

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q182

School Name:

P.S. 182 SAMANTHA SMITH

Principal:

ANDREW TODD TOPOL

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Samantha Smith School School Number (DBN): 28Q182
Grades Served: K-5
School Address: 153-27 88th Ave., Jamaica, NY 11432
Phone Number: 718-298-7700 Fax: 718-298-7706
School Contact Person: Andrew Topol Email Address: atopol@schools.nyc.gov
Principal: Andrew Topol
UFT Chapter Leader: Mary Ahern
Teresa Arrieta
Parents' Association President: Griselda Mendoza
SLT Chairperson: Kathie Minelli
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Alfredo Garcia
Maria Velasquez
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilkes
Director's Office Address: 82-01 Rockaway Blvd., Ozone Park, NY 11416
Director's Email Address: Mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Andrew Topol	*Principal or Designee	
Mary Ahern	*UFT Chapter Leader or Designee	
Griselda Mendoza	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Alfredo Garcia	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Brittany Weber	Member/teacher	
Amanda McKenna	Member/ teacher	
Kathie Minelli	Member/teacher	
Evangeline Duffy	Member/teacher	
Jasmine Azizi	Member/ teacher	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sawkat Ara	Member/parent	
Alfredo Garcia	Member/parent	
JD Rose	Member/parent	
Lolita Parbhu	Member/parent	
	Member/	
Evelyn Paulino	Member/parent	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P. S. 182 is a K-5 elementary school, with incredible diversity and breadth. Our 900 students come from every corner of the globe and from Jamaica itself, representing more than 20 languages and dialects. Our support for our significant English-Language Learners and special-needs students is as varied as are our students. We tailor our models and supports to fit the needs of our students.

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

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

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

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

Our Vision

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

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

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

Our thriving arts and science programs, our studies in constructivist mathematics, our studies across balanced literacy, these are not just content areas, but vehicles for broader lessons. Inquiry, understanding, application, communication, and reflection—these are the habits of mind we nurture and expect across our curricula. Development of lifelong traits of

perseverance, independence, risk-taking, and respect are our goals. P. S. 182 is committed to life-long results for our children.

28Q182 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	942	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	89.0%	% Attendance Rate		92.9%
% Free Lunch	89.4%	% Reduced Lunch		5.8%
% Limited English Proficient	31.3%	% Students with Disabilities		16.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.8%	% Black or African American		15.7%
% Hispanic or Latino	53.9%	% Asian or Native Hawaiian/Pacific Islander		26.4%
% White	1.1%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.91	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.87
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.5%	Mathematics Performance at levels 3 & 4		23.7%
Science Performance at levels 3 & 4 (4th Grade)		Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Only 16 of third, fourth, and fifth-grade students attained a level four on the April 2015 New York State English Language Arts (ELA) exams. This is a 31% increase of the 2014 ELA results.

Yet, internal school data from the spring of 2015 shows that 141 students in these grades were reading above grade level according to school assessments of their independent reading levels (IRLs) in April 2015, the same month as the exams. On the June end-of-year writing assessment, 53 third, fourth, and fifth-grade students achieved level four. This presents a great contrast between State ELA results and in-school assessments.

The State ELA exams did present strong positive trends, however. Fifty percent of our present students who were in last year's fourth grade and scored a level three on their *third-grade* ELA exams ranked in the third and fourth quartiles according to the ELA adjusted-growth percentile rankings for fourth graders, with 21.9% in the third and 28.1% in the fourth quartile respectively. This means that these students made growth on the ELA exams from third to fourth grades that outperformed other fourth graders across the New York State who had equivalent scores in third grade. (This trend was significantly greater at proficiency level 1.)

This same trend held to an even greater degree in last year's fifth grade, with more than 50% of our previous year's level three and four students making gains in the third and fourth quartiles of adjusted-growth percentile rankings.

Collectively, this data indicates gaps between in-school ELA performance of our students and their performance on the State ELA exams. Both internal data and State ELA results indicate particular weakness in student writing. The adjusted-growth percentile rankings do indicate that P. S. 182 students, most particularly our level one students, are closing the gaps when measured against peers state-wide.

The need for students to read with deeper engagement, to organize their thoughts and information from readings, and to write with focus and text support is tremendous. The lack of students doing so at the highest levels remains glaring, though data suggests that a significant number of students are on the cusp of doing so.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure that P. S. 182 provides all students with rigorous CCLS (Common Core Learning Standards)-aligned instruction targeted to their learning needs, engaging them at their individual cognitive and skill-set entry points, by June 2016 there will be a 30% increase in the number of students performing at level 4 as measured by the New York State English Language Arts exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Ongoing professional learning regarding Thinking Maps and their instructional implementation across all grades will help students frame and organize information and thoughts as they read and engage in other academic tasks. Thinking Maps will support students as they use this information and thinking in their writing.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>All Pedagogical Staff</p>
<p>Ongoing professional learning regarding reading of complex texts using the work of Maryann Cucchiara will support the development of close-reading skills, the development of academic language, and their transference to writing aligned with the CCLS.</p>	<p>K-5</p>	<p>Sept 2015- 2016</p>	<p>All Teachers</p>
<p>Monthly administrative monitoring of student running-record growth and on-demand writing will be used to craft whole-class and small-group lessons, as well as student learning goals. Running records are administered on a rolling basis throughout the year, while on-demand writing assessments are administered six times.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>Principal, data specialist, teachers</p>
<p>Teachers and administration will hold tri-annual data meetings to discuss student data and resultant instructional plans of action.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teachers, administration</p>
<p>Teachers will Infuse writing across the curricula, with an emphasis on reading responses to level 3 & 4 Depth of Knowledge questions.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teachers</p>
<p>There is be a school-wide infusion of writing critique at regularly scheduled times, where students will analyze writing pieces</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>Teachers</p>

against set criteria, naming strengths and next-steps for improvement.			
Family engagement and support for the understanding of the CCLS and how they can help their students at home will come from resources posted on PS182Q.org, inclusive of exemplars, strategies, and video tutorials. Parent workshops, newsletters, and regular student progress updates will support families, as well.	K-5	Sept 2015- June 2016	Teachers, coaches, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Support will come from outside staff developers from TCRWP, Maryann Cucchiara, P. S. 182 coaches, administration, and teachers and staff sharing best practices. Per diem substitutes will allow for professional-learning sessions and extended-planning at the school, and for attendance at professional development outside of P. S. 182.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
The mid-year check will compare the number of third, fourth, and fifth graders reading on level four using IRL and writing on a level four, using early fall (September/October) and mid-year (January/February) data. The goal is for a 30% increase in both by mid-year.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

On the 2014-2015 NYC School Survey, in the supportive environment section that asked about student engagement (page 13) teachers consistently provided views that their students were not working with the highest levels of engagements. For example, only 16% said their students always feel challenged. Only 13% said their students always do their work when they are supposed to do it. This aligns with Advance observations regarding student engagement and checks for understanding.

We must support students to become more actively engaged, both behaviorally and cognitively, in their own learning, by making independent, conscious, purposeful decisions as they engage in their learning tasks.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Our endeavors to increase behavioral and cognitive engagement of our students will result in a 10% increase in teachers responding to the aggregate of the "always" and "almost always" categories to the same student-engagement questions asked in the School Survey's supportive environment section, administered through a blind survey of teachers in June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students will set their own bi-monthly learning goals (with appropriate teacher guidance), articulating how they will achieve these goals. Students will monitor their progress against these goals. Students will regularly communicate this information to families via student-goal sheets.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>Classroom teachers</p>
<p>Students will set and monitor their learning goals and strategies for daily work, orally or in writing, independently and with partners.</p>	<p>K-5</p>	<p>Dec 2015- June 2016</p>	<p>Teachers, coaches, administration</p>
<p>Teachers will monitor student awareness of goals and strategies during conferences and reviews of student logs, as well as the alignment of these with student work.</p>	<p>K-5</p>	<p>Dec 2015 June 2016</p>	<p>Teachers, paraprofessional, coaches, administration</p>
<p>P. S. 182 will regularly communicate with families regarding engagement expectations and student engagement levels, through written and oral communications.</p>	<p>K-5</p>	<p>Dec 2015- June 2016</p>	<p>Classroom Teachers</p>
<p>Teachers and administration will monitor and discuss levels of students' engagement following observations and during the latter two tri-annual data meetings.</p>	<p>K-5</p>	<p>Jan-June 2016</p>	<p>Teachers and administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Support will come from P. S. 182 coaches, administration, and teachers and staff sharing best practices.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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P. S. 182 will administer a blind survey of teachers in March of 2016 to monitor their assessment of student engagement, asking the same questions as the School Survey's student-engagement portion of the supportive-environment section, aiming for a mid-year benchmark of a 5% increase. Teachers and administration will monitor engagement throughout the year during student conferences and observations.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The results of the 2015 ELA exam for fourth-grade students shows 50% or more students achieved adjusted-growth percentile rankings (AGPR) in the third and fourth quartiles, indicating that they outperformed peers state-wide at all proficiency levels, except for level four. (The number of level four students was very low, thus providing a small sample size.) This data held true for special-education students, English-Language Learners, and general-education students. The results for incoming level one students (73.3%) significantly outpaced those for incoming level two students (53.1%) and level three students (50%).

This data speaks to the fact that we are closing the performance gaps in fourth grade, even while the proficiency levels of students remain very low. We moved our lowest performing third-graders forward more than other students, with decreasing effectiveness as the performance levels of students rose. This indicates that we need to apply some of the same heightened levels of instructional attention to our higher-performing students.

It also begs the fact that a lot of our students (55%) came into fourth grade as level ones, as per their third-grade ELA exams. Hence the heavy concentration on our level ones. This was even more pronounced for our ELL students, 89% of whom come into fourth grade as level ones. Our fourth-grade ELL students also made tremendous progress, with 63.1% achieving AGPR in the third and fourth quartiles. If they came into fourth-grade at higher levels and achieved even positive AGPR, we'd obviously see our ELL students leaving fourth grade at higher levels.

For our ELL students this year, 59.6% started second grade with IRL at level one, 54.3% for third grade, and 64.3 for fourth grade. Their non-ELL counterparts came in respectively at 17.3%, 14.6%, and 16.8%.

This leads us to look at enhancing the ELA learning experiences of our ELL students in grades two and three.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to ensure coherence across classrooms, sequencing of curricula, and an increase in the levels of cognitive rigor that is critical for students to perform at higher levels of learning, teachers across the school will study, plan, and collaborate on instruction related to English as a New Language (ENL) methodologies to raise end-of-the-year reading levels for second, third, and fourth grade ELL students, resulting in a 15% decrease in level one IRL by June of 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
	All pedagogical staff	Sept 2015- June 2016	Coaches, lead teachers, administration
<p>Ongoing professional learning regarding Thinking Maps and their instructional implementation across all grades will help students frame and organize information and thoughts as they read and engage in other academic tasks. Thinking Maps will support students as they use this information and thinking in their writing. Teachers will focus specifically on the application of Thinking Maps to the needs of ELL students.</p>	K-5	September 2015-June 2016	paraprofessionals, teachers, coaches, administration
<p>Ongoing professional learning regarding reading of complex texts using the work of Maryann Cucchiara will support the development of close-reading skills, the development of academic language, and their transference to writing aligned with the CCLS, using ENL methodologies.</p>	K-5	Sept 2015- June 2016	teachers, coaches, administration
<p>ELL students in second and third grades will have the opportunity to participate in an ELL STEM Academy that will focus on fusing the literacy work supported by Maryann Cucchiara and hands-on STEM inquiries.</p>	2 & 3	Sept 2015- June 2016	paraprofessionals, teachers, coaches, administration
<p>P. S. 182 will continue to enhance our instructional supports on PS182Q.org, adding more resources in Spanish and Bengali, including video tutorials.</p>	K-5	Sept 2015- June 2016	paraprofessionals, teachers, coaches, administration
<p>P. S. 182 will continue to provide progress updates and related instructional supports particular to individual reading levels in English, Spanish, and Bengali.</p>	K-5	Sept 2015- June 2016	paraprofessionals, teachers, coaches, administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Support will come from Maryann Cucchiara, P. S. 182 coaches, administration, and teachers and staff sharing best practices.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

For our mid-year check, we will compare IRL levels of ELL students in grades two, three, and four in February 2016 with those from September/October 2015 to gauge progress in reading levels and against the benchmarks, aiming for an 8% decrease in ELL level ones. Teachers and administration will monitor IRL monthly.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During the 2014-2015 school year, raising the ownership of professional learning by the staff and nurturing distributed leadership was a focus of our school. Facilitators during professional-learning studies on Mondays were not coaches or administrators, but teachers. Teachers also played a lead role in vertical teams and grade meetings. The teacher-driven teams were noted as a strength in the 2014 Quality Review. The now defunct Network 207 highlighted the work of our vertical literacy team throughout the 2014-2015 school year, often having visitors from outside P. S. 182 observe the team and having team members present at meetings. Network 207 brought staff from other schools to talk to our teachers about their practices. Teachers from P. S. 182 participated in study groups at the Teachers College Inclusive Classroom Project (TCICP) and were selected to present their findings to colleagues at the TCICP year-end-conference.

Distributed leadership and the ownership of professional learning took huge strides forward last year. As part of the our endeavor to weave this deeply into a professional, adult learning community, this focus needs to remain central for an extended period.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to increase the levels of collective leadership in nurturing the professional growth of the pedagogical staff, which results in instructional practices that raise student engagement and performance, by June 2016 75% of facilitators or co-facilitators during Monday professional-learning cycles will be pedagogical staff other than coaches or administration.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P. S. 182 will conduct staff surveys throughout the year to gage the perceived needs of the pedagogical staff to determine upcoming professional-learning offerings and identify appropriate staff members to facilitate the study groups.</p>	<p>K-5</p>	<p>Nov 2015- June 2016</p>	<p>All pedagogical staff</p>
<p>P. S. 182 will conduct two annual paraprofessional-specific professional-learning surveys to gage the perceived needs of paraprofessionals and craft offerings to meet these needs. We will identify appropriate staff members to facilitate the study groups. .</p>	<p>K-5</p>	<p>Nov 2015- June 2016</p>	<p>Paraprofessionals, administration</p>
<p>P. S. 182 will introduce targeted protocols to guide the work of professional-learning opportunities in varied configurations.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>All pedagogical staff</p>
<p>P. S. 182 will craft menus of professional-learning offerings based on survey responses.</p>	<p>K-5</p>	<p>Dec 2015- June 2016</p>	<p>All pedagogical staff</p>
<p>Staff will provide feedback on their professional-learning experiences at the end of sessions and learning cycles, in order to guide planning of future learning experiences and to develop the leadership skills of the facilitators.</p>	<p>K-5</p>	<p>Sept 2015- June 2016</p>	<p>All pedagogical staff</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Support will come from all P. S. 182 pedagogical staff and consultation with Maryann Cucchiara and with staff developers from the Teachers College Reading and Writing Project.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016 60% of facilitators or co-facilitators of Monday professional-learning cycles will be staff other than coaches or administration.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Feedback on school-designed surveys during the 2014-2015 school year indicated a greater need to help adults in our students' homes understand the work in which the students engaged and to support their children with homework, in particular.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

As part of our endeavor to collaborate with families as full partners in the learning and development of their children, by June 2016, P. S. 182 will have created a video library of at least 50 instructional and information clips and tutorials accessible through our school website, PS182Q.org, available in English, Spanish, and Bengali.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>P. S. 182 will collaborate with our website support to design the framework with the video library.</p>		<p>Sept 2015- June 2015</p>	<p>Coaches, technology coordinator, web team, administration</p>

P. S. 182 will attain parental consents for students participation in the videos.	K-5	Oct 2015	Teachers, parent coordinator, administration
P. S. 182 will survey home adults regarding their most pressing needs to be supported by the video library.	K-5	Oct 2015	Parent coordinator, data specialist administration
P. S. 182 will post videos on an ongoing basis to match advancing units, instructional goals, and support needs as the year progresses.	K-5	Oct 2015- June-2016	Teachers, paraprofessionals, coaches, technology coordinator, web team, administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Support will come from the P. S. 182 pedagogical staff, our Parent Coordinator, and our collaboration with the website provider, EduTech											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By November of 2015, P. S. 182 will have initial video support posted on our website, By February 2016, P. S. 182 will have at least 20 video supports posted on the website.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	TCRWP assessments, Foundations unit assessments, NYS ELA scores & item analyses, on-demand writing, teacher conference notes and daily assessments and observations	Tiers I, II, & III: Foundations, Leveled-Literacy Intervention, guided-reading, shared & interactive writing, Raz Kids & A-Z Learning	Small group, individual	Before, during and after school
Mathematics	NYS Math scores & items analyses, Investigations unit assessments, school computational fluency assessments and school-crafted assessments, teacher conference notes and daily assessments and observations	Do-the-Math program by Marilyn Burns, Dreambox mathematics	Small group, individual	Before, during and after school
Science	teacher conference notes and daily assessments and observations	STEM investigations	Small group	During and after school
Social Studies	TCRWP assessments, NYS ELA scores & item analyses, on-demand writing, teacher conference notes and daily assessments and observations	Guided-reading, read alouds, shared reading, interactive & shared writing	Small group	During and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	OORS, & SWIS reports, Primary Project Comet screening, Success Highways screening teacher observations, referrals, teacher anecdotes	Primary Project, "Beautiful Me" program, social-skills groups, Positive Behavior Intervention & Supports (PBIS),	Small group, individual	During and after school

		Check-in/Check-out (Tier II PBIS)		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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

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.
<p>At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is highly qualified . As per our FY15 BEDS Survey, 100% of our teachers are highly qualified.</p> <p>All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas.</p> <p>P. S. 182 supports newer teachers who have completed their mandated mentoring with continued mentoring through coaching cycles with literacy and math coaches.</p> <p>All teachers participate in regularly scheduled and on-going high-quality professional development that strengthens their knowledge of specific content areas, as well as focuses on effective planning, best instructional practices, and designing and using assessments.</p> <p><u>Teachers-College Reading and Writing Institute</u></p> <p>Calendar Days – select teachers participate in targeted workshops on specific literacy topics/areas.</p> <p>Mini-Institutes – select teachers participate in intense, differentiated, week-long workshops in one area of literacy and focus on: unpacking the curriculum; effective planning; best instructional practices; designing, giving, analyzing, and using assessments to guide instruction and meeting diverse learning needs through differentiation and modification</p> <p>In-House PD – highly-qualified staff developers work with groups of teachers on a specific focus. They meet together to analyze student work, plan, teach, observe and reflect. Teachers work in a group, but also receive individual support in their own classrooms to meet the individual learning needs of their specific class.</p> <p><u>Coaches</u></p>

P.S. 182 has 1.6 literacy coaches who attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed. We have one math coach who attends coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed.

Teacher Teams

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

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

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

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

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

2b. High Quality and Ongoing Professional Development

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

At P.S. 182Q, we understand the importance of supporting teaching and learning so that what happens in our classrooms is highly qualified . As per our FY15 BEDS Survey, 100% of our teachers are highly qualified.

All new teachers receive high-quality mentoring with individualized support in areas including, but not limited to: classroom management, effective planning, questioning and discussion techniques, as well as effective teaching strategies across content-areas. They are included in additional coaching cycles with our math and literacy coaches.

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

Teachers-College Reading and Writing Institute

Calendar Days – Select teachers participate in targeted workshops on specific literacy topics/areas

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

Coaches

P.S. 182 has 1.6 literacy coaches who attend coach groups and institutes for their own development, as well as provide grade-level and individual teacher supports in any capacity needed. We have one math coach who attends coach groups and institutes for her own development, as well as providing grade-level and individual teacher supports in any capacity needed.

All teachers participate in professional development to especially tailored to support our ELL students in reading. Though this work is based on ENL methodology, it supports all learners. P. S. 182 works closely with Maryann Cucchiara (staff developer) focusing on close readings, sentence construction and deconstruction, language acquisition, vocabulary development, and scaffolds to support accessibility to complex texts.

The entire pedagogical staff is studying the use of Thinking Maps to help our students organise, analyze, and use information and thoughts, internally, orally, and in writing.

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

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

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

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	558,288.00		
Title II, Part A	Federal	117,778.00		
Title III, Part A	Federal	34,284.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,964,644.00		

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:

- 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.
- 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:

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P. S. 182, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. PS 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, School Quality 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) Template

P. S. 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>185</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>6</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

1)Supplemental Literacy Instruction:

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

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

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

B) In order to continue to address the needs of ELLs in grades K-5 who struggle with reading, P.S. 182 will hold an ELL Academy After-school "Reading Lab" where students will have opportunities to engage in various read alouds and independent reading. This will be open to all ELLs and students will be grouped according to their specific needs and will be placed in specific classrooms. Teachers will model best reading behaviors and strategies including retelling and identifying specific genre text strategies, through various mini lessons. Students will have the opportunity to then practice these strategies, independently, with ongoing teacher support. One goal is to increase the aggregate time students spend actively reading each day. Supplemental after-school instruction will take place over 30 sessions between March and May 2015. Sessions will last 1.25 hours (2:20-3:45), three days a week (Wednesday, Thursday, and Friday). The language of instruction will be English. This particular program will be taught by five teachers--two with ESL or bilingual (BL) certifications and three with common branch (CB) certifications. Three groups will range from 15-20 students, depending on grade level and enrollment. All students will be taught by a common branch teacher, and an ESL/BL teacher will rotate into all classrooms to support language development. Each student will be impacted by both a CB and an ESL/BL teacher. Materials include text rich read alouds, particularly those recommended by the CCLS, Appendix B.

Part C: Professional Development

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

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

Begin description here: _

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

Part D: Parental Engagement Activities

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

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

Begin description here: _

1) ELL Library Hours: Supporting literacy in the home is a goal for P.S. 182. To support this we will offer library hours from 2:30-3:30 every Friday afternoon to all ELL students and their families, starting in March and running through the last week in May. As part of this, an ESL teacher will be there to work with our ELL families and to supervise and encourage the use of our foreign-language collections. The ESL teacher will work with both students and parents, modeling how to use the material at home and how to support conversations (in both English and Native Languages) that deepen comprehension. A second teacher, our CB librarian, will support the circulation of library material for the families to borrow. The CB librarian has specific technological experience and skills regarding circulation and online learning. Parents will be notified through translated fliers and announcements on our school website.
2) P.S. 182 will provide oral interpretations and written translations at workshops for our parents so that they may stay completely integrated and informed. Those providing translations include our Parent Coordinator, Gloria Cahill, and other staff members who can provide translations in Spanish and Bengali. Notices of events will be sent home and posted on the school website in Bengali, Spanish, and English.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 182
School Name Samantha Smith		

B. Language Allocation Policy Team Composition

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

Principal Andrew Topol	Assistant Principal Rachel Rosenbaum
Coach Laura Cobos	Coach type here
ENL (English as a New Language)/Bilingual Teacher Karla Yandoli	School Counselor Laura Wrinkle
Teacher/Subject Area Luis Pelaez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Gloria Cahill
Related-Service Provider Bridgett Licata	Borough Field Support Center Staff Member type here
Superintendent Mabel Sarduy	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	5	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	900	Total number of ELLs	303	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	0	0	0	1								0
Dual Language	1	1	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	303	Newcomers (ELLs receiving service 0-3 years)	265	ELL Students with Disabilities	63
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	76	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	11	0	11	2	0	2	0	0	0	0
DL	26	0	0	0	0	0	0	0	0	0
ENL	228	1	29	36	0	21	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

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		7				6								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE <u>Spanish</u>	4		22	5															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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	24	10	29	21	33	36								0
Chinese					1	1								0
Russian														0
Bengali	22	20	16	12	5	11								0
Urdu		2				2								0
Arabic						4								0
Haitian			1		1									0
French				1		3								0
Korean														0
Punjabi					1									0
Polish														0
Albanian														0
Other	3		1	1	2	2								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	5	9	3	9	11								0
Emerging (Low Intermediate)	6	8	3	3	8	9								0
Transitioning (High Intermediate)	7	12	9	4	8	8								0
Expanding (Advanced)	14	36	25	21	20	35								0
Commanding (Proficient)	33	11	1	2	5	5								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		9	6	13	14	16								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	8			0
4	47	7			0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	26		10		1				0
4	37		20		1		1		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	11		21		24		2		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	6	1						
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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Paste response to questions here: P.S. 182 Teachers use ongoing assessments from the TCRWP which include TC running records, PSI, sight word assessments, as well as ELL periodic assessments. We also use assessments from last year's MoSL to help guide staff members in identifying goals and next steps for ELLs. The data has shown that the majority of our ELLs of all levels struggle with writing (specifically writing a well-designed constructed response with attention to focus and volume in the upper grades). We also disaggregate data from state exams and unit assessments and use this to help us inform our instructional plan.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Paste response to question here: Data patterns indicate that our ELLs generally excel in the speaking and listening modality, which is expected developmentally for the lower grades, but are limited in their writing. The NYSESLAT data shows that 9% of our grade 1-5 ELLs are entering, 13% emerging, 16% transitioning, 53% expanding, and 8% commanding. The largest number of ELLs resides in the fifth grade as this grade is by far the largest one in the school.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Paste response to question here: The school uses the AMAO tool to analyze where students struggle, and areas of achievement. This information is used to identify professional development needs. We are able to identify those students who struggle and the supports needed for them.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 Paste response to questions here: The school is unable to extrapolate much evidence from the data regarding ELLs taking tests in English as compared to the home language since there is such a small sampling of students who took the ELA and Science Exams in the native language. P.S. 182 uses ELL periodic assessments to analyze strengths and challenges for the school's ELL population. After looking

at such data, teachers instruct accordingly and school leaders identify areas for future professional development to further support them and the student. They look for patterns and areas of strength to work off of. Once the results from the most recent ELL periodic assessments are released, the school will disaggregate this data and plan accordingly. This year's Dual Language class will use Spanish Running Records and El Sol for assessment purposes.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs.*]

Paste response to question here: P.S. 182 considers all data to guide instruction within RtI. We use the data to craft ELL academies, professional development and any instructional supports. Professional development has been and continues to be offered to ENL, bilingual, dual language and classroom teachers in order to strengthen Tier I supports for ELLs and all students.

6. How do you make sure that a student's new language development is considered in instructional decisions?

Paste response to question here: When looking at data, P.S. 182 always builds from a child's academic and conversational strengths in their native and new language. ENL teachers collaborate, often, with classroom teachers and they communicate these student strengths with each other. A student's new language is taken into consideration when creating and analyzing various assessments. Our work with Maryann Cucchiara, analyzing complex texts using ENL methodology, is embedded in many shared reading lessons throughout the week.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here: EPs are assessed in the target language through El Sol and Spanish running records. Currently, we have a dual language class in first grade. There is no data on EP performance on State assessments at this time.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

Paste response to question here: We use ongoing formal and informal assessments to guide us. P.S. 182 closely examines the school's "snapshot." The school has met AYP every year for the ELL population, for the last few years. ELLs have advanced and the gap continues to narrow. Also, as our school as a whole has continued to improve performance, our ELLs have improved accordingly. Periodic assessments, conference notes, running records and unit rubrics also help guide teachers in understanding the development of English Language Learners and identifying next steps in order to raise their achievement level.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

Paste response to question here: At P.S. 182 we have a team comprised of 4 NYS certified ENL teachers and several bilingual teachers. All ENL and bilingual teachers are trained to see through the identification process. On a rotational basis, ENL teachers are available during registration at the beginning of the school year and as students arrive during the year. They share a schedule to ensure that there is always a pedagogue available to meet a parent when one comes to register a child at a time during the school year. Upon registration, the school confirms in ATS whether the child is a first-time admit to the DOE or a transfer. If the child is a new admit, an ENL teacher administers a Home Language Identification Survey (HLIS). We only register when the incoming child is present. During the administration of the HLIS, trained pedagogues ask questions of both the registering adult and the child to confirm responses on the HLIS. If the child is transferring from another DOE school or reentering the system, we retrieve the student data from ATS and the child's cumulative record. If the HLIS of a newly registering child indicates eligibility, and an in-depth interview with the child also indicates eligibility, then an ENL or bilingual teacher administers the NYSITELL. If the child is eligible as per the NYSITELL, and has Spanish indicated on the HLIS as home language, a Spanish LAB is administered by a Spanish-speaking ENL teacher, or bilingual teacher. Translators for Bengali are always available, and the parent coordinator reaches out to the DOE translation unit, when needed. If a child is suspected to have be SIFE, the appropriate assessments are used to identify SIFE status. If a child enters the school system with an IEP, then the Language Proficiency Team will determine if the child should take the NYSITELL

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Paste response to question here: During the completion of the HLIS, an ENL teacher or bilingual teacher will review the response regarding a child's prior schooling. If there is an indication on the HLIS or through the interview that a child has had an interruption or

inconsistency in formal schooling, the oral interview questionnaire is administered. The LENS is administered for students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish. If a child is determined to be SIFE based on these assessments, it is indicated in the BNDC report on ATS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

Paste response to question here: Once a child is identified as having a home language other than English and the child has an IEP, the child is referred to the Language Proficiency Team (LPT). The team is comprised of the assistant principal, one ENL teacher, the SETSS/RTI teacher, and the student's parent/guardian. The LPT reviews the HLIS, the child's history of language use in the school and home, the results of child's evaluation, and information provided by the CSE. Based on this evidence, the LPT will determine if the student has language acquisition needs or if the child's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines language acquisition needs, the student must take the NYSITELL. If not, then the recommendation is sent to the principal who will accept or reject the recommendation. If the principal accepts the recommendation that the child not be administered the NYSITELL, then the recommendation is sent to the superintendent for a final decision. The child's parent is notified of the decision within 3 school days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here: Entitlement letters/non-entitlement letters and parent survey and program selection forms are distributed on the spot, immediately after the NYSITELL (and Spanish LAB) and after the parent orientation. Most often these are completed on the spot. When a parent chooses to complete the program selection form at home or at a later time, P.S. 182 follows up with phone calls in that individual's native language. The school monitors the completion of all forms. ENL teachers maintain a caseload roster which is also used to monitor when a parent selection form or continuation of services form is received and filed. The school documents all attempts to gather initial parent selection preference.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Paste response to question here: The entitlement letter received by parents indicates that parents have a right to reassess and appeal ELL status within 45 days of enrollment. The process is also explained during the parent orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here: If a new student is eligible for services, as per the NYSITELL, the pedagogue notifies the parent/guardian at that moment and conducts an orientation to ensure that the parent/guardian understands all three program choices (TBE, Dual Language, and Freestanding ENL). The parent/guardian watches a short video (in the native language, when available) that explains all three options and has the opportunity to ask questions or discuss any concerns. The parent coordinator is available for translations, as well as Bengali speaking paraprofessionals. The parent/guardian receives the Parent Survey and Program Selection forms at that time, in their native language, when available. By doing this, we make sure that we place children in the selected program (if available) immediately or take the necessary steps to place the student if there is a transfer option available. The parent coordinator helps pedagogues coordinate translators who can help communicate in languages that are not readily common in the school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here: Most parent surveys and program selection forms are completed by parents on the spot, immediately following the viewing of the parent orientation video. When a parent chooses to complete the program selection form and parent survey at home or at a later time, P.S. 182 follows up with phone calls in that individual's native language. The school monitors the completion of all forms. ENL teachers maintain a caseload roster which is also used to monitor when a parent selection form or continuation of services form is received and filed. ENL teachers communicate to parents that if the form is not returned, the default program for their child is bilingual education. All parent program selections are inputted in the ELPC report at the appropriate time.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here: ENL teachers use their caseload roster which documents returned parent forms. They monitor which students are missing returned forms. When a form is incomplete, the teacher will call the parent or send home a note requesting the proper completion of the forms. When a form has not been returned, the teacher will also call the parent and explain that the child is awaiting placement in the appropriate classroom based on the information needed on the parent selection form. The caseload rosters serve as the master tracking method for the completed forms. Data is also inputted into the ELPC screen on ATS.

9. Describe how your school ensures that placement parent notification letters are distributed.

Paste response to question here: Following the parent orientation, and completion of parent selection forms, the ENL teacher collaborates with the pupil accounting secretary and identifies the child's class placement, on the spot. Once, the program and class

placement has been identified, the ENL teacher will hand the placement notification letter to the parent/guardian. Our goal, as a school is to distribute all letters (parent surveys, selection forms, entitlement, non-entitlement, and placement notification letters) on the day of ELL identification. For students whose parents returned the parent selection forms at a later date, ENL teachers will immediately complete and send home the placement letters, once the parent selection forms are received.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Paste response to question here: All ELL documentation is retained in the child's cumulative record, and in a file kept in the ENL office.
11. 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.
Paste response to question here: To ensure that all eligible students receive the NYSESLAT, P.S. 182 crossreferences numerous sources of data including BESIS, ATS reports (RLAT, RLER, ELPC), and our ENL and bilingual rosters. Our testing coordinator collaborates with the assistant principal and ENL teachers in order to create a schedule for administering the NYSESLAT. The testing coordinator also works with our lead SETSS provider in order to identify any test modifications for ELLs. The assistant principal and testing coordinator review all procedures and review guidelines and relevant memos with ENL teachers and bilingual teachers. The speaking portion of the test is administered first, on a rolling basis, and then the other sections follow within the designated period.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to question here: During the first week of school, designated ENL teachers will use the RLAT data found on ATS to identify those students who are entitled to continued service or who tested out and must receive transitional support. The designated ENL teacher will then complete and send home the continued entitlement and transitional support letters. The monitoring of and distribution of these letters is documented on the ENL teachers' master caseload roster.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Paste response to question here: Over the last few years more parents are choosing ENL over TBE programs. As we have grown in grades and as our school building moved over 3 years ago, we have noticed that fewer parents are selecting TBE programs for their child. We no longer have a Spanish bilingual general education program, but we currently have a TBE 12:1:1 Spanish program in grades K/1 (bridge) and 5. As per parent program selections, the school opened up a dual language program in kindergarten during the 2015-2016 school year, and will open up a dual language program in first grade this year.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
Paste response to questions here: All students in the freestanding ENL program at P.S. 182 receive ENL instruction within a push-in model. They receive integrated ENL from the certified ENL teacher and the certified common branch teacher in the classroom. Most ENL instruction takes place during the science, social studies, or shared reading blocks. Depending on scheduling, the integrated ENL will take place in a specialty class such as science, music, or visual arts. ENL teachers will pull small groups within the classroom to provide stand alone ENL instruction. Depending on the number of and level of ELLs in each grade, some students are grouped heterogeneously and others are grouped homogeneously.
 - b. TBE program. *If applicable.*
Paste response to questions here: P.S. 182 currently has a K/1 12:1:1 and 5th grade 12:1:1 Spanish TBE program. A certified bilingual teacher delivers both the stand alone and integrated ENL portions of instruction inside the classroom. They also provide home language arts instruction and the minimum allotment of bilingual content area subjects as per CR Part 154-2. Students are grouped heterogeneously.
 - c. DL program. *If applicable.*

Paste response to questions here: The K/1 bridge dual language teacher provides both stand alone and integrated ENL instruction in one classroom. Students are heterogenously mixed based on proficiency level. Students receive half of their instruction in English and half in Spanish.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here: ENL teacher schedules are crafted around proficiency levels and mandated hours for each level. Each teacher provides the mandated support across one or two different grade levels within the classrooms. They are also responsible for providing 90 minutes of ENL to those students who have transitioned out within the last two years. Those students are often grouped with other ELLs in order to maintain all mandates considering the limited number of certified staff members. The bilingual teachers provide Bilingual instruction in at least two content areas, usually math and science. Integrated ENL is taught through social studies or shared reading at least 4 times a week, regardless of proficiency level.

3. Describe how core content is delivered in each program model. 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.

Paste response here: Over the last three years, teachers at P.S. 182 have been working with Maryann Cucchiara in the development of academic language through complex texts within the content areas. Teachers teach science and social studies through shared reading. They guide students in deconstructing complex texts to make content comprehensible and foster language development. Students are using language frames to guide their writing, as well. All work within this initiative is aligned to the CCLS.

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

Paste response to question here: Bilingual and Dual Language ELLs receive running record assessments in their native language and El Sol assessments when appropriate. The testing coordinator arranges and monitors the timely evaluations and assessments.

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

Paste response to question here: ELL periodic assessments are administered throughout the year in listening, speaking, reading, and writing. Certified ENL and bilingual/dual language teachers administer informal assessments on a rolling basis. These assessments may include running records (in Spanish when appropriate), conference notes, and various informal checklists (of discussion, discourse, quick writes, etc.).

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Paste response to questions here: SIFE students need to build conceptual knowledge that they have not had the opportunity to attain in their native country. This is built with intense language supports such as visual aides, experiential activities, and a great deal of repetition. Some SIFE students receive Foundations training to support phonemic awareness and decoding skills. Newcomers will receive similar support. Developing and long term ELLs receive a great deal of support through the study of complex texts and Tier 2 academic language. Teachers have and continue to be supported with professional development from Maryann Cucchiara and the assistant principal.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.

Paste response to questions here: The principal reviews the decision by consulting with the child's classroom teacher, ENL teacher (if applicable) and any other service providers that may work with the child. He also speaks with the parent and the student. Based on recommendations from the staff members and consultation with the parent(s), if the principal believes the student may have been adversely affected by the re-identification, he will provide additional support services for the child and may reverse the determination. At this point he will consult with the superintendant if he feels that the status must be reversed.

8. 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?

Paste response to question here: Teachers of ELL-SWDs use various strategies such as experiential learning, strong audio/visual aids, books on tape, etc. to provide access to academic content. All Special Education teachers are trained in UDL and all teachers have received baseline training in UDL. These teachers have also received intense training from Maryann Cucchiara

Chart in building academic language and vocabulary through complex texts and word play. Teachers have also been trained in thinking maps which support the access to academic content areas.

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

Paste response to question here: P.S. 182 maximizes flexible scheduling as much as possible. After analyzing IEP goals, we are able to place students in varied classes based on their goals. For example, students are mainstreamed in particular content areas such as ELA or math based on their needs and mandates. Even with this flexible scheduling, the school makes certain that ELL-SWDs receive the mandated ELL services.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

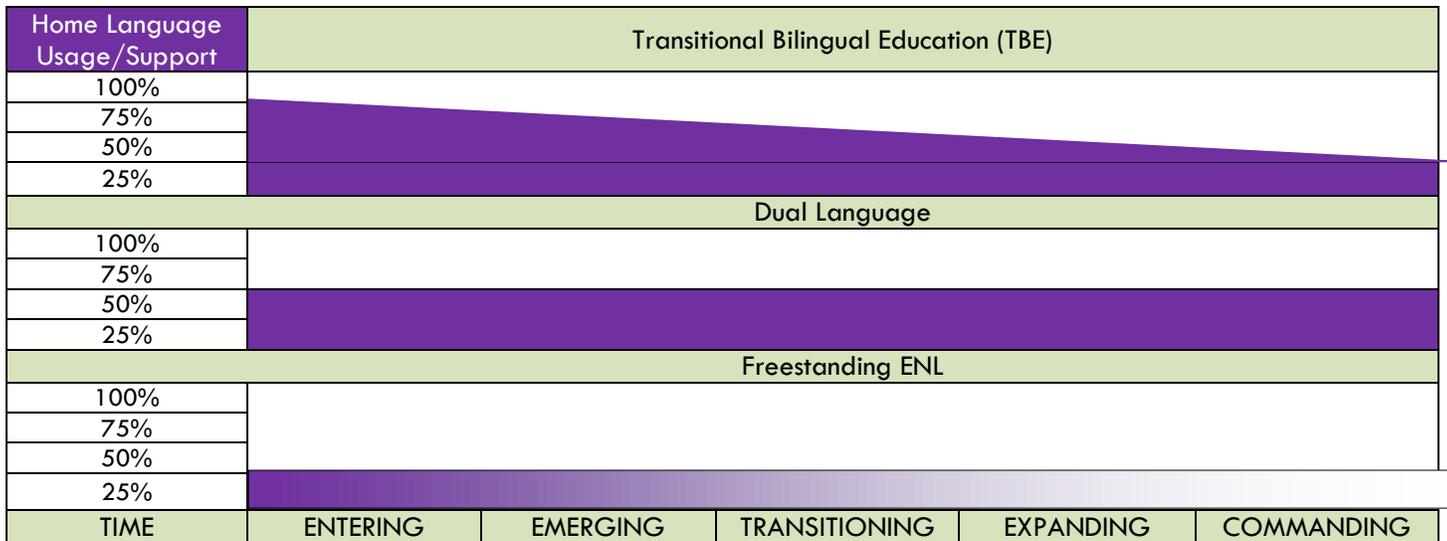


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
Paste response to question here: When certain needs are identified, ELLs receive AIS services in the areas of need. ELLs are invited to partake in small group instruction (i.e. math strings, writing, reading) before or after school. SIFE students may partake in small group Foundations instruction, as well. As part of the Title III program, second and third grade ELLs will partake in afterschool STEM work with a focus on literacy.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
P.S. 182 has found significant results in ELL progress at the school. After rolling out the academic language initiative three years ago, where students receive instruction on reading complex texts, deconstructing and reconstructing complex sentences, and using tier II vocabulary, ELLs have made great progress. All instruction within this initiative is embedded in the content areas, specifically science and social studies. ELL scores on state exams continue to rise and more and more ELLs are identified as proficient after taking the NYSESLAT.
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here: A Title III afterschool program will be available to all ELLs in grades 2 and 3. The program will focus on STEM (science, technology, engineering, and math) and literacy. The program is taught through the engineering design process which investigates real world problems by asking questions, testing hypotheses, creating structures, and analyzing results. The literacy component includes reading stories about problems that exist in the world and researching possible solutions. The work of Maryann Cucchiara will be embedded in this program as ELLs will need to use and learn academic language throughout.
13. What programs/services for ELLs will be discontinued and why?
Paste response to question here: The Title III afterschool ELL reading "lounge" will be discontinued due to limited funding.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Paste response to question here: All ELLs in grades 3, 4, and 5 are given the opportunity to participate in the afterschool Quest program. Students receive homework help and participate in specialized classes with a focus on the arts. This year, second and third grade ELLs will be given the opportunity to participate in the Title III STEM program.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Paste response to question here: Over the last three years, we have been able to acquire and integrate various technology tools and resources such as ipads, Smartboards, updated laptops. Teachers have been able to incorporate audio and video strategies for ELL instruction. Also, all students receive a password to their individual Dreambox Math and Raz-Kids accounts which provide interactive math and reading programs tailored to each child's individual needs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Paste response to question here: In the free-standing ENL program, students have access to home language texts in the school library. We currently have texts available in Spanish and Bengali. Students are also grouped within classes based on a common home language. Teachers organize collaborative tasks that target content (such as social studies or science) and generate interactions in the home language among students. This year, ENL teachers will collaborate to compile a list of online resources in various home languages. We have an extensive amount of literature in Spanish to which all TBE and DL students have access. In our grade 1 DL class, students spend 50% of their day receiving instruction in Spanish. In our K/1 TBE program, most students spend about 75% of the day receiving instruction in Spanish. Those students in the grade 5 TBE program are heterogeneously grouped. Therefore, Spanish instruction must be differentiated.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Paste response to question here: The principal carefully reviews NYSESLAT results and crafts classes according to parent choice and proficiency levels. The assistant principal is responsible for providing teachers with access to materials and orders supplemental materials as needed. She is also responsible for developing and monitoring the Title III after school program.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Paste response to question here: The parent coordinator organizes orientation meetings for parents of ELLs new to the school. Parents are provided with resources for navigating all aspects of the school and their child's education. ENL teachers are on hand to help guide newly enrolled students who arrive throughout the year. The school counselors are also on hand for support should any adjustment issues arise.
19. What language electives are offered to ELLs?
Paste response to question here: No language electives are offered to ELLs at this time.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here: The self-contained DL model is used in our first grade class. EPs and ELLs are integrated for 100% of the school day, as the vast majority of students in the DL program are ELLs. Emergent literacy is taught simultaneously, especially since most ELLs in the DL class are at an advanced proficiency level. All content areas are taught in both English and Spanish.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Paste response to question here: ENL, bilingual, and classroom teachers collaboratively partake in professional development to support content work and pedagogical growth. P.S. 182 provides extensive professional development on collaborative planning and teaching, to support our push-in ENL model. Both ENL and classroom teachers partake in our extensive work with Teachers College in reading and writing and inclusive education. ENL teachers partake in weekly grade-level cohort planning with classroom teachers. They also meet regularly with individual classroom teachers to articulate on the particular children in each class. ENL teachers provide common branch teachers with best practices to support ELL students in their classes. ENL teachers meet regularly with the assistant principal to plan and discuss related matters. Paraprofessionals and service providers partake in PD with the teachers, as well. The assistant principal is responsible for supporting teachers in ELL instruction, coordinating ELL compliance matters, and working with the parent coordinator to provide outreach to ELL families. Over the last three years, ENL, bilingual and common branch teachers have participated in PD on academic language and complex texts to support our instructional foci. The school has tapped into the expertise of Maryann Cucchiara who has led various PD workshops for all teachers. Teachers are provided with PD to learn new instructional techniques that align to the Common Core Learning Standards. The assistant principal continues to provide support and supplemental PD sessions for all ELL teachers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Paste response to question here: As mentioned above, all teachers of ELLs have and continue to receive PD on academic language and complex texts. The focus is on supporting the development of tier 2 vocabulary and academic language through sentence deconstruction, language frames, and word play. All aspects of this professional development support engagement in the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response to question here: The ENL teachers look at the CCLS (particularly the language standards) in the upcoming grades. We integrate those in instruction and think about more advanced academic language that students will experience and need in the content areas in middle school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Paste response to question here: P.S. 182 provides extensive ELL-specific professional development for all teachers and easily exceeds the required number of hours. Teachers receive a combination of supports including district workshops, faculty conferences, in-house professional development, and workshops supported by outside organizations. One of the school's instructional foci is to increase students' ability to understand and use academic language. All teachers receive PD around academic language, and complex texts. The PD workshops are led by Maryann Cucchiara and the assistant principal, whose expertise is ELL language development. ENL teachers and classroom teachers who co-teach collaborate during all PD sessions and are given opportunities to practice new teaching methods together. Classroom intervisitations are a key component of the ELL professional development. Teachers observe each other and engage in best practices of co-teaching and ELL instruction. Agendas and attendance sheets for all PDs are kept on file by the administration. A log of this professional development is kept by one of the assistant principals.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here: P.S. 182 provides parents of ELLs with mid-year meetings to discuss language development progress and results of informal assessments. ENL, DL and TBE teachers conduct these meetings. Parents are given the opportunity to review their child's work and ask any questions. They are also provided with recommendations for home support of language development. In addition to the monthly goal sheets that parents receive, parents discuss more extensive language goals at these meetings. The parent coordinator arranges translators to be present whenever a parent requests such support. If a translator of a particular language is not available, the school uses the Translation and Interpretation Unit for support.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response to question here: ENL teachers create an individualized document to record language development progress, goals, of the program, English language proficiency and language development needs. This document is used and distributed to parents during the annual individual meetings. Outreach for these meetings is handled by the parent coordinator. Letters are distributed to parents requesting meeting times and translators and the parent coordinator reaches out via phone call to confirm appointments. She uses a team of parent volunteers to make follow-up phone calls in various languages of need. Annual meetings are conducted by the ENL or bilingual teacher and a translator. Annual meeting attendance is recorded and maintained in the ENL office and with the parent coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response to question here: It is our goal to provide support to all of our parents, in particular parents of our ELL students. Parent involvement and understanding of their child's educational experiences is key to greater student success. Our math and literacy coaches hold parent workshops at the beginning of each unit of study within math and ELA. The purpose of these meetings is to provide parents with a comprehensive knowledge of what their children will be studying in the upcoming unit of study. They are given the opportunity to grapple with texts and mathematics. This provides them with the tools to support their child at home. The parent coordinator and other parent volunteers are on hand to provide translation services. Every month parents are invited into their child's classroom to learn about what they are currently working on in math, literacy, or the content areas. They are given the opportunity to see their children in action and it also provides parents with more insight into how best to support their child at home. Also, our parent coordinator offers workshops on various subjects including language arts, the content areas, and ESL strategies to be used in the home. Translation services are available. Parents of ELLs are invited to attend an orientation session to learn about the ENL, DL and TBE program options available in the school. Here they choose the program they'd like their child to be a part of for the school year.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

Paste response to question here: The school distributes an annual questionnaire to all parents where parents are given the opportunity to inform the school of their needs. The results of this help guide the school when making decisions about optimal meeting times, translation service needs, and interests in academic home supports. The annual environment survey completed by parents, also provides valuable decision-making information.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here: P.S. 182 makes every effort to address the needs of all parents. Parents have requested that meetings take place at varied times. In order to accommodate that request, the school offers parent meetings in the mornings and afternoons, as much as possible. The school honors all translation requests and always has a Spanish or Bengali translator on hand. The parent coordinator elicits support from parent volunteers to conduct translations in other languages. P.S. 182 continuously encourages all parents to visit the school's website where parents can find valuable information and support.

D. Additional Information

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

Paste response here:

School Name: Samantha Smith

School DBN: 28Q182

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrew Topol	Principal		9/11/15
Rachel Rosenbaum	Assistant Principal		9/11/15
Gloria Cahill	Parent Coordinator		9/11/15
Karla Yandoli	ENL/Bilingual Teacher		9/11/15
	Parent		
Luis Pelaez	Teacher/Subject Area		9/11/15
	Teacher/Subject Area		1/1/01
Laura Cobos	Coach		1/1/01
	Coach		1/1/01
Laura Wrinkle	School Counselor		1/1/01
Mabel Sarduy	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q182** School Name: **Samantha Smith**
Superintendent: **Mabel Sarduy**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

P.S. 182 uses the School Data Summary Report from ATS to help us identify our translation needs. We have identified 14 home languages in our student population. When parents register children, we ascertain the preferred language of communication (as identified on the Home Language Identification Survey). Emergency Contact cards also list preferred language which guides us for telephone communication. For parent-teacher conferences, we survey parent translation needs when distributing conference information. Through our PTA and School Environment surveys we have gathered additional information on needs.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents' preferred languages include, Spanish, Bengali, Urdu, and Arabic.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The school disseminates all documents in English, Spanish, and Bengali. These include: parent handbook (September), PTA meeting notices (10 days prior to all meetings), all notification letters to parents of ELLs (early fall), school surveys (varied times), Quest program information (throughout the year), letters from the principal (throughout the year), NY State testing notifications, school closure announcements, all communication regarding school lunch applications and eligibility (fall), CEC meeting announcements, report cards, reading levels and reading support sheets (throughout the year), family morning/curriculum workshop announcements, and field trip announcements.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The school conducts monthly PTA meetings, monthly attendance meetings, monthly parent workshops, parent curriculum/orientation nights (Fall), parent-teacher conferences (winter/spring), ELL parent orientation meetings (fall, winter, spring), and a Middle School Application Process meeting (spring). The parent coordinator also conducts workshops on attendance, how to prepare for parent teacher conferences, positive behavior, nutrition, how to communicate with your teacher, and how to prepare your child for the state test. Informal interactions include calls home from guidance counselors, calls to families regarding late pick-up from school, and various calls to families from teachers regarding student updates and concerns.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

95% of written translations are conducted in-house. The parent coordinator does most Spanish translations and Bengali paraprofessionals, often do Bengali translations. The request for translation for any of these documents must take place one week prior to dissemination. The Translation & Interpretation Unit is used for parent-teacher conference calls when an in-house translator is not available. This is a rare occasion. Outside vendors are infrequently used.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Most interpretation needs are arranged on site for face-to-face meetings. Spanish speaking ENL and bilingual teachers along with Bengali paraprofessionals conduct most translations. Parents volunteers assist with translations in other languages. On occasion, the Translation and Interpretation unit is used. Outside vendors are rarely used for translation purposes.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff members are provided with contact information for the Translation and Interpretation Unit in the staff handbook. Administration reviews with staff the variety of ways they can access translation services, whether in-house or through the Department of Education. ENL teachers are also on hand to guide staff members with translation requests.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All parental notifications are accessible to parents and are provided in various languages. The parent coordinator arranges such translations and monitors the notifications and ensures that all requirements are met.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The school distributes a parent questionnaire and survey every year. The information garnered from this is extremely helpful for decision-making in the school. The annual environmental survey and feedback during PTA and SLT meetings also provides us with valuable insight into the needs of parents.

