive Needs Assessment**

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

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

P.S. 182 received an overall grade of a B with a percentile rank of 58. The overall score for student progress on the NYC Department of Education Progress Report 2012-13 was 53.7 out of a possible 100. The school received a category grade of a B in both progress and performance. The school received 2.13 extra credit points (out of a maximum of 16) for making exceptional gains in students with disabilities, ELL students and students starting with the lowest proficiency citywide.

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

### **Instructional Strategies/Activities**

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.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1. Schedule data collection dates in ELA and Mathematics in Grade K-5
  - Identify assessment instruments to be administered
    - Fountas and Pinell K-5 (ELA)
    - ReadyGen Performance Based Tasks K-5 (ELA)
    - Simulated NYS testing Grades 2-5 (ELA)
    - Go Math! Chapter tests and chapter performance tasks (Math)
    - Beginning and End of Year Assessment(Math)
    - Simulated NYS testing Grades 2-5 (math)
- 2. Implement the Inquiry cycle
  - Examine student work/data
  - Examine teacher work
  - Engage external resources
  - Define instructional strategy and set goals

- Take action: Implement instructional strategy
- Monitor student progress with common assessments

3. Review data at monthly grade level meetings and individual teacher meetings and post observation conferences.

• **Key personnel and other resources used to implement each strategy/activity**

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

1. Administrators, Classroom Teachers
2. Administrators, CFN 607 Achievement Coach, Teacher Leaders, Classroom Teachers, Content Area Teachers, AIS Teachers, ESL Teachers
3. Administrators, CFN 607 Achievement Coach, Teacher Leaders, Classroom Teachers, Content Area Teachers, AIS Teachers, ESL Teacher

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Student data collection profile sheets
2. Agendas, inquiry binders
3. Agendas

• **Timeline for implementation and completion including start and end dates**

September 2013-June 2014

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

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

***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).

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

The Parent Coordinator will assist in the planning and preparation for parent workshops. The Parent Coordinator will attend scheduled parent meetings to share information and respond to parent questions and inquiries. The parent coordinator will provide assistance in accessing ARIS parent link and provide passwords to parents for Go Math! Program on-line resources.

The School Leadership Team is comprised of 7 parent members and 7 staff members who meet monthly. The meetings are open to the general public.

The primary focus of the SLT is the development of the Comprehensive Education Plan and the budget alignment. The School Leadership Team will receive ongoing training and support to develop leadership skills.

**Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>		<b>Grants</b>
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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.

**2. Strategies/activities that encompass the needs of identified subgroups**

- 

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

1.

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

1.

**5. Timeline for implementation and completion including start and end dates**

1.

**6. 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.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Eligible students in grades Kindergarten-Grade 2 receive AIS daily in small groups during the school day. Students are engaged in literacy activities. The small group literacy activities support the developmental program in the classroom.	1.Small Group	During the school day
	Selected students in Grades 3-5 (Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test) receive supplemental small group instruction in ELA with the Fountas and Pinnell Levelled Intervention Program 3 X per week for 45 minutes. The mode of instruction is small group push-in model. Students are engaged in literacy with an emphasis on the guided reading component. Literacy activities will be aligned with classroom instruction and provide additional support to 'at-risk' students.	Small group	During the school day
	The extended day tutoring program is offered to students in Grades 1-5 on		

	<p>Tuesdays and, Wednesdays from 2:40 to 3:30 PM. All level 1 and level 2 students have been invited. Teachers work with students in small group settings. During the literacy session, teachers and students, using an interactive model, will share literacy strategies, apply the skills to real text, respond to focused writing tasks, listen to stories for specific skill purposes and develop test sophistication strategies. All participating students in grades 1-5, including English language learners and special education students are grouped based on assessed needs for additional instruction to improve literacy skills.</p>	<p>Small group tutoring</p>	<p>Extended Day</p>
<p><b>Mathematics</b></p>	<p>Additional instructional time in mathematics three times per week for 45 minutes is scheduled. The classroom teacher in Kindergarten –Grade 5 provides remediation/ enrichment activities for eligible students that support the program. Remediation/ enrichment instructional materials will be provided to reinforce identified areas of weakness. Selected students in Grades 4-5 (Grade 4-5 - scoring at or below Level 2 on the New York State Mathematics Exam) receive supplemental small group instruction in with either Academic Intervention Mathematics Support teacher or the classroom teacher.</p>	<p>Small group</p>	<p>During the school day</p>

	<p>The morning mathematics program is offered to students in Grades 4-5 on Monday through Friday from January through March from 7:20-8:15 a.m. Teachers will work with students in small group settings. During the mathematics sessions, teachers will focus on mathematical skills and strategies and will provide students with an additional opportunity to develop mastery through practice. Teachers will provide exposures to new concepts and skills to foster mastery. Teachers will integrate conceptual understanding and the teaching of basic skill and develop test sophistication strategies. All participating students in grades 1-5, including English language learners and special education students, will be grouped based on assessed needs for additional instruction to mathematics ability.</p>	<p>Small group tutoring</p>	<p>Before school 7:20-8:15 a.m.</p>
<p><b>Science</b></p>	<p>Students requiring AIS in Science (Grades 4 and 5) receive differentiated instruction from the Science Instructional Specialist. Students are engaged in activities to support their understanding of key concepts in</p>	<p>Small group, individual</p>	<p>During school</p>

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

	classes for eligible students		
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed\*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

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

**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).

Professional Development was provided for all teachers in Measures of Student Learning, The Danielson Framework for Teaching Components, ADVANCE, ReadyGen and Go Math Programs, Discussion Protocols. Key Teachers were identified and attended various professional development meetings in Danielson, ADVANCE, Ready Gen and Go Math programs. These teachers turnkeyed training to staff. Teachers were provided the opportunity to attend Citywide training during July and August in the ReadyGen and Go Math programs.

**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.).

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

**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.).

Prekindergarten teachers and paraprofessionals are included in all schoolwide professional development to ensure aligned curriculum. Prekindergarten Teachers have implemented the NYS Prekindergarten Foundation for the Common Core in their classrooms. Parents of Prekindergarten students are invited to attend celebrations and activity workshops in the classroom. They are also invited to all parent workshops offered monthly. All eligible students in Prekindergarten are screened using the ESI-R and identified students are recommended to CSPE for further evaluation. Prekindergarten Teachers meet with the Principal and Assistant Principal in the reorganization meeting to articulate student needs for future placement in the kindergarten.

**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 UFT selected 4 teacher members from the staff and the Principal selected 4 members which included 1 teacher and 3 administrators to be on the Measures of Student learning Committee. The MOSL Committee received professional development on the MOSL selection process and then recommended the local measures for the school. The Principal selected the state measures. The MOSL Committee provided professional development in September to all staff. Teachers implemented the MOSL and used the surfacing the gap protocol to determine student need and next steps.

**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).

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## **Parent Involvement Policy (PIP)**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

## **III. Student Responsibilities:**

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

**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 <b>08</b>	Borough <b>Bronx</b>	School Number <b>182</b>
School Name <b>type here</b>		

### 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 <b>Anne O'Grady</b>	Assistant Principal <b>M. Vargas M. Oldak E. O'Neill</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Elli Berg</b>	Guidance Counselor <b>Barbara Skokos</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Urselina Wilson</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>936</b>	Total number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>3.95%</b>
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## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	10	7	3	4	6	7								37
SELECT ONE														0
<b>Total</b>	<b>10</b>	<b>7</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>37</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	4	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										0
Dual Language										0
ESL	32			4			1			37
Total	32	0	0	4	0	0	1	0	0	37

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	4	3	4	3	5								28
Chinese					1									1
Russian														0
Bengali														0
Urdu														0
Arabic	1				1									2
Haitian														0
French		2												2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1	2								4
<b>TOTAL</b>	10	7	3	4	6	7	0	0	0	0	0	0	0	37

## 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)	8	5	2	2	4									21

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)	3	1	1	2	0									7
Advanced (A)	0	0	4	2	3									9
Total	11	6	7	6	7	0	0	0	0	0	0	0	0	37

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	4	1			5
4	1	1			2
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	3		2		1				6
4	4		1		1				6
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	3		0		2		1		6
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)								
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.  
The school administers the Fountas and Pinnell Reading Assessment to determine students' independent and instructional levels. The reading inventory provides teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Although the school only has a small number of ELL students, after analyzing the NYSESLAT data, the school finds that the area in need is reading and writing. Last year 10 students reached proficiency. The school intends to support ELL students in the classroom by providing small group literacy instruction in guided reading, student teacher conferences in 100 Book Challenge and individual conferences during the writer's workshop. In addition as funding permits, an academic intervention teacher will push-in to reduce the class size and support struggling readers and writers. The school participates in the ELL periodic assessment. Given the small sample size, it is difficult to extrapolate meaningful data. The current results show that 33.33 students in grades 3 and 4 scored in the (26 - 50%) category while 33.33 scored in the (51-75 %) category. 33.33 scored in the 76-100% category. However, the school uses the individual data to inform instructional decisions during the ESL and/or ELA period. The ESL teacher makes the data available to all teachers with ELL students and articulates with the classroom teacher. The state accountability and overview report does not reflect a score for LEP students at P.S. 182 as the subgroup is less than 40. The school uses all available data to measure the success of the ESL program. Informal and formal data collection is used to compare the performance of ELL students to the general population in the school and to the citywide data.
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 [AMAQ tool](#))  
Based upon the NYSESLAT results, it is then determined how much instructional time is needed for each individual student. The ESL teacher and the classroom teacher collaborate to determine how to drive their Common Core instruction and monitor student progress. The ESL provider will regularly group and regroup ELLs and English proficient students to maximize instruction and learning opportunities. All lessons will be aligned to the Common Core Learning Standards as well as the ESL performance standards for writing. Paste response to question here:
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?a) Given the small number of students in the sample, it is difficult to determine an overall pattern. However, we noticed that 6 students out of the 10 in the advanced level did not test out and reach proficiency level because of the speaking section of the NYSESLAT. The data showed that the students need the most help in reading, writing, and some students in speaking. This instruction will also be integrated across all content areas. P.S. 182 only has a freestanding ESL program. Students are taught all their subjects in English.  
b) School leadership and teachers are using the results of the ELL Periodic Assessments to drive their instruction. Based on the data, our school is focusing on how to improve their reading, writing, and speaking skills. Through the curriculum program ReadyGen, the students are exposed to complex texts. P.S. 182's school – wide instructional focus is to increase the student's vocabulary. Every week the students are exposed to a higher – level thinking word.  
c) The school has learned that the students need small group instruction. The teachers will encourage the students to be engaged in accountable talk. The students are using their native language to demonstrate their understanding of a specific topic being discussed. Also, learning experiences of the ELLs are connected to their own personal culture and language.  
Paste response to questions here:
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](#).)  
Data is used to make educational decisions about changes in roles, instruction, and or services. Students are provided with targeted instruction designed to match their learning needs as demonstrated on periodically administered assessments. Screening is used to establish a baseline of student's performance. Strong core instruction is tailored to the needs of ELL's; Tier I and Tier II. Intensive tailored instruction strategies that are researched based for Tier II and Tier III. Progress monitoring informs how at – risk students

are responding. Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Instruction focuses on providing ELLs with learning opportunities that integrate reading, writing, listening and speaking. Instruction leverages ELL's home language(s), cultural assets, prior knowledge, and prior school experience. Students with developing levels of English proficiency will require instruction that supports their understanding and use of emerging language. Instruction fosters a broad use of strategies to construct meaning from academic talk and complex text to express themselves orally and written.
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?

P.S. 182 only has a freestanding ESL program. Students are taught all their subjects in English. Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
P.S. 182 evaluates the success of our ELL program after reviewing, analyzing, and interpreting the assessment data. ELL's progress takes into account language development and background. We monitor student's work by informal and formal assessments. Our school met our AYP objective.

## 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](#).)  
A team of staff members administer the Home Language Identification Survey (HLIS) during the registration process which includes an informal oral interview in English or in the native language and the formal initial assessment. The team includes Elli Berg, the ESL teacher; Jane Cahn, the Testing Coordinator; the Assistant Principals, Mary Oldak, Erin O'Neill and Michelle Vargas. New entrants whose home language is other than English are administered the LAB-R by Elli Berg, ESL teacher, within the first 10 days of initial enrollment. The LAB-R is hand-scored by the ESL teacher and students' service eligibility is determined by the cut scores on the LAB-R. Spanish speaking students who qualify for services are administered the Spanish LAB. Both tests are submitted to be machine scored and posted on ATS according to the pick-up schedule. Students who were administered the NYSESLAT receive services based on their scores. Students identified as Beginning, Intermediate or Advanced receive services. The school uses the ATS reports (RLAT, and RMNR) to identify ELL eligible students who previously took the NYSESLAT. All students in kindergarten through grade 5 who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. It assesses students speaking, listening, reading, and writing skills. Students will continue to receive English as Second Language (ESL) or bilingual services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes. The school analyzes the students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.
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.  
During the course of the year, parents of students newly identified as an English Language Learners are invited to attend a parent meeting within the first ten days the student is identified as an ELL. An invitation is sent home and Elli Berg, the ESL teacher and Urselina Wilson, parent coordinator and Michelle Vargas, the Assistant Principal provide parents with information about the three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. Curriculum, learning standards and

expectations for students and assessments are also discussed. At this meeting, the options available to the students who are eligible for bilingual/TBE/ESL services are explained to the parents. The Orientation DVD for Parents of English Language Learners is viewed in the parents' native language and an interpreter is present whenever possible to assist parents. The Assistant Principal and parent coordinator are fluent in Spanish and are present at the meeting. The brochures, program survey and selection form are distributed in the parents' native language. The parents complete the Parent Survey regarding parent choice and student placement. These are reviewed and parents are provided with the information about the services available at this school. If a program is not available, the parent is provided with information and assistance in seeking their first choice (dependent on the availability of seats). Parents who have designated a program not available in this school but choose to stay in the school are advised that a list is generated and should a program come available, they would be eligible. The parent coordinator and ESL teacher provide outreach to parents who have not come into the school to view the video and choose a program.

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](#)].)

The ESL Teacher coordinates the distribution of entitlement letters in the parents' native language to ELL students. After identifying students as "entitled" or "continued entitlement", letters are generated and sent to the parents. The ESL teacher maintains a log of the type of letter, date sent and how the letter was delivered for each student. Parent Surveys and Selection Forms are given to the parents during the orientation meeting. Parents complete the forms and turn them in at the meeting. The ESL teacher and parent coordinator call parents for individual meetings as needed to ensure that all forms are returned. Copies are made of the Parent survey and program selection forms. The ESL teacher maintains the copies for the entitlement letters and Parent Survey and Program Selection forms. The original Parent Survey and selection form is placed in the student's cumulative record folder.

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.

P.S. 182 is able to place students in the parents choice of ELL program. If a parent's first choice is a program we can not offer because we don't have the number of students to open up a class, we offer the parent to transfer to another school. We also offer to place the student on a waiting list for that program. We communicate to the parents that when our waiting list increases to 15 students on two contiguous grade with the same native language based on parents requesting a bilingual program, we will open up a bilingual class. If the parent choose to transfer, then the school personnel checks with OSEPO if assistance is needed.

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

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.

The school creates a testing schedule and assigns staff to administer the NYSESLAT. the testing coordinator ensures that all eligible students participate in the testing. students who are absent for a part of the test are administered the test during the make up period. The ESL teacher and testing coordinator inform parents of the testing and the schedule through both a written notification and telephone calls as needed.

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. 

The majority of parents opt for ESL services as their first choice on the Program Selection form. Most parents who opt for another model choose to stay at P.S. 182 and have their child receive ESL services. The program model offered at the school aligns with the majority of parent requests. The overall majority of parents request ESL services.

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

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)?

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

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

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

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

Classroom teachers employ ESL methodology and instructional strategies to make content area comprehensible and to enrich language development. In mathematics and science, the use of manipulative and a hands on approach makes the content more accessible. Word for word dictionaries and glossaries are used to assist students in content areas. Teachers reinforce the acquisition of academic language. Teachers modify input, using contextual clues, checking for understanding and designing appropriate lessons. In Social Studies, teachers employ maps and visuals to reinforce content and the acquisition of the academic language. Field trips help students to make a personal connection to the content areas.

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

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

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

Shared Reading – Students view the teacher as she models good reader strategies.

Guided Reading – Students practice their reading strategies during guided reading at their instructional level in a small group.

The teacher assesses the student's progress and employs a variety of strategies to enable the child to develop the skills necessary for decoding and understanding text. Fiction and nonfiction guided reading materials from the Wright Group, Pacific Learning and Rigby into English are

utilized.

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

To ensure that ELL students meet the standards:

- Teachers scaffold academic language and complex content to support students' participation in content areas.

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

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

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

At this time, we do not have ELL's (4-6 years). In previous years we have identified ELL's with 4-6 years of service as needing academic intervention services and/or tutoring (extended day) in addition to their mandated ESL classes. They are provided appropriate and differentiated instruction during the literacy block. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DY0 assessment program. The data is analyzed to determine instructional focus.

At the present time, we do not have Long term ELL's ( over 6 years). In 2011 we identified LT ELL's as needing academic intervention services and/or tutoring(extended day) in addition to their mandated ESL classes. They are provided appropriate and differentiated instruction during the literacy block. The students receiving focused, intensive small-group instruction have been identified as needing academic intervention services and/or tutoring (extended day) in addition to their mandated ESL classes. These language supports may include explicit vocabulary instruction (pre-teaching and contextualizing vocabulary), individualized reading , and scaffolded writing activities. Long term ELL Students who have not acquired all of the content instruction, and have missed fundamental concepts taught earlier which are necessary for comprehending grade level content are provided content area instruction during the small group academic intervention period. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DY0 assessment program. The data is analyzed to determine instructional focus.

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

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

Currently we have no SIFE students.

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

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

Paste response to questions here:

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.

ESL teachers, classroom teachers, and reading specialists collaboratively discuss needs associated with second language acquisition. They discuss effective instructional strategies and develop different key domains of literacy to support competencies in reading, writing, listening and speaking. The CCLS based instruction promotes oral language development.

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

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

Paste response to questions here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
The school provides math and science exams in the native language of the students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Through the instructional activities during ESL, students are evaluated in the four modalities. As students engage in discussions, presentations and writing activities, the teacher evaluates their progress.
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).

a) We have no SIFE students but if we did have SIFE students, we would offer them an academic intervention plan according to their linguistic and academic needs.

B)

c) At this time, we have 3 ELL's with (4-6 years) of service. They are provided appropriate and differentiated instruction during the literacy block. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments,

Rigby In-Step assessment, informal reading inventory, CFN 607 DY0 assessment program. The data is analyzed to determine instructional focus.

d) We do have long term ELLs (over six years). However, if we had we will provide as needed academic intervention services and/or tutoring(extended day) in addition to their mandated ESL classes.

e) They are included in the after school programs. If needed they are provided with academic intervention.

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?

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

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

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?

The ESL teacher includes the Special educations student with the General Education ESL groups and provides all the instructional scaffolds to support them with attaining academic success. Teachers scaffold academic language and complex content to support students' participation in content areas as follows:

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

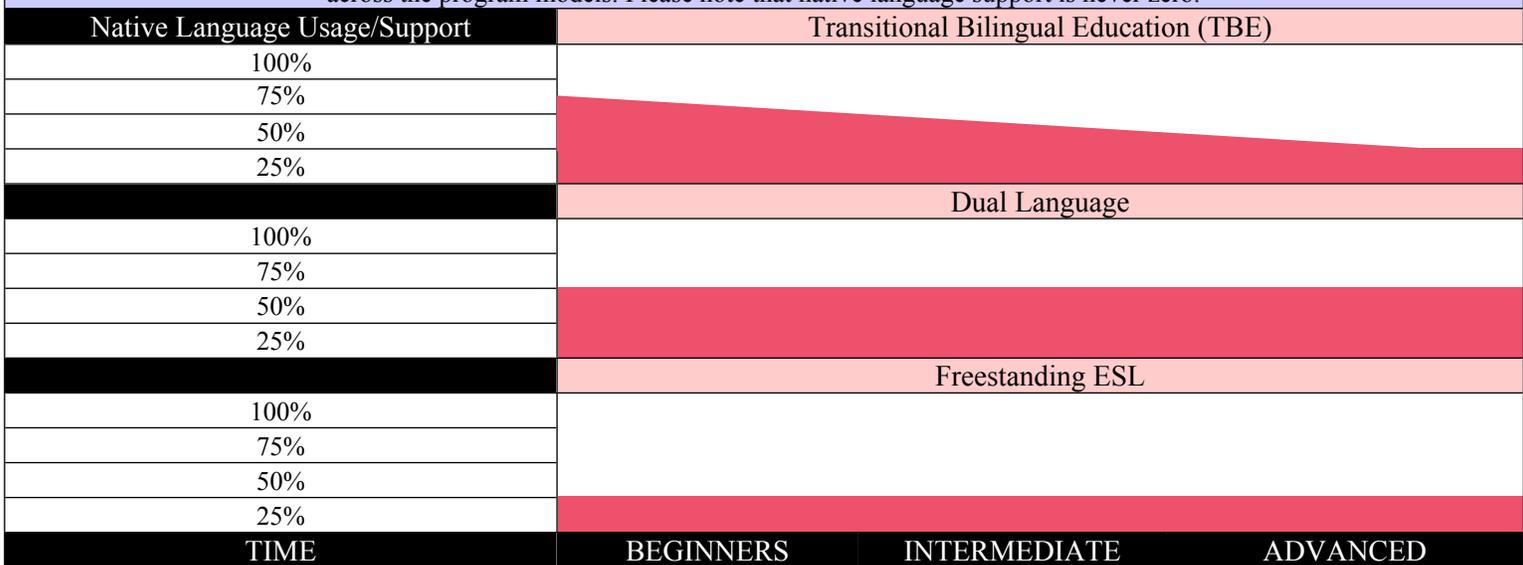
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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.

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

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

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

We have an effective ESL pull out program because it provides targeted instruction based on school data. Our ELLs made major progress on the NYSESLAT. Out of 46 students who took the NYSESLAT, 12 students scored proficient and 10 scored advanced.

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

None

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

None

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

They participate in all the after school programs. ELLs are provided supplemental services through an F-Status teacher that gives them academic instruction during the school day.

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

Students use the RAZkids program on the computer to support them with building reading comprehension. Students are enrolled in an interactive vocabulary and phonics software program which promotes language and vocabulary acquisition.

In addition, the following instructional strategies are implemented to help English-language learners acquire vocabulary:

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

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

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

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

Students are provided with glossaries and the school is working on increasing their libraries with text in the native language of the students.

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

Our ESL groups are formed first considering the age and grade level of the student. We strive to form groups that address their English proficiency needs. We use resources that developmentally appropriate.

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.

There are no programs before the beginning of the school year. The ESL program in place includes and provides the instruction to the newcomers as per their academic and language needs.

18. What language electives are offered to ELLs?

N/A

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)?

Paste response to questions here:

### **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.

The ESL teacher will receive on-going training at district level meetings. In addition the ESL Teachers attends compliance professional development meetings provided by Bronx BETAC. The ESL teacher routinely participates along with classroom teachers and content area teachers in professional development activities related to ELA, literacy and critical thinking. Professional development in the new literacy curriculum program is provided by the Network Achievement Coaches at the school level and through PD sessions. American Reading Company (100 Book Challenge) with a focus on independent reading and conferring with readers to meet their individualized needs for all teachers. In order to comply with the Jose P. mandates, professional development in meeting the needs of our ELL students will be scheduled during grade conferences, faculty conferences and designated professional development days for all teachers Assistant Principals, paraprofessionals, guidance counselors, school psychologist. The ESL teacher works closely with the school secretaries to ensure proper compliance. P.S. 182 will reach out to the CFN #607 to support our professional development plan. The CFN #607 ELL Instructional Specialist and the school's ESL teacher will provide professional development to the staff in ESL strategies, ESL methodology and data analysis regarding the school's NYSESLAT results.

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

## 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?

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

Paste response to questions here:

## 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**

**School DBN: 08X182**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anne O'Grady	Principal		11/6/13
Mary Oldak	Assistant Principal		11/6/13
Urselina Wilson	Parent Coordinator		11/6/13
Elli Berg	ESL Teacher		11/6/13
	Parent		11/6/13
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Barbara Skokos	Guidance Counselor		11/6/13
	Network Leader		
Michelle Vargas	Other <u>AP</u>		11/6/13
Erin O'Neill	Other <u>AP</u>		11/6/13
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 06 Network: 607

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

### **Part A: Needs Assessment Findings**

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

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

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

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

Home Language

Amoy (Fukienese) 1

Arabic 3

Bengali 22

Cantonese 3

Chinese 1

French 8

Mandarin 1

Mandinka 2

Niger/Congo 1

Spanish 148

Twi 16

Urdu 2

Yoruba 1

English 773

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

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

## **Part B: Strategies and Activities**

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

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

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

Types of Documents Languages Available

For Schools Letters, Notices, Flyers, Consent Forms, Parent Handbooks All Languages

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

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

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

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

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

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

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

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

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

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

Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-Englishproficient

parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for an unexpected visits from parents who cannot communicate proficiently in English.

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

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

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

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

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

The school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages, are available at

<http://schools.nyc.gov/RulesPolicies/ParentBillofRights/Parents+Bill+of+Rights+and+Responsibilities.htm>.

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.**

**For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.**

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

Application for Immigrant Funding

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

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

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

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

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

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

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

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

<b>Part A: School Information</b>	
Name of School: <u>    P.S. 182    </u>	DBN: <u>    08X182    </u>
Cluster Leader: <u>    Jose Ruiz    </u>	Network Leader: <u>    Elmer Myers    </u>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	
<b>Part B: Direct Instruction Supplemental Program Information</b>	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: _____ Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: <u>    1    </u>	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Subgroups and grade levels of students to be served</li> <li>• Schedule and duration</li> <li>• Language of instruction</li> <li>• Number and types of certified teachers</li> <li>• Types of materials</li> </ul>	
Begin description here: The Title III budget will be used to support supplementary small group instruction for ELL students using a push-in model. An "F" status teacher will provide service to eligible ELL students in the eligible Grade 4 and Grade 5 classrooms 3 times per week for 45 minutes. The F status teacher will provide small group instruction in both reading and mathematics. Supplementary guided reading materials (Rigby) have previously been purchased to support the program.  The class size is reduced with the services of the F status teacher. The F status will be working with all the classes 3 times a week for 45 minutes. During this time, the F status teacher will be working with small groups of students, which include all the ELL children in the classroom. This will be an additional and supplementary strategy/guided reading class. The teacher will conduct strategy lessons, acquisition of academic vocabulary and skill lessons based on the children's needs.	
<b>Part C: Professional Development</b>	

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

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

<b>Part D: Parental Engagement Activities</b>
<p>Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:</p> <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Schedule and duration</li> <li>• Topics to be covered</li> <li>• Name of provider</li> <li>• How parents will be notified of these activities</li> </ul>

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

**Part D: Parental Engagement Activities**

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

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

Workshop topics and schedule:

September 25 - Title I Workshop Presenter Mary Oldak, Assistant Principal

October 24- Middle School Choice Presenter-Jamie Curcio, Middle School Choice School Liaison

November 13- Studio in A School Family Art Workshop Presenter: Matthew Burcaw

November- 100 Book Challenge Program Presenter: Tony Falotico, American Reading Company

December - Mathematics and Common Core Presenter: Joan Davidman, rally education

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

TBA- Helping Students Succeed on the NYS Mathematics Test : Joan Davidman, Rally Education

**Part E: Budget**

2012-13

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

<b>FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY.</b> Ensure that your budget matches your plan as described in Parts B, C, and D above.		
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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High-quality staff and curriculum development contracts</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be:               <ul style="list-style-type: none"> <li>– supplemental</li> <li>– additional curricula, instructional materials</li> <li>– clearly listed</li> </ul> </li> </ul>		
Educational software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		