

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q182

School Name:

THE SAMANTHA SMITH SCHOOL

Principal:

ANDREW TOPOL

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28Q182
School Type: NYCDOE Public School Grades Served: K-5
School Address: 153-27 88th Ave., Jamaica, NY 11432
Phone Number: 718-298-7700 Fax: 718-298-7706
School Contact Person: Andrew Topol Email Address: atopol@schools.nyc.gov
Principal: Andrew Topol
UFT Chapter Leader: Mary Ahern
Parents' Association President: Angelica Guzman-Mejia & Martha Martinez
SLT Chairperson: Kathie Minelli
Student Representative(s): _____

District Information

District: 28 Superintendent: Mabel Muniz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd., Rm. 242, Jamaica, NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718-557-2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felica Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrew Topol	*Principal or Designee	
Mary Ahern	*UFT Chapter Leader or Designee	
Angelica Guzman-Mejia	*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	
Martha Martinez	Member/ Parent	
Ana Tzuban	Member/ Parent	
J. D. Rose	Member/ Parent	
Arelis Sales	Member/ Parent	
Gabriela Piloza	Member/ Parent	
Lolita Parbhu	Member/ Parent	
Karla Garcia	Member/ Teacher	
Amanda McKenna	Member/ Teacher	
Kathie Minelli	Member/ Teacher	
Evangeline Duffy	Member/ Teacher	
Deirdre Bonini	Member/ Teacher	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P. S. 182 is a K-5 elementary school, with incredible a diversity and breadth. Our 950 students come from every corner of the globe and from Jamaica itself, representing more than 20 languages and dialects. Our support for our significant English-Language Learners and special-needs students is as varied as are our students are themselves. We tailor our models and supports to the students we have before us.

P. S. 182 generally follows a constructivist approach to learning, employing curricula from the Teachers' College Reading and Writing Project, from Investigations and Context for Learning in mathematics, the inquiry-based FOSS science curriculum and Positive Behavior Intervention and Supports for character development. We have three science labs, a thriving arts program—visual and musical--, and our Quest after-school program (in collaboration with the Child Center of New York).

Delivering the best to our children means constantly striving to better everyone who works with them. Families must be empowered partners. At, P. S. 182 parents and guardians join actively as volunteers, committee members, and learners. Our families partake in adult ESL classes, our workshops, Family Mornings, our school website, celebrations and performances and a multitude of ways. Families are an essential part of our P. S. 182 learning community.

P. S. 182 staff continually pushes forward in our own learning. We work intensively with Columbia University on literacy and inclusive education. We collaborate with a myriad of arts and community organizations. Our teachers participate in wide –ranging studies and pursuits.

All of us at P. S. 182-- adults and children alike—continually learn and develop. This is what a learning community does. This is how we provide our children with all they deserve, the very best.

Our Vision

P. S. 182 is dedicated to nurturing minds and hearts. We are nurturing minds and hearts of children in order to open endless doors of opportunity for them. We are preparing our children to make positive impacts on the worlds they enter, now and throughout their lives.

To do this, our children must own their learning experiences—academic, social, and emotional. They will understand what they do, not merely follow procedures and complete tasks. They will guide their own learning, not merely comply with rules and directions. Our children will be the driving forces in their education and development.

To do this, our children require the strong guidance, the encouragement, and the support of our entire school community. This entails a community of learning, one where everyone is constantly enhancing our ability to support our children. Professional development and studies are essential for our staff. Parents learning alongside their children and parent involvement in all aspects of P. S. 182 are integral to the success of our children.

Our thriving arts and science programs, our studies in constructivist mathematics, our studies across balanced literacy, these are not just content areas, but vehicles for broader lessons. Inquiry, understanding, application, communication, and reflection—these are the habits of mind we nurture and expect across our curricula. Development of lifelong traits of perseverance, independence, risk-taking, and respect are our goals. P. S. 182 is committed to life-long results for our children.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Only 11 of over 500 third through fifth graders attained a level four on the April 2014 New York State ELA exams. Yet, according to June 2014 reading levels as per the Teachers College Running-Records Assessments, nearly 18.7 percent of students in those grades were reading at level four, exceeding grade-level reading benchmarks. Analysis of the ELA-exam results shows a great discrepancy between the overall student performances on the multiple choice and the constructed responses, with the majority of all students doing far better on the multiple-choice sections. This trend is even more pronounced with the students who attained running-record levels of four.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure that P. S. 182 provides all students with rigorous CCLS-aligned instruction targeted to their learning needs, engaging them at their individual cognitive and skill-set entry points, by June 2015 there will be an increase of 81% of the number of students exceeding proficiency standards on the New York State English Language Arts exam given in April 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
On-going professional learning regarding the administration of, analysis of, and formative planning based on running records	K-5	September 2014-June 2015	Reading teacher, literacy coaches, administration
Monthly administrative monitoring of student running-record growth. Running records are administered on a rolling, as needed basis, in addition to the mandated three school-wide assessment periods.	K-5	September 2014-June 2015	Principal, data specialist
Tri-annual data meetings between classroom teachers and administration to discuss student assessments and instructional plans forward	K-5	September 2014-June 2015	Teachers, administration

Running-record confirmations: binder checks and validation running-records	K-5	September 2014-June 2015	Administration, reading teacher
Professional-learning studies focused on increasing student writing volume and focus, across curricula, inclusive of UDL and special-education best practices	K-5	September 2014-June 2015	Staff developers from Teachers College Reading & Writing Project (TCRWP) and Teachers College Inclusive-Classroom Program (TCICP), literacy coaches, teachers
Development of focused K-5 writing rubric: volume, focus, introduction/conclusion, supporting evidence; analysis of student writing and planning instruction based on rubric	K-5	September 2014-June 2015	Literacy coaches, teachers, administration
Professional –learning cycles on reading complex texts and applying complex texts to student writing based on ESL methodologies	K-5	September 2014-June 2015	Maryann Cucchiara (contracted staff developer) CFN 207 instructional-support specialist, literacy coaches, teachers
Literacy-enrichment and STEM enrichment groups for targeted students in grades 2-4 at levels high-three and four in reading	K-5	September 2014-June 2015	Literacy coaches, reading teacher, teachers
Monthly individual academic updates to parents, parent workshops, strategy suggestions tied to next steps, exemplars and strategy examples supports to parents	K-5	September 2014-June 2015	Literacy coaches, teachers, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from TCRWP, TCICP, Maryann Cucchiara, CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ol style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.

P. S. 182 monitors student reading levels monthly. The mid-year check will compare the number of third, fourth, and fifth graders reading on level four using IRL levels from February as compared to the same time period from the 2013-2014 school year. We will also gage the number of students in those grades scoring level four on writing assessments, comparing data from the beginning of the year with February/March writing data.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On the FY14 NYC School Survey only 54% of teachers responded that they felt that order and discipline are maintained at this school. The prior year 50% of teachers responded this way. On the FY14 Survey, 88% of parents responded that they feel with children are safe at school; 94% responded this way the prior year.

The vast majority of OORS and SWIS incidents involved the same students. This data held for FY14 and FY13. Of the ten students most frequently appearing in FY13, only two remained on the same list in FY14.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure to improve the school’s approach to culture-building, discipline and social emotional support so that it is informed by a theory of action and results in a safe environment and inclusive culture that supports progress toward the school’s goals, we will meaningfully involve teacher/staff voice in decision-making, through implementation and analysis of internal assessments, to initiate, guide and lead school improvement efforts so that by June 2015 there is a 10% increase of teachers who feel that order and discipline are maintained at this school, identified by the NYC DOE School Environment Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
All staff will take the PBIS Self-Assessment Survey two or three times this year to gather information about specific items related to school safety and environment. The feedback will give direction and provide interim benchmarks, so that we can make ongoing adjustments throughout the year.	All staff	January, April, June 2015	Guidance staff, administration
Guidance and special-education teachers dealing with the greatest number of disciplinary incidents will be trained in Therapeutic Crisis Intervention. Additional staff will be trained on a hierarchical priority basis, as training becomes available.	Guidance and 12:1:1 special-education teachers	Winter & Spring, FY15	Guidance staff, 12:1:1 special-education teachers

School will track OORS and SWIS incident data to guide intervention supports for students and safety policy, directing resources accordingly	Students with most frequent incidents	September 2014-June 2015	Guidance Staff, Assistant Principal Rosenbaum
School will regularly communicate with staff regarding data regarding safety, student disciplinary incidents, and interventions/supports, a on monthly basis	All staff	January-June, 2015	Guidance Staff, Assistant Principal Rosenbaum
School will implement PBIS (positive behavior interventions & support) Tiers I, II, III to support students according to data	All students, students with most frequent incidents	September 2014-June 2015	All Staff
Staff will introduce "Beautiful Me" program to support female students' esteem and personal growth	Female students, 3-5)	January-June 2015	Guidance & Quest after-school staff
Continue to study UDL and best instructional practices to more highly and positively engage students in academic studies	All students	September 2014-June 2015	All teachers, TCICP and TCRWP staff developers, CFN 207 Instructional-support staff, administration

Part 4 – Resources Needed

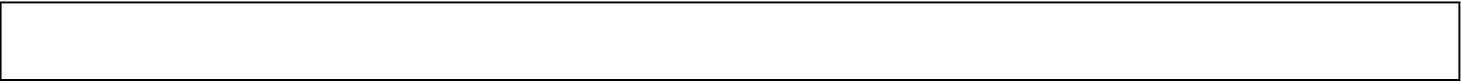
Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from TCRWP, TCICP, "Beautiful Me", and TCI, CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
PBIS Self-Assessment Surveys (January, April, June) for interim feedback and benchmarks, regarding teacher/staff perceptions of order and discipline, showing positive trends				
Monthly monitoring of incidents as per OORS & SWIS, showing positive trends				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Eighteen percent of students in grade three, four, and five met performance standards on the FY14 NYS ELA exams. Of our present fourth and fifth-grade ELL students, none scored above a level two on the ELA exams. The same applies to our special-education students. Of our present fourth and fifth graders, 53.7% of our students regressed relative to their previous year’s ELA scores. For our ELL students in that population, 56% regressed.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure coherence across classrooms, sequencing of curricula, and an increase in the levels of cognitive rigor that is critical for students to perform at higher levels of learning, teams of second and third-grade teachers and a K-5 team of teachers will engage in a year-long study focused on using ESL methodologies to help students engage CCLS-aligned complex texts at higher levels so that by June of 2015, we will achieve a 10% increase of students in participating fourth and fifth-grade classes showing growth in ELA performance levels as per the NYS ELA examinations, both for ELL and overall student populations, as well as a 5% increase in students in participating third, fourth, and fifth-grade classes who meet performance standards on the FY15 ELA examinations.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Four half-day professional-learning sessions with Maryann Cucchiara on language development and reading & writing complex text, using ESL methodologies	Second and third-graders, ESL/DL students, select classes K-5	September 2014-June 2015	Second and third-grade teachers, ESL teachers, coaches, administrators, select K-5 teachers in advanced year-two group, CFN instructional-support specialists

Classroom intervisitations to develop collaboration, best practices, and feedback	Participating teachers	January-June 2015	Participating teachers, coaches, administration, CFN specialists
Professional-learning cycles to further develop understandings, best practices, resources, and plans based on the Cucchiara work	Participating teachers, coaches	January-June 2015	Participating teachers, coaches, administration
Infusion of developed instructional practices across curricular planning and instruction	Participating teachers, coaches	September 2014-June 2015	Participating teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Support will come from outside staff developers from Maryann Cucchiara, CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
20. Specify a timeframe for mid-point progress monitoring activities.				
For our mid-year check, we will compare IRL levels of students in the target populations from February/March of 2014 with those from 2015 to gauge progress. We will compare writing –assessment data from the beginning of the school year with that from February/March data.				
Part 6b. Complete in February 2015.				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Based on feedback from the staff NYC School Survey, past Quality Reviews, and conversations with teachers and coaches, there is a desire for more teacher-led professional-learning opportunities. Based on instructional observations and professional development of staff, staff capacity to take on greater instructional leadership has never been higher.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to increase the levels of collective leadership in nurturing the professional growth of pedagogical staff, which results in instructional practices that raise student engagement and performance, by June 2015 75% of Monday professional-learning cycles will be facilitated or co-facilitated by teachers other than math or literacy coaches.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Staff surveys of professional-learning interests	Pedagogical staff	September 2014, January 2015, April 2015	P. S. 182 PD Committee
K-5 ELA and math vertical teams to meet on four-week on-off Monday cycles	K-5 ELA and math teacher leaders, coaching staff	September 2014-June 2015	K-5 ELA and math teacher leaders, coaching staff

Varied menus of professional-learning cycles developed from interest surveys, student data, administrative observations, on alternating four-week cycles	All pedagogical staff	September 2014-June 2015	All pedagogical staff, administration
Two ELA and two math teacher leaders participating in monthly CFN 207 teacher-leader professional-learning sessions	Lead teachers	September 2014-June 2015	Lead teachers, coaches, administration
Co-planning/co-teaching periods (every-other week) for coaches and vertical-team lead teachers to collaborate	Vertical teams, coaches	September 2014-June 2015	Vertical teams, coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Support will come from outside staff developers from CFN 207 instructional-support staff, P. S. 182 coaches, administration, and teachers and staff sharing best practices.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

January, April, June assessment of percentage of Monday professional-learning cycles led by non-coach teachers.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

A P. S. 182 internal parent-survey, the FY14 NYC School Environment Survey, feedback during parent workshops, and SLT and PTA meeting feedback from parents indicate a gap in the parent understanding of how strong exemplars look and the strategies children use to strengthen their work.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to collaborate with families as full partners in the learning and the development of their children, by June 2015 P. S. 182 will provide families with unit related exemplars and supporting strategies in writing and mathematics so that by June 2015, there will be an increase of 5% in the percentage of parents responding to the prompt, “my child’s school keeps me informed about what my child is learning” on the 2015 NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Instructional staff will collaborate to determine exemplars and strategies to share with families	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will post on school website and send paper copies of writing exemplars used in classes for each math and writing unit, for each grade K-5	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will share strategies and explanations related to these exemplars	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will provide unit workshops to support the education of parents regarding the exemplars and strategies	K-5 parents	January-June 2015	Coaches, lead teachers, administration

School will provide material in English, Spanish, and Bengali, to the extent possible	K-5 parents	January-June 2015	Coaches, lead teachers, administration
School will survey parents regarding these supports in October, February, and May of FY15; results will guide future supports	K-5 parents	October 2014-June 2015	Coaches, lead teachers, administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
P. S. 182 instructional staff will coordinate supports with contracted website support.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
Parent surveys will gauge usefulness to parents. P. S. 182 is working with contracted website support to explore the possibility of tracking hits to the site and specific resources on the website.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	TCRWP assessments, Foundations unit assessments, NYS ELA scores & item analyses, on-demand writing, MOSL performance tasks, teacher conference notes and daily assessments and observations	Tiers I, II, & III: Foundations, Just Words, Fast Forward, LLI, guided-reading, shared & interactive writing, Razz Kids & A-Z Learning	Small-group, one-on-one	Before, during, after school
Mathematics	NYS Math scores & items analyses, Investigations unit assessments, school computational fluency assessments and 3x/4x school-crafted assessments, teacher conference notes and daily assessments and observations	<i>Do the Math</i> program by Marilyn Burns, Dreambox mathematics	Small-group, one-on-one	Before, during, after school
Science	teacher conference notes and daily assessments and observations	STEM investigations	Small group	During school
Social Studies	TCRWP assessments, NYS ELA scores & item analyses, on-demand writing, MOSL performance tasks, teacher conference notes and daily assessments and observations	Guided-reading, shared reading, interactive & shared writing	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	OORS and SWIS reports, teacher observations, referrals, teacher	"Beautiful Me" program, social-skills groups, Check-in/Check-out PBIS	Small group, one-on-one	During and after school

<i>Social Worker, etc.)</i>	observations	supports		
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Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is *highly qualified*. As per our FY14 BEDS Survey, 100% of our teachers are highly qualified.

All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.

P. S. 182 supports newer teachers who have completed their mandated mentoring with continued mentoring through coaching cycles with literacy and math coaches.

All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.

Teachers-College Reading and Writing Institute

Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas

Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: un-packing the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification

In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.

Coaches

P.S. 182 has 2.6 literacy coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed. We have 2.6 math coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.

CFN 207 Math and ELA Leads

Two ELA and two math lead teachers participate in year-long professional-learning studies supported by the CFN.

Teachers College Inclusive Classroom Project

12:1:1 special-education teachers work with trained specialists from TCICP on utilizing Universal Design for Learning protocols and strategies to meet the need of the children in their classrooms. Two teachers from each grade are engaging in a study of how to engage our stronger readers and writers at higher levels, particularly in writing.

All second and third-grade teachers participate in professional development to especially tailored to support our ELL students in reading. A group of K-5 and ESL teachers are continuing the work in this area that they began last year. Though this work is based on ESL methodology, it supports all learners.

This work is led collaboratively by Rachel Rosenbaum (AP), Maryann Cucchiara (staff developer) and Steven Gilroy (CFN 207 Instructional-Support Specialist). The core study group of teachers is studying this area even more deeply, focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support ELL's access texts. Teachers then turn-key this information to the entire staff. In addition to this, ESL teachers push-in to classrooms during literacy and/or content-area subjects to support teachers and students in these regards.

All teachers are a member of at least one teacher team.

Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.

Vertical teams will meet to develop content and pedagogical expertise to develop their own skills and to lead their colleagues.

Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in whatever capacity necessary.

All teachers and paraprofessionals participate in professional-learning cycles running in four-week cycles on Mondays.

2b. 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).

At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is *highly qualified*. As per our FY14 BEDS Survey, 100% of our teachers are highly qualified.

All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.

P. S. 182 supports newer teachers who have completed their mandated mentoring with continued mentoring through coaching cycles with literacy and math coaches.

All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.

Teachers-College Reading and Writing Institute

Calendar Days - select teachers participate in targeted workshops on specific literacy topics/areas

Mini-Institutes - select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: un-packing the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification

In-House PD - highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.

Coaches

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needed. We have 2.6 math coaches that attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.

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All second and third-grade teachers participate in professional development to especially tailored to support our ELL students in reading. A group of K-5 and ESL teachers are continuing the work in this area that they began last year. Though this work is based on ESL methodology, it supports all learners.

This work is led collaboratively by Rachel Rosenbaum (AP), Maryann Cucchiara (staff developer) and Steven Gilroy (CFN 207 Instructional-Support Specialist). The core study group of teachers is studying this area even more deeply, focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support ELL's access texts. Teachers then turn-key this information to the entire staff. In addition to this, ESL teachers push-in to classrooms during literacy and/or content-area subjects to support teachers and students in these regards.

All teachers are a member of at least one teacher team.

Grade-level teams meet weekly to plan, as well as use inquiry, data and collaboration to improve instruction.

Vertical teams will meet to develop content and pedagogical expertise to develop their own skills and to lead their colleagues.

Lead teachers have been selected in every grade for literacy and math. They attend network and school-wide meetings and support their colleagues in whatever capacity necessary.

All teachers and paraprofessionals participate in professional-learning cycles running in four-week cycles on Mondays.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

P. S. 182 hosts visits from Pre-K schools and offers school tours to prospective parents during the spring. We hold open houses, where the children can visit the classrooms before the school year begins. We hold parent orientation sessions.

4b. 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.

P. S. 182 uses assessments tied to the curricula we use. Through analysis of data, feedback from teachers, and co-planning with coaches, we hone the types and frequency of assessments, adding and subtracting as needed. Support for the administration of assessments comes through professional-learning sessions, grade meetings, individual meetings, and written directions.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	545026	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	116891	X	
Title III, Part A	Federal	35444	X	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4713516	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P. S. 182, 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 the school and the families. The 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 the school community. **PS 182Q** 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 the school community;

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

The 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;
- 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 (SPC)

PS 182Q, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 182Q Samantha Smith	DBN: 28Q182
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 185
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 12
of certified ESL/Bilingual teachers: 6
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1)Supplemental Literacy Instruction:

Analyses of NYSESLAT results and data from Teachers College (TC) reading and writing assessments from last year and the beginning of this school year indicate that a significant number of ELL students in first through fifth grade struggle in reading and writing. In particular, we are targeting support for ELLs who are chronically at a proficiency level of B or I and have not made significant progress from year to year, and for ELLs who remain a level 1 or 2 in reading and/or writing as per TC assessments. All ELL students will be eligible, though.

A) Supplemental before-school instruction will take place over 30 sessions between March and May 2015. Sessions will last 40 minutes (7:20-8:00AM), three days a week (Tuesday, Wednesday, and Thursday). The language of instruction will be English. This particular program will be taught by 10 teachers--five with common branch (CB) and five with ESL or bilingual (BL) certifications. During each session students will receive equal time of instruction from both CB and ESL/BL teachers, as teachers will team teach. Each group will be taught by one ESL/BL teacher and one CB teacher. ESL and BL teachers will concentrate on all four language modalities including listening, speaking, reading and writing; CB teachers will concentrate on content-specific supports within shared reading and writing. Five groups will range from 15-25 students, depending on grade level and enrollment.

The focus of instruction will be the building of skills through shared reading, independent reading, and writing (shared read and independent) based upon content-based texts, while building familiarity with the NYSESLAT tasks and format. Materials include a compilation of complex content-based texts, Getting Ready for the NYSESLAT (Attanasio & Associates, Inc.), Smartboard technology, and miscellaneous materials. Texts will be chosen within science and social studies units, relying heavily on grade-specific complex texts, such as those in the CCLS Appendix B (http://www.corestandards.org/assets/Appendix_B.pdf), from Readworks.org, and from NY Ready.

B) In order to continue to address the needs of ELLs in grades K-5 who struggle with reading, P.S. 182 will hold an ELL Academy After-school "Reading Lab" where students will have opportunities to engage in various read alouds and independent reading. This will be open to all ELLs and students will be

Part B: Direct Instruction Supplemental Program Information

grouped according to their specific needs and will be placed in specific classrooms. Teachers will model best reading behaviors and strategies including retelling and identifying specific genre text strategies, through various mini lessons. Students will have the opportunity to then practice these strategies, independently, with ongoing teacher support. One goal is to increase the aggregate time students spend actively reading each day. Supplemental after-school instruction will take place over 30 sessions between March and May 2015. Sessions will last 1.25 hours (2:20-3:45), three days a week (Wednesday, Thursday, and Friday). The language of instruction will be English. This particular program will be taught by five teachers--two with ESL or bilingual (BL) certifications and three with common branch (CB) certifications. Three groups will range from 15-20 students, depending on grade level and enrollment. All students will be taught by a common branch teacher, and an ESL/BL teacher will rotate into all classrooms to support language development. Each student will be impacted by both a CB and an ESL/BL teacher. Materials include text rich read alouds, particularly those recommended by the CCLS, Appendix B.

Part C: Professional Development

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

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

Begin description here:

1) ESL, common branch, and bilingual teachers are studying instruction for ELL students around text complexity and academic language. Much of the focus is complex sentence deconstruction and group work. The study groups are being facilitated by Maryann Cucchiara, Rachel Rosenbaum (Assistant Principal), and Steven Gilroy (CFN 207 instructional coach). The study includes four all-day professional development sessions led by Maryann Cucchiara (10/14, 12/14, 2/14 and 5/14) which will be supplemented by monthly PD sessions facilitated by Rachel Rosenbaum, at times cofacilitated by Steven Gilroy. All professional development will take place during the school day as common-branch teachers will receive coverage for their regular programs during PD. All teachers involved in the ELL Wednesday and Thursday sessions are involved in this work. Tentative topics for the sessions with Ms. Rosenbaum are: academic word play, sentence deconstruction and play, building robust talk sessions, and phrasal frames. Each session will last for 1.5 hours.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

1) ELL Library Hours: Supporting literacy in the home is a goal for P.S. 182. To support this we will offer library hours from 2:30-3:30 every Friday afternoon to all ELL students and their families, starting in March and running through the last week in May. As part of this, an ESL teacher will be there to work with our ELL families and to supervise and encourage the use of our foreign-language collections. The ESL teacher will work with both students and parents, modeling how to use the material at home and how to support conversations (in both English and Native Languages) that deepen comprehension. A second teacher, our CB librarian, will support the circulation of library material for the families to borrow. The CB librarian has specific technological experience and skills regarding circulation and online learning. Parents will be notified through translated fliers and announcements on our school website.

2) P.S. 182 will provide oral interpretations and written translations at workshops for our parents so that they may stay completely integrated and informed. Those providing translations include our Parent Coordinator, Gloria Cahill, and other staff members who can provide translations in Spanish and Bengali. Notices of events will be sent home and posted on the school website in Bengali, Spanish, and English.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 182
School Name Samantha Smith		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	951	Total number of ELLs	299	ELLs as share of total student population (%)	31.44%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	45	1	9	3	0	0	0	0	0	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	192	3	39	58	0	25	1	0	0	251

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	237	4	48	61	0	25	1	0	0	299
Number of ELLs who have an alternate placement paraprofessional: <u>21</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				27	9	12								48
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	27	9	12	0	48						

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	21	10	5	6	6	9								57
Intermediate(I)		18	19	19	13	13								82
Advanced (A)	22	22	19	47	29	21								160
Total	43	50	43	72	48	43	0	299						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		10	1	26	2	5		45
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	13	5	8				
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 9P.S. 182 teachers use ongoing assessments from the TCRWP which include TC running records, PSI, sight word assessments, as well as ELL periodic assessments. We also use baseline assessments from this year's MoSL to help guide staff members in identifying goals and next steps for ELLs. The data has shown that the majority of our ELLs struggle with writing (specifically writing a well-designed

constructed response). We also disaggregate data from state exams and unit assessments and use this to help us inform our instructional plan.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns indicate that our ELLs generally excel in the speaking and listening modality, which is expected developmentally for the lower grades, but are limited in their writing (specifically level 3-4 constructed responses). The NYSESLAT and LAB-R 7 data shows that 19% of our current ELLs are at a beginner proficiency level. 27.5% are at an intermediate proficiency level and 53.5% are at an advanced proficiency level. The largest number of ELLs reside in the 3rd grade as this grade is double the size of any other grade. In Kindergarten, about 50% of ELLs are beginners and 50% are at the advanced levels. These numbers slide towards more students with advanced proficiency levels as they advance to the upper grades. For example in 4th grade almost 13% of the ELLs are beginners, 27% are intermediate, and 60% are advanced.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We were instructed not to complete the NYSESLAT Modality Analysis.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The school is unable to extrapolate much evidence from the data regarding ELLs taking tests in English as compared to the native language since there is such a small sampling of students who took the ELA and Science Exams in the native language. P.S. 182 uses ELL periodic assessments to analyze strengths and challenges for the school's ELL population. After looking at such data, teachers instruct accordingly and school leaders identify areas for future professional development to further support them and the students. They look for patterns and areas of strength to work off of. Once the results from the most recent ELL periodic assessment is released, the school will disaggregate this data and plan accordingly.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
P.S. 182 considers all data to guide instruction within RtI. We use the data to craft ELL academies, professional development and any instructional supports. Professional development has been and continues to be offered to ESL, bilingual and classroom teachers in order to strengthen Tier 1 supports for ELLs (and all students).
6. How do you make sure that a child's second language development is considered in instructional decisions?
When looking at data, P.S. 182 always builds from a child's academic and conversational strengths in their native language. ESL teachers collaborate, often, with classroom teachers and they communicate these student strengths with each other.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We use ongoing formal and informal assessments to guide us. P.S. 182 closely examines the state report card. The school has met AYP every year for the ELL population, for the last few years. ELLs have advanced and the gap continues to narrow. Also, as our school as a whole has continued to improve in performance, our ELLs have improved accordingly. Periodic assessments, conference notes, running records and unit rubrics also help guide teachers in understanding the development of English Language Learners and identifying next steps in order to raise their achievement level.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At PS 182 we have a team comprised of 4 ESL teachers and 4 bilingual teachers. All ESL teachers and bilingual teachers are trained to see through the identification process. On a rotational basis, ESL teachers also attend network ELL liaison meetings which assists them in following steps to identify ELLs. Assistant Principal, Rachel Rosenbaum, is a former ESL teacher and is also trained to follow all the required steps to identify ELLs as soon as they come into our school. Over the summer ESL teachers and Bilingual teachers are available to see through the identification process and ESL teachers are available during registration at the beginning of the school year and as students arrive during the year. They share a schedule to ensure that there is always a pedagogue available to meet a parent when one comes to register a child at a time during the school year. Upon registration, P.S. 182 confirms in ATS whether the child is a first-time admit to the DOE or a transfer. If the child is a new admit, an ESL teacher administers a Home Language Identification Survey (HLIS). We only register when the incoming child is present. During the administration of the HLIS, trained pedagogues ask questions of both the registering adult and the child to confirm responses on the HLIS. If the child is transferring from another DOE school or reentering the system, we retrieve the student data from ATS and the child's cumulative record. If the HLIS of a newly registering child indicates eligibility, an ESL or bilingual teacher administers the LAB-R. If the child is eligible as per the LAB-R, and has Spanish indicated on the HLIS as home language, a Spanish LAB is administered by a Spanish-speaking ESL teacher or bilingual teacher. Translators for Bengali are always available, and the parent coordinator reaches out to the DOE translation unit, when needed.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
If a new student is eligible for services, as per the LAB-R, the pedagogue notifies the parent/guardian at that moment and conducts an orientation to ensure that the parent/guardian understands all three program choices (TBE, Dual Language, and Freestanding ESL). The parent/guardian watches a short video (in their native language, when available) that explains all three options and has the opportunity to ask questions or discuss any concerns. The parent coordinator is available for translations, as well as Bengali, speaking paraprofessionals. The parent/guardian receives the Parent Survey and Program Selection forms at that time, in their native language, when available. By doing this, we make sure that we place children in the selected program (if available) immediately or take the necessary steps to place the student if there is a transfer option available. The parent coordinator helps pedagogues coordinate translators who can help communicate in languages that are not readily common in the school.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters and parent survey and program selection forms are distributed on the spot, immediately after the LAB-R (and Spanish Lab) and after the parent orientation. Most often these are completed on the spot. When a parent chooses to complete the program selection form at home or at a later time, P.S. 182 follows up with phone calls in that individual's native language. P.S. 182 monitors the completion of all forms. ESL teachers maintain a caseload roster which is also used to monitor when a parent selection form or continuation of services form is received and filed.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
For transferring students, P.S. 182 verifies program selection through ATS and with a parent confirmation at the time of registration. The programs offered in our school are aligned with the parents' requests. We currently offer ESL in all grades. We also offer Bilingual Programs in Spanish in grades 3, 4, and 5 and the children are placed as per the parents' requests. Since the percentage of requests for Bilingual programs in other languages are so small, at this time, we do not offer Bilingual Programs in other languages. Should 15 parents of Spanish speaking ELLs on two contiguous grades choose a TBE program, we will make every effort to select an appropriately certified pedagogue to teach such a class, or we will create a bilingual bridge class between two grades. We are following the change in the number of requests closely, to make sure that we are ready to align the programs offered with the requests. The entire intake process, from HLIS and registration to parent selection of program and placement is completed within the mandated ten-day period. In most instances, the entire process is completed on the day of registration.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
To ensure that all eligible students receive the NYSESLAT, P.S. 182 crossreferences numerous sources of data including BESIS, ATS reports (RLAT, RLER), and our ESL and bilingual rosters. Our testing coordinator collaborates with the assistant principal and ESL teachers in order to create a schedule for administering the NYSESLAT. The testing coordinator also works with our lead SETSS

provider in order to identify any test modifications for ELLs. The assistant principal and testing coordinator review all procedures and review guidelines and relevant memos with ESL teachers and Bilingual teachers. The speaking portion of the test is administered first, on a rolling basis, and then the other sections follow within the designated period.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Over the last few years, the trend in program choices has been that parents are choosing ESL over the bilingual programs. As we have grown in grades and as our school building moved over a year ago, we have noticed that fewer parents are selecting bilingual programs for their child. Currently, we do not have a bilingual program in grades K, 1 or 2. However, we are closely monitoring those numbers. We have some parents who request dual language in both Bengali and Spanish, but we do not have sufficient numbers to open a class at this time. We are sure to maintain communication with families and will certainly provide them with timely information regarding the potential opening of such classes, if the need exists.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ESL program is designed to provide ELL students focused English-language support as they engage in regular classroom in curricula in English. ESL instruction is almost completely a push-in model. ESL teachers use various models for pushing in. This may include co-teaching with the classroom teacher, parallel teaching, team teaching, station teaching, or working exclusively with a small group of ELLs. Two to three classes on each grade are identified as "ESL Classes." This means that ESL students are concentrated in these classes to allow for the most effective push-in services. Most of these classes include heterogeneously mixed ELLs along with non ELLs who can provide strong language supports and role models. Students have mixed proficiency levels and mixed native languages. ESL students in one ESL class on both fourth and second grade are homogeneously grouped in terms of their advanced proficiency level. The special education 4th grade bilingual classroom is self-contained 12:1:1 class and is completely comprised of Spanish-speaking bilingual students. The 3rd, 4th, and 5th grade general education

bilingual classrooms are comprised of bilingual students and non-ELL students. The non-ELL students provide strong role models for bilingual students. There are no ESL students in the bilingual classes. In these bilingual classes ESL and native language instruction is provided by the bilingual teacher in small groups.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Literacy in both English and Spanish is taught following a balanced-literacy approach to both reading and writing, within workshop models. Balanced literacy is found across the following areas: reading workshop, writing workshop, shared reading, interactive writing, and read alouds. The content area instruction mainly falls within the shared reading component of balanced literacy. This is where most of the science and social studies work takes place. Complex texts within the content areas take center stage as teachers and students grapple with comprehension, syntax, and high level academic vocabulary. All staff members have received PD on text complexity and academic language for ELLs through the work of Maryann Cucchiara. This year, a core group of teachers have been identified to participate in ongoing PD related to this. They are going to look deeply at the demands of the Common Core Learning Standards, especially the language standards that address text complexity and shades of meaning for high level academic vocabulary that can be taught across content areas. Teachers are expected to select texts within the content areas that are complex, compelling, and connected to themes, ideas, and topics. They work with students to grapple with juicy sentences through deconstruction/reconstruction methodology and various forms of "word play." The assistant principal has taken the lead on professional development within this area of instruction.

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

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

All ELLs are given the ELL periodic assessment at least once during the school year. This assessment lends great insight into the strengths of ELL students and helps ESL and bilingual teachers craft goals and next steps for student achievement within the four modalities. :
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- 7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

P.S. 182 affords students with the opportunity to achieve their IEP goals with in the least restrictive environment. Many of our students receive SETSS services which are predominantly within a push-in model. This allows for students to maintain access within the classroom. In this way, there is little loss of instructional time. We have an ICT classroom in grades K, 2, 3, 4 and 5 and our kindergarten ESL ICT class is a part-time ICT class. Our academic support team consists of one representative from the administrative team, ESL, SETSS, Speech, Guidance, and both math and literacy staff developers. The team meets weekly to discuss individual students, and to outline plans for their focused intervention. This is also a forum for articulation among specialized service providers and classroom teachers. With this team in place, we know that we can be more vigilant of the services we provide our students.

Courses Taught in Languages Other than English 

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

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

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

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

Science:	English/Spanish				

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

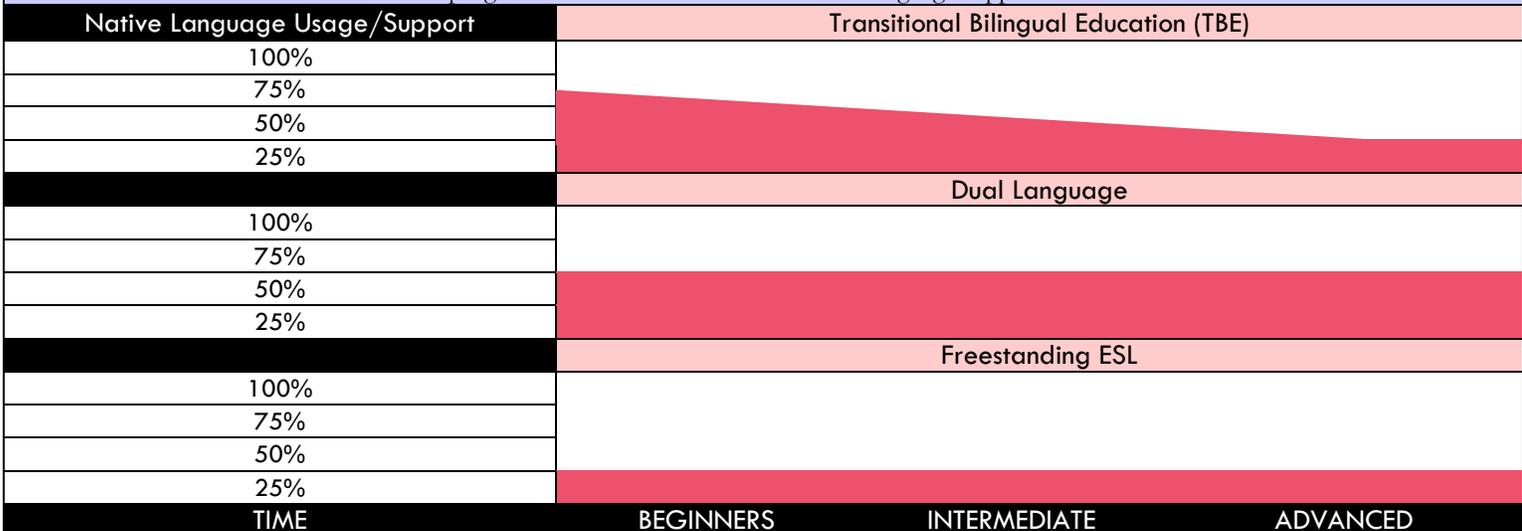
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In our third grade bilingual classroom, we added a second bilingual teacher who also has her certification in special education. This support was necessary as we found that the previous year's second grade bilingual cohort needed more academic supports. ELL academies will also be available to all ELLs in the winter and spring. Teachers will have an opportunity to look at data to identify pressing areas of need. Teachers will analyze data on an ongoing basis in order to identify the use of Tier 1 interventions, when appropriate. We are also working with Maryann Cucchiara in our professional growth regarding complex texts and access for ELLs and non ELLs. A core group of teachers, including ESL teachers, bilingual teachers, and classroom teachers who teach "ESL" classes have the opportunity to continue this work with Ms. Cucchiara throughout the year. They will also work with the assistant principal and network instructional coach to deepen their work within this area on an ongoing basis through continued professional development.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Last year, the ESL teachers participated in several lesson rotations and professional development from the assistant principal and network achievement coach within the area of academic language and complex texts (content and language development). They have also participated in network PD with Maryann Cucchiara for the last couple of years. As they have strengthened their own practice, they have become experts in this area and are continuing to share their expertise with fellow colleagues. As mentioned above, our professional development in this area has expanded to bilingual teachers and special education and general education classroom teachers. Also, more teachers have been exposed to ESL methodologies, especially since the start of the push-in ESL program several years ago.
11. What new programs or improvements will be considered for the upcoming school year?
- As mentioned above, professional development relevant to all teachers who work with ELLs and non-ELLs continues to take place during the 2013-2014 school year. The focus is text complexity, how students grapple the text, deconstruct and reconstruct the text, etc. The big idea is that complex texts should take center stage in the development of language and content for all students.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- The afterschool Quest program for students in grades 3-5 provides extra opportunities for students to engage through the arts and sciences (dance, drama, experimentation, etc.) Many of the classes in this program are team-taught, are hands-on and are geared towards language development. Inquiry and investigations are paramount in this program. Classes are integrated with ELLs and non-ELLs, to support English language development. ELLs in grades K-2 are offered the opportunity to participate in the ELL Academies. Students receive supplemental support in the four modalities (listening, speaking, reading and writing) and are familiarized with the NYSESLAT.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All teachers, including teachers use various technology resources that help provide access to academic content areas. Once the school moved to a new building in the summer of 2012, the access to technology has drastically increased. All classrooms are equipped with Smartboards, desktops, laptops and document cameras. Last year, all teachers at P.S. 182 received extensive Smartboard training and have had great access to web based applications for student support. This is the second year that P.S. 182 has purchased the Safari Montage program, which allows students to have access to a plethora of video and audio clips within any content area, or topic. All students have access to DreamBox, an interactive, online math learning program. Books on tape are used to support ELLs, especially in the lower grades. All ELLs participate in a science specialty class where experimentation is critical to their learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our TBE program, native language support is delivered through small group and individual instruction. Teachers often use the preview/review model during their reading and writing workshops. Teacher-student conferences often take place in the native language. Small group instruction, including read alouds and shared reading, also takes place in Spanish, when appropriate.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- P.S. 182 has created a model of bilingual education, specifically for the upper grade students. This model provides older students, who are close to transitioning out of the program, with role models through the non-ELL students in the classroom. Strong language models will help support language development. ESL services in the upper grades are more prevalent in literacy and content

areas. Where as for the lower grades, it is spread among other academic areas, as well.

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

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

18. What language electives are offered to ELLs?

No language electives are currently offered to ELLs.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 182 Samantha Smith		School DBN: 28Q182	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Topol	Principal		11/13/13
Rachel Rosenbaum	Assistant Principal		11/13/13
Gloria Cahill	Parent Coordinator		11/13/13
Karla Yandoli	ESL Teacher		11/13/13
Marta Martinez	Parent		11/13/13
Luis Pelaez	Teacher/Subject Area		11/13/13
	Teacher/Subject Area		
Maria Careddu	Coach		11/13/13
Carin Bail	Coach		11/13/13
Laura Wrinkle	Guidance Counselor		11/13/13

	Network Leader		
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q182 School Name: Samantha Smith School

Cluster: 2 Network: CFN 207

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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