

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

DBN: (i.e. 01M001): **08X182**

School Name: **PS 182**

Principal: **ANNE O'GRADY**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 08X182
School Type: Public School Grades Served: PK-Grade 5
School Address: 601 Stickball Blvd. Bronx, NY 10473
Phone Number: 718-828-6607 Fax: 718-409-8152
School Contact Person: Mary Oldak Email Address: moldak@schools.nyc.gov
Principal: Anne O’Grady
UFT Chapter Leader: Beth Wolff
Parents’ Association President: Samantha Mendez
SLT Chairperson: Mary Oldak
Student Representative(s): n/a

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent’s Office Address: 1230 Zerega Ave.
Superintendent’s Email Address: Kames@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-6239

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

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)
Anne O'Grady	*Principal or Designee	
Beth Wolff	*UFT Chapter Leader or Designee	
Samantha Mendez	*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	
Hashi Aktar	Member/ Parent	
Jorge Estrella	Member/ Parent	
Helen Ghebreab	Member/ Parent	
Kamla Harpal	Member/Parent	
Diane Lawson	Member/ Parent	
Mirella Vargas	Member/ Parent	
Jennifer Lopez	Member/ Teacher	
Daniella Nardis	Member/Teacher	
Mary Oldak	Member/ Assistant Principal	
Kathy Williams	Member/Teacher	
Lindsey Bolger	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.

PS 182 is a Title I elementary school in the Soundview section of the Bronx serving students in Prekindergarten through Grade 5. Currently, there are 1008 students enrolled in the school. ELL students comprise 4% of the population and students with IEPs comprise 16% of the population. 74% of the students are eligible for free lunch. The School Quality Guide reflects that 7% of the students identify as Asian, 62% of the students identify as Hispanic, 28% of the students identify as Black and 2% of the students identify as White. Our mission confirms our beliefs, "PS 182 believes that all children can learn and become productive citizens. We are committed to building self-esteem and confidence, developing critical and creative thinking, stimulating curiosity and imagination and instilling a love of learning. We set high expectations for all students and provide opportunities for enrichment in the arts. We plan to accomplish our goals by providing a nurturing, positive, safe and orderly environment and the educational resources and programs that will enable our children to become lifelong learners. Staff, parents and members of the school community will work together to accomplish these goals."

P.S.182 met adequate yearly progress in English Language Arts, Mathematics and Science. The school is in good standing as measured by the Federal Title I accountability and New York State accountability measures. In addition, the school achieved an overall score of B on the most recent New York City progress report and a rating of "Proficient" on the most recent Quality Review.

Technology is infused into all curricular areas. Students have access to computers, smart boards and document cameras. Students have multiple opportunities to use technology to demonstrate and support their learning. The school applied for and received a RESO A grant to update the technology in the classrooms with Smartboards.

The school has many programs that support and enrich the instructional program; cultural celebrations, assembly programs, Citizen of the Month, Star Search Positive Behavior Reinforcement Program, Culture of the Month, Academic Intervention Services Day Program, Early Childhood Chorus, Grade 4-5 Select Chorus, Winter and Spring Concerts, Inside Broadway Program, Education through Music Program, Studio in a School Program and Art show. Assembly programs, trips, and interclass visits provide an opportunity for students and teachers to interact in a positive, enriching environment.

PS 182 maintains a safe and orderly environment and a positive school climate, which provides an atmosphere conducive to learning. Upper elementary students are provided opportunities to develop leadership skills and responsibility through participation in the Fifth Grade Leadership Program. The Book of the Month program focuses on a monthly theme to support character development. Service Learning provides students with opportunities to contribute to the greater community.

The school's Student Assessment Team and the Student Implementation Team tailor pupil personnel services and policies to meet the needs of our educational community. The teams promote parent involvement, create individual student intervention plans, implements attendance plans, and integrates school and community resources.

The school's Data Inquiry Teams practice "educational research in action". Each year, the team selects an inquiry group. Student achievement and progress is analyzed to extrapolate best practices which can be applied to the entire student population.

PS 182 enjoys collaborations with several community-based organizations: Studio in a School, Education through Music, Inside Broadway, and the Stephenson Family Health Center. These agencies provide ongoing parent outreach, enrichment, counseling, medical services, and referrals to other support agencies and are vital partners.

The Professional Development Team plans effective professional learning opportunities for teachers. The team utilizes a collaborative approach to professional learning to strengthen teachers' knowledge and to further develop and refine effective teaching practices.

We recognize that families and other community members are a vital part of all students' academic and social success, and consider family involvement an essential ingredient for a successful educational program. The school provides parents with many opportunities to participate in their children's education. Our continuing efforts focus on strengthening home-school relationships and increasing parent and community involvement.

The school recognizes the need to improve student progress in ELA and Mathematics. The School Quality Guide places the school in the "approaching target" category for student progress even though the school is also identified as "meeting target" in student performance. The school data reflects a drop in in student progress in ELA from being in 62nd percent of the peer group to being in the 39th percent of the peer group. The same holds true for mathematics. The school has dropped from the 56th percent of the peer group to the 36th percent of the peer group in student progress. This suggests that while peer schools have made strides in improving or maintaining student progress for ELA and Math, we have not made the same strides. Thus the school faces the challenge of ensuring that teachers make more informed instructional decisions; document student progress for accountability purposes; communicate with families about students' progress; and have higher expectations for students.

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.

As noted on the 2013-14 School Quality Guide, PS 182 demonstrated a decline of 10 points from 64.5 to 54.5 in the median adjusted growth percentile metric which placed PS 182 in the 36th% of the peer range and the 34th % of the city range. The school was 5.5 points from the peer average of 60. 41% of students performed at level 3 or 4 on the 2014 NYS Mathematics test placing PS 182 in the 60th percent of the peer range and the 58th% of the city range. Continued and targeted focus is needed in mathematics to ensure student progress from year to year.

As noted on the 2013-14 School Quality Guide, PS 182 demonstrated a decline of 4 points from 63 (2013) to 59 (2014) in the median adjusted growth percentile metric which placed PS 182 in the 39th% of the peer range and the 35th % of the city range. The school performed close to the peer average of 60. 30% of students performed at level 3 or 4 on the NYS ELA test placing PS 182 in the 59th percent of the peer range and the 54th% of the city range.

On the 2011-2012, School Quality Review, the school received a rating of proficient. It was noted that although teachers plan lessons that are informed by the learning needs of students, there are times during lessons that specific student needs are not addressed. Consequently, classroom assignments are not always suitably strategic and lead to uneven levels of student’s cognitive engagement. The suggestion was made to promote greater consistency in providing rigorous, standards based curriculum that meets the varied needs and interests of a wide range of students. This is an area of focus to ensure that lessons are suitably differentiated to address students’ needs.

Overall, the school received a “developing” rating in the area of student progress while also receiving a “meeting target” rating in student achievement and in closing the achievement gap. The school’s current status is in good standing.

Student progress in mathematics has been identified after analysis of the data as an area of concern.

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.

By June 2015, teachers will use the core curriculum in Mathematics to provide differentiated lessons that provide rigorous, common core standards-based curriculum that meets the varied needs and interests of a wide range of students and supports a student’s ability to learn and apply knowledge evidenced by a 3% increase in the growth percentile metric.

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 			

<p>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).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
A school-wide instructional mathematics period has been scheduled for the first period of the day.	All students including ELLs, STH and SWDs	September-June	Principal, Aps, Teachers
Teachers check for student understanding each day and form small groups 3 X per week for the second math period to reteach/enrich student understanding through differentiated activities. AIS mathematics teachers work with students in Grades 3-5 to further reduce the class size and provide differentiated instruction during the second math period.	All students including ELLs, STH and SWDs	September-June	Principal, Aps, Teachers
A morning mathematics program has been scheduled for students in grades 3-5 beginning in January. Eligible students (Levels 1 and 2) including ELLs, SFE and STH and SWDs will receive supplementary math instruction for 50 minutes before the start of the school day (7:20-8:15 a.m.	All students including ELLs, STH and SWDs	September-June	Principal, Aps, Teachers
The Parent Coordinator will encourage parents to participate in planning parent workshops through the Title I Parent Advisory Committee. Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops will include the citywide expectations and provide assistance to parents in understanding the Common Core Learning standards.	Parents of all students including ELLs, STH and SWDs	September-June	Principal, Aps, Teachers, Parent coordinator

Part 4 – Resources Needed

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

Teachers, administrators, Network 607 Achievement Coach, data specialist, professional development committee, ARIS Learning communities, Coursera access, Go Math! professional resources, Danielson Framework, Motivation Math Books

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

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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:

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

In February 2015, school-wide data will be collected and analyzed for student progress and performance: Rally Math simulations Grades 3-5, Go Math! Midyear Assessment, Gold PreK assessment data . The school's target is to have 40% of the students at or above grade level standard by February.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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

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| 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. |

The school has a population of 1008 students in Prekindergarten- Grade 5. As stated in the Online Occurrence Reporting System Summary for 2013-14, the school reported 56 level 1-5 student infractions. The school recognizes the need to provide positive reinforcement to promote appropriate behavior. The school recognizes the needs to provide resources to parents.

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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

By June 2015, the school will decrease the number of incidents reported in OORS through providing students with ongoing “STAR” motivation opportunities which will promote a safe, supportive and challenging school environment as evidenced by a 2 % decrease in the monthly OORS reports.
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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>
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			
Schedule monthly grade-level assemblies to recognize students STAR achievements. Students will be recognized for academic achievements in mathematics, reading and writing. Students will be recognized for social achievements through recognition of the Star citizens and Star Class on the grade.	All students including ELLs, STH and SWDs	September-June	Principal, APs, Grade Leaders, Teachers, Parent Coordinator
Every classroom will publicly display the expectations to achieve STAR recognition in the academic and social areas.	All students including ELLs, STH and SWDs	September-June	Principal, APs, Grade Leaders, Teachers
Parents are invited to attend assemblies each month to share in a celebration of academic and social successes.	All parents	September-June	Principal, APs, Grade Leaders, Teachers, Parent Coordinator

Parent Association will support the school's STAR program through the introduction of "Starbucks" which can be used by students at bake sales and school stores	All students including ELLs, STH and SWDs	September-June	Principal, APs, Grade Leaders, Teachers, Parent Coordinator, Parent Association
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, APs, Network 607 Director of Safety, Grade Leaders, Teachers, Parent Coordinator, School Aides, Attendance Teacher, Auditorium Schedule, 100 Book Challenge Incentives, Attendance Incentives, Star Class Incentives, Certificates of Achievement, OORS reports

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
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.				
Currently the school has reported 37 student infractions from September- December. The school will continue to monitor the incident summary monthly to determine students in need of services and resources. The school is looking to reduce the number of reportable incidents by a minimum of 2%.				
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

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.

As noted on the 2013-14 School Quality Guide, PS 182 demonstrated a decline of 10 points from 64.5 to 54.5 in the median adjusted growth percentile metric which placed PS 182 in the 36th% of the peer range and the 34th % of the city range. The school was 5.5 points from the peer average of 60. 41% of students performed at level 3 or 4 on the NYS Mathematics test placing PS 182 in the 60th percent of the peer range and the 58th% of the city range. Continued and targeted focus is needed in mathematics to ensure student progress from year to year.

As noted on the 2013-14 School Quality Guide, PS 182 demonstrated a decline of 4 points from 63 (2013) to 59 (2014) in the median adjusted growth percentile metric which placed PS 182 in the 39th% of the peer range and the 35th % of the city range. The school performed close to the peer average of 60. 30% of students performed at level 3 or 4 on the NYS ELA test placing PS 182 in the 59th percent of the peer range and the 54th% of the city range.

On the 2011-2012, School Quality Review, the school received a rating of proficient. It was noted that although teachers plan lessons that are informed by the learning needs of students, there are times during lessons that specific student needs are not addressed. Consequently, classroom assignments are not always suitably strategic and lead to uneven levels of student’s cognitive engagement. The suggestion was made to promote greater consistency in providing rigorous, standards based curriculum that meets the varied needs and interests of a wide range of students. This is an area of focus to ensure that lessons are suitably differentiated to address students’ needs.

Overall, the school received a “developing” rating in the area of student progress while also receiving a “meeting target” rating in student achievement and in closing the achievement gap. The school’s current status is in good standing.

The Advance data demonstrates that 3b questioning and discussion on the Danielson rubric is the area of greatest need for students.

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.

By June 2015, teachers will have participated in professional learning communities for a minimum of 3 hours per month to build capacity in a shared understanding of instructional excellence with a focus on the Schoolwide goal of developing critical thinking evidenced by a 20% increase in teachers rated in the effective category or higher for component 3b from September to June.

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:

15. Research-based instructional programs, professional development, and/or systems and structures needed

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

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			
Schedule Professional Learning Opportunities on Mondays from 2:40-4:00 p.m. which provide teachers with opportunities to investigate the elements of 3b; distinguish the difference in levels of performance; review examples of 3b behavior; and strategies to improve levels of performance in 3b	Principal, Assistant Principals, Teachers, Paraprofessionals	September -June	Principal
Schedule Professional Learning Opportunities on Mondays from 2:40-4:00 p.m. which provides teachers with opportunities to investigate the cultural, linguistic and academic needs of English Language Learners and Students with Disabilities	Principal, Assistant Principals, Teachers, Paraprofessionals	September -June	Principal
Meet with teachers after formal and informal observations. Provide observational feedback to teachers concerning their rating in 3b during post observation meetings.	Principal, Assistant Principals, Teachers	September -June	Principals, Assistant Principals
Schedule meeting times for the Professional Learning committee to work collaboratively to develop professional learning opportunities for teachers based on needs and to evaluate PD effectiveness.	Principal, Assistant Principals, Select Teachers	September -June	Principal

Part 4 – Resources Needed

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

Schedule, Principal, Assistant Principals, Teachers, Paraprofessionals, PD Materials, surveys, per session and OTPS

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.

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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.

Currently 24 teachers have been rated as developing in component 3B on Advance. The administration will continue to monitor the 3b component for evidence of teachers advancing to the effective rating. By February, the school anticipates an increase of 10% of the teachers reaching the effective category.

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

- | | |
|-----|--|
| 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. |

On the 2013-14 NYC School Survey Report, 68% of teachers were satisfied with systems for improvement compared to the citywide average of 89% satisfaction (includes teacher survey and parent survey responses). 63% agree that teachers at PS 182 are provided with leadership opportunities. 50% agree that the Principal provides time for collaboration among teachers. This is area on the NYC survey where the school has an opportunity to develop.

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.

By June 2015, the school will demonstrate a 5% increase in staff participation in leadership opportunities by identifying key staff to form committees and teams which collaboratively engage in professional learning planning and curriculum mapping.

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			
Schedule meeting times for teams including School Leadership Team, School Implementation Team, School Safety Team Writing Curriculum Team, Professional Learning Committee, Book of the Month committee	Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology	September-June	Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher

	Teacher		
Provide opportunities for key staff to attend professional development provided by Network 607, District 8 and citywide training. Key staff will turnkey information to staff.	Principal, Assistant Principals, Select staff, ESL Teacher, SE Liaison, IEP Teacher, Technology Teacher	September-June	Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher
Implement and schedule inquiry teams to engage teachers in collaboratively examining student work, planning next steps and assessments.	Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers	September-June	Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher
ELL Teacher and SE Liaison to attend professional development provided by Network 607, District 8 and citywide training.	Principal, Assistant Principals, ESL Teacher,	September-June	Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Assistant Principals, Teachers, substitute Teachers, related resource materials, Network 607 Professional Development resources, schedule, schedule space

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
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> <p>29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>30. Specify a timeframe for mid-point progress monitoring activities.</p>
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By February, School Leadership Team, School Implementation Team, School Safety Team Writing Curriculum Team, Professional Learning Committee, Book of the Month committee will be in effect. Teachers will be scheduled to attend professional development provided outside the school as available.

Part 6b. Complete in February 2015.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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. |

The School Quality Snapshot demonstrates that 95 % of parents are satisfied with the education that their child has received and that 86% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services. The School Quality Guide reflects a drop in student attendance from 94% (2012 and 2013) to 92% (2014). The school recognizes the need to encourage a welcoming environment for families which will increase student attendance and achievement.

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.

By June 2015, teachers will provide a minimum of one opportunity per semester to engage parents in a grade specific academic learning workshop/activity.

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			
Encourage the Parent Association, School Leadership Team and Parent Advisory Committee to participate in planning parent workshops. Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops will include the citywide expectations and providing assistance to parents in understanding the New York State assessments and the Common Core Learning standards.	Parents	September-June	Principal, APs, Parent Coordinator
Teachers will plan to implement an academic workshop on a Tuesday during the parent engagement time on a Tuesday	Parents and Teachers	September-June	Principal, APs, Parent Coordinator

(minimum of 1 X per semester) on a topic of interest or concern to the parents in an effort to reinforce the home/school connection.			
The Parent Coordinator will assist in the planning and preparation for parent workshops. The Parent Coordinator will attend scheduled parent meetings to share information and respond to parent questions and inquiries.	Parents	September-June	Principal, APs, Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Event schedule, space schedule, Principal, APs, Parent Coordinator, Teachers, related instructional resources

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
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.				
By February 2015, teachers will have planned and implemented 1 workshop during the Tuesday Parent engagement time.				
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)	Students scoring level 2 or below in ELA and Math	Eligible students in grades Kindergarten-Grade 2 receive Academic Intervention Services in small groups during the school day. Students are engaged in guided reading literacy activities. The small group literacy activities support the developmental program in the classroom.	Small Group	During the school day
	Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test and students identified as Level 2 or below in ELA	Kindergarten-Grade 1 – an instructional paraprofessional pushes in to provide additional support while the teacher works with small group reading/ELA	Small group	During the school day
		Selected students in Grades 3-5 receive supplemental small group instruction in ELA with the Fountas and Pinnell Leveled Intervention Program 3 X per week for 45	Small group pull out	During the school day

	<p>Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test and students identified as Level 2 or below in ELA</p>	<p>minutes. The mode of instruction is small group pull-out model. Students are engaged in literacy with an emphasis on the guided reading component. Literacy activities will be aligned with classroom instruction and provide additional support to 'at-risk' students.</p> <p>The morning Mathematics and ELA program is offered to students in Grades 3-5 on Monday through Friday from January through April from 7:20-8:15 a.m. Teachers will work with students in small group settings in ELA. Teachers will integrate conceptual understanding and the teaching of basic skill and develop test sophistication strategies.</p>		
<p>Mathematics</p>	<p>Grades 3-5 - scoring at or below Level 2 on the New York State Mathematics Exam and students identified as Level 2 or below in Mathematics</p>	<p>The morning Mathematics and ELA program is offered to students in Grades 3-5 on Monday through Friday from January through April from 7:20-8:15 a.m. Teachers will work with students in</p>		<p>Before school</p>

		<p>small group settings. During the mathematics sessions, teachers will focus on mathematical skills and strategies and will provide students with an additional opportunity to develop mastery through practice. Teachers will provide exposures to new concepts and skills to foster mastery. Teachers will integrate conceptual understanding and the teaching of basic skill and develop test sophistication strategies.</p> <p>All participating students in grades 1 K-5, including English language learners and special education students, will be grouped based on assessed needs for additional instruction to mathematics ability. Additional instructional time in mathematics three times per week for 45 minutes is scheduled.</p>	<p>Small group instruction</p> <p>Small group instruction</p>	<p>During the day</p>
<p>Science</p>	<p>Students scoring Level 2 or below on the NYS Science Test</p>	<p>Students requiring AIS in Science (Grades 4 and 5) receive differentiated instruction from the</p>	<p>Small group, individual</p>	<p>During the day</p>

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

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

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

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).

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

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.).

The professional development activities of preschool and kindergarten teachers are coordinated to align prekindergarten and kindergarten curricula and goals. Prekindergarten parents are invited to all parent workshops. Kindergarten and prekindergarten teachers visit each other's classrooms. Prekindergarten teachers provide the future kindergarten teacher with children's portfolios of their learning during preschool. Teachers share information in cases where a child may need extra support in order to experience success in school.

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.

In addition to state assessment results, current and ongoing assessment data that describe student achievement is needed. Teachers utilize assessments, such as observation, running records, performance assessments and end-of-unit tests. Professional Learning provides teachers with opportunities that increase their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

Teachers analyze Fountas and Pinell results and Schoolnet data (MOSL) to enable teachers to identify objectives to enhance student performance.

Teachers analyze Rally Rehearsal ELA and Math (Grades 2-5) scores and monitor progress towards meeting predicted target scores.

Teachers create a grade-wide assessment calendar for ELA and Math. Common Assessments are administered and the results are analyzed.

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	\$706,867	X	10, 13, 15, 17,21, 22-23
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	\$242,214	X	
Title III, Part A	Federal	\$11,200	X	10, 22-23
Title III, Immigrant	Federal	\$6,407	X	10, 22-23
Tax Levy (FSF)	Local	\$4,423,168	X	10, 13, 15, 17, 21, 22-23, 24

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. PS 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 182** 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 182, 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 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

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 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: PS 182	DBN: 08X182
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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 16
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

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: Crucial to ELL students' academic success is their access to teaching that reflects the CCLS's emphasis on communicating mathematical reasoning to deepen content knowledge. The Title III budget will be used to support supplementary small group instruction in reading and mathematics for ELL students in grades 3-5 including eligible former ELL students in a before school reading and mathematics program. Currently there are one Grade 3 students, twelve grade 4 students and three grade 5 students. ELL students will be invited to participate in the 5 day a week morning reading and mathematics program. Students receive an hour of small group supplemental reading or mathematics instruction each day from 7:20 a.m. - 8:20 a.m. The ESL teacher will conduct strategy lessons, acquisition of academic vocabulary and skill lessons based on the student's needs, in English. The morning mathematics program supports students in learning to communicate about a mathematical problem they have solved, to read and understand word problems, or to incorporate mathematical vocabulary in a problem solving activity. Parents will receive a letter of invitation and a permission form to be completed for their child to attend the program.

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: The professional development is at no charge to Title III. All staff receives ongoing professional development in the implementation of the close reading model in literacy including the use of ESL methodologies and strategies. The licensed ESL teacher will work with the teachers to enhance their understanding of language acquisition and focusing on the needs of ELL students.

The ESL teacher will receive on-going training at scheduled meetings as available through CFN 607.

Part C: Professional Development

Professional development in the Danielson Framework for Effective Teaching has been scheduled starting in September 2014 and continuing through June 2015 during professional development days, grade level meetings and faculty conferences. Classroom teachers, Content Area teachers, Academic Intervention teachers, the ESL teacher, Test Coordinator, Principal and Assistant Principals are scheduled to attend. Professional development is provided by the network to select teachers who attend the ongoing citywide and CFN 607 training in the Danielson framework for effective teaching, teaching reading and content area seminars. These staff members with the support of the CFN 607 achievement coach turnkey the training to all staff at professional meetings. "Respect for All Training" has been scheduled for November 4, 2014. The Guidance Counselor will provide professional development on this topic to all staff.

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: These programs are at no charge to Title III. The Adult Preferred Language Report (RAPL) is generated to determine the oral and written translation needs of the parents. Parents are notified of all opportunities through written notification in their home language as available through the translation unit. Staff members (Assistant Principal, Supervising School Aide, and Parent Coordinator) at P.S. 182 will provide Spanish translation and outreach to make parents aware and involved in the child/ren education at:

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

Workshop topics and schedule:

September - Annual Title I Meeting

October - Nutrition and Food Tasting Workshop

Part D: Parental Engagement Activities

November - Middle School Choice

November - Studio in A School Family Art Workshop

December - Helping Your Child Become a Reader

January - Your Child and the Common Core

February - Go Math! Workshop

March- Basic Computer Skills and Accessing the Internet

April - Internet Safety and Free Educational Websites for Children

May- Nutrition- The Family Meal

June - Summer Reading

Part E: Budget

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

Allocation Amount: \$11200

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. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 08	Borough Bronx	School Number 182
School Name type here		

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 Anne O'Grady	Assistant Principal M. Vargas M. Oldak E. O'Neill
Coach type here	Coach type here
ESL Teacher Elli Berg	Guidance Counselor Barbara Skokos
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Urselina Wilson
Related Service Provider type here	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	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)	936	Total number of ELLs	37	ELLs as share of total student population (%)	3.95%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	32	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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										0
Dual Language										0
ESL	32			4			1			37

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	32	0	0	4	0	0	1	0	0	37
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	5	2	2	4									21
Intermediate(I)	3	1	1	2	0									7
Advanced (A)	0	0	4	2	3									9
Total	11	6	7	6	7	0	0	0	0	0	0	0	0	37

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	4	1			5
4	1	1			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		2		1				6
4	4		1		1				6
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		0		2		1		6
8									0

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)								
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.
The school administers the Fountas and Pinnell Reading Assessment to determine students' independent and instructional levels. The reading inventory provides teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Although the school only has a small number of ELL students, after analyzing the NYSESLAT data, the school finds that the area in need is reading and writing. Last year 10 students reached proficiency. The school intends to support ELL students in the classroom by providing small group literacy instruction in guided reading, student teacher conferences in 100 Book Challenge and individual conferences during the writer's workshop. In addition as funding permits, an academic intervention teacher will push-in to reduce the class size and support struggling readers and writers. The school participates in the ELL periodic assessment. Given the small sample size, it is difficult to extrapolate meaningful data. The current results show that 33.33 students in grades 3 and 4 scored in the (26 - 50%) category while 33.33 scored in the (51-75 %) category. 33.33 scored in the 76-100% category. However, the school uses the individual data to inform instructional decisions during the ESL and/or ELA period. The ESL teacher makes the data available to all teachers with ELL students and articulates with the classroom teacher. The state accountability and overview report does not reflect a score for LEP students at P.S. 182 as the subgroup is less than 40. The school uses all available data to measure the success of the ESL program. Informal and formal data collection is used to compare the performance of ELL students to the general population in the school and to the citywide data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Based upon the NYSESLAT results, it is then determined how much instructional time is needed for each individual student. The ESL teacher and the classroom teacher collaborate to determine how to drive their Common Core instruction and monitor student progress. The ESL provider will regularly group and regroup ELLs and English proficient students to maximize instruction and learning opportunities. All lessons will be aligned to the Common Core Learning Standards as well as the ESL performance standards for writing. Paste response to question here:
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a) Given the small number of students in the sample, it is difficult to determine an overall pattern. However, we noticed that 6 students out of the 10 in the advanced level did not test out and reach proficiency level because of the speaking section of the NYSESLAT. The data showed that the students need the most help in reading, writing, and some students in speaking. This instruction will also be integrated across all content areas. P.S. 182 only has a freestanding ESL program. Students are taught all their subjects in English.
- b) School leadership and teachers are using the results of the ELL Periodic Assessments to drive their instruction. Based on the data, our school is focusing on how to improve their reading, writing, and speaking skills. Through the curriculum program ReadyGen, the students are exposed to complex texts. P.S. 182's school – wide instructional focus is to increase the student's vocabulary. Every week the students are exposed to a higher – level thinking word.
- c) The school has learned that the students need small group instruction. The teachers will encourage the students to be engaged in accountable talk. The students are using their native language to demonstrate their understanding of a specific topic being discussed. Also, learning experiences of the ELLs are connected to their own personal culture and language.
- Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Data is used to make educational decisions about changes in roles, instruction, and or services. Students are provided with targeted instruction designed to match their learning needs as demonstrated on periodically administered assessments. Screening is used to establish a baseline of student's performance. Strong core instruction is tailored to the needs of ELL's; Tier I and Tier II. Intensive tailored instruction strategies that are researched based for Tier II and Tier III. Progress monitoring informs how at – risk students are responding. Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
Instruction focuses on providing ELLs with learning opportunities that integrate reading, writing, listening and speaking. Instruction leverages ELL's home language(s), cultural assets, prior knowledge, and prior school experience. Students with developing levels of English proficiency will require instruction that supports their understanding and use of emerging language. Instruction fosters a broad use of strategies to construct meaning from academic talk and complex text to express themselves orally and written.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
A team of staff members administer the Home Language Identification Survey (HLIS) during the registration process which includes an informal oral interview in English or in the native language and the formal initial assessment. The team includes Elli Berg, the ESL teacher; Jane Cahn, the Testing Coordinator; the Assistant Principals, Mary Oldak, Erin O'Neill and Michelle Vargas. New entrants whose home language is other than English are administered the LAB-R by Elli Berg, ESL teacher, within the first 10 days of initial enrollment. The LAB-R is hand-scored by the ESL teacher and students' service eligibility is determined by the cut scores on the LAB-R. Spanish speaking students who qualify for services are administered the Spanish LAB. Both tests are submitted to be machine scored and posted on ATS according to the pick-up schedule. Students who were administered the NYSESLAT receive services based on their scores. Students identified as Beginning, Intermediate or Advanced receive services. The school uses the ATS reports (RLAT, and RMNR) to identify ELL eligible students who previously took the NYSESLAT. All students in kindergarten through grade 5 who receive English as a second language services (ESL) take the New York State English as a Second Language Achievement Test (NYSESLAT) every year to determine how well they are learning English. It assesses students speaking, listening, reading, and writing skills. Students will continue to receive English as Second Language (ESL) or bilingual services until their scores on the NYSESLAT show that they have learned English well enough to participate in English-only classes. The school analyzes the students' NYSESLAT scores to help determine which instructional standards to focus on, and to evaluate their programs.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
During the course of the year, parents of students newly identified as an English Language Learners are invited to attend a parent meeting within the first ten days the student is identified as an ELL. An invitation is sent home and Elli Berg, the ESL teacher and Urselina Wilson, parent coordinator and Michelle Vargas, the Assistant Principal provide parents with information about the three program choices: Transitional Bilingual Education, Dual Language and Freestanding ESL. Curriculum, learning standards and expectations for students and assessments are also discussed. At this meeting, the options available to the students who are eligible for bilingual/TBE/ESL services are explained to the parents. The Orientation DVD for Parents of English Language Learners is viewed in the parents' native language and an interpreter is present whenever possible to assist parents. The Assistant Principal and parent coordinator are fluent in Spanish and are present at the meeting. The brochures, program survey and selection form are distributed in the parents' native language. The parents complete the Parent Survey regarding parent choice and student placement. These are reviewed and parents are provided with the information about the services available at this school. If a program is not available, the parent is provided with information and assistance in seeking their first choice (dependent on the availability of seats). Parents who have designated a program not available in this school but choose to stay in the school are advised that a list is generated and should a program come available, they would be eligible. The parent coordinator and ESL teacher provide outreach to parents who have not come into the school to view the video and choose a program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154

[see tool kit].)

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
P.S. 182 is able to place students in the parents choice of ELL program. If a parent's first choice is a program we can not offer because we don't have the number of students to open up a class, we offer the parent to transfer to another school. We also offer to place the student on a waiting list for that program. We communicate to the parents that when our waiting list increases to 15 students on two contiguous grade with the same native language based on parents requesting a bilingual program, we will open up a bilingual class. If the parent choose to transfer, then the school personnel checks with OSEPO if assistance is needed.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school creates a testing schedule and assigns staff to administer the NYSESLAT. the testing coordinator ensures that all eligible students participate in the testing. students who are absent for a part of the test are administered the test during the make up period. The ESL teacher and testing coordinator inform parents of the testing and the schedule through both a written notification and telephone calls as needed.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The majority of parents opt for ESL services as their first choice on the Program Selection form. Most parents who opt for another model choose to stay at P.S. 182 and have their child receive ESL services. The program model offered at the school aligns with the majority of parent requests. The overall majority of parents request ESL services.

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

The schedule to ensure that the students receive the mandated number of minutes according to their proficiency levels is as follows:
Beginning students meet for 2 45-minute periods four times per week

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

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

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

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

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

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

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

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

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

utilized.

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

To ensure that ELL students meet the standards:

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

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

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

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

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

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

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

Currently we have no SIFE students.

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

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

Paste response to questions here:

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

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

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

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

Paste response to questions here:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The school provides math and science exams in the native language of the students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through the instructional activities during ESL, students are evaluated in the four modalities. As students engage in discussions, presentations and writing activities, the teacher evaluates their progress.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

B)

c) At this time, we have 3 ELL's with (4-6 years) of service. They are provided appropriate and differentiated instruction during the literacy block. The students receive focused, intensive small-group interventions for English language learners determined to be at-risk during the school day, AIS and extended day tutoring. Although the amount of time in small-group instruction and the intensity of this instruction should reflect the degree of risk, determined by reading assessment data and other indicators. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL Periodic assessments, Rigby In-Step assessment, informal reading inventory, CFN 607 DYO assessment program. The data is analyzed to determine instructional focus.

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

	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

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

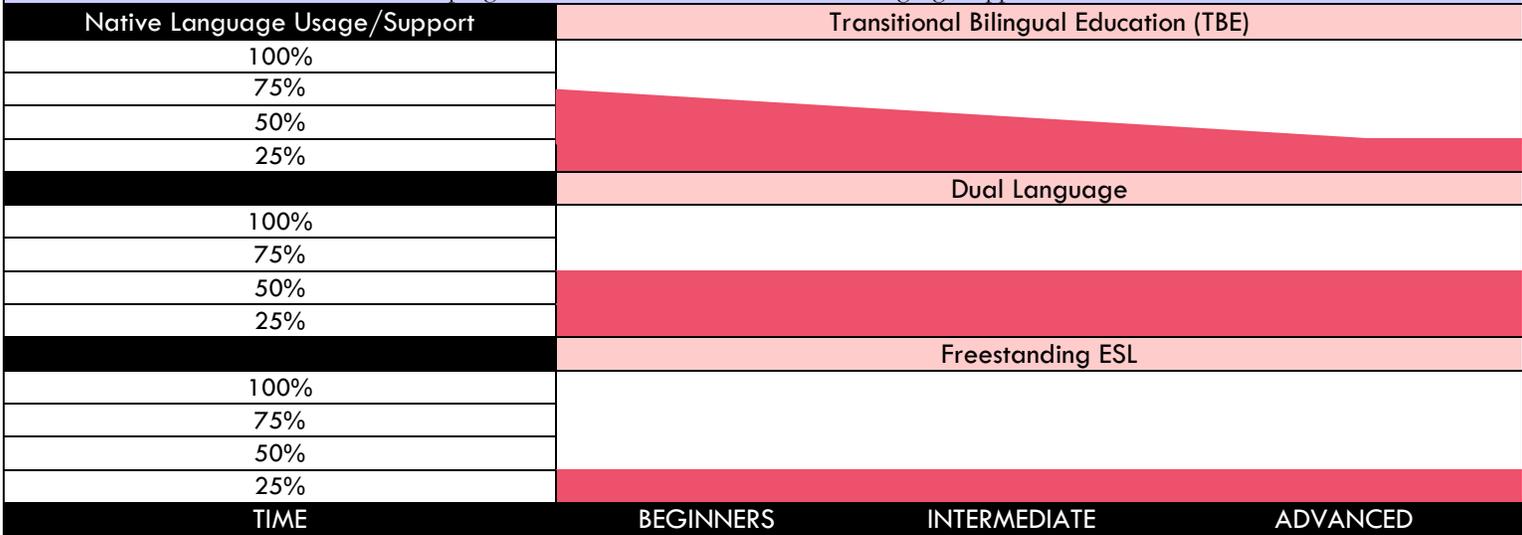
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.
- ELL Students identified at risk receive the following academic intervention services (AIS):
- Individualized instruction based on specific needs
 - Small group instruction
 - Supplemental small group literacy instruction provided by F status teacher (funding permitting)
 - Academic Saturday Program that focuses on literacy and/or mathematics (Grades 4-5 funding permitting)
 - At risk ELL students will be identified to participate in the 50 minute extended day tutorial.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We have an effective ESL pull out program because it provides targeted instruction based on school data. Our ELLs made major progress on the NYSESLAT. Out of 46 students who took the NYSESLAT, 12 students scored proficient and 10 scored advanced.
11. What new programs or improvements will be considered for the upcoming school year?
- None
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- They participate in all the after school programs. ELLs are provided supplemental services through an F-Status teacher that gives them academic instruction during the school day.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students use the RAZkids program on the computer to support them with building reading comprehension. Students are enrolled in an interactive vocabulary and phonics software program which promotes language and vocabulary acquisition.
- In addition, the following instructional strategies are implemented to help English-language learners acquire vocabulary:
- Learning vocabulary in the context of mastering new concepts through literature discussions
 - Student conversations
 - Writing exercises
 - Cooperative group activities
 - Semantic maps
- Students are provided with opportunities to speak and use language that is linked to academic learning including paraphrasing, asking questions, and expressing ideas, and speaking.
- Visual aids such as graphic organizers, concept and story maps, and word banks are used to enable students to process, reflect on, and organize information. Paste response to question here:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students are provided with glossaries and the school is working on increasing their libraries with text in the native language of the students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Our ESL groups are formed first considering the age and grade level of the student. We strive to form groups that address their English proficiency needs. We use resources that developmentally appropriate.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- There are no programs before the beginning of the school year. The ESL program in place includes and provides the instruction to the newcomers as per their academic and language needs.
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time

(simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

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

Paste response to questions here:

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 182

School DBN: 08X182

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 06 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

Home Language

Amoy (Fukienese) 1

Arabic 3

Bengali 22

Cantonese 3

Chinese 1

French 8

Mandarin 1

Mandinka 2

Niger/Congo 1

Spanish 148

Twi 16

Urdu 2

Yoruba 1

English 773

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

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

Part B: Strategies and Activities

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

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

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

Types of Documents Languages Available

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

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

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

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

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

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

To obtain interpretation services, the school will must complete an Interpretation Request Form and submit it to translations@nycboe.net. For American Sign Language services the Office of Sign Language Interpreting Services is contacted at 212-689-4020. For any other oral interpretation need, the school will contact the Department of Education's vendor. Requests are made directly to the vendor will be the responsibility of the school, and any costs incurred will be borne by them. Availability is determined based on language, time, and most importantly, advance notice.

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

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

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

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

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

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

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

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

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

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

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