

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X182

School Name:

P.S. 182

Principal:

ANNE O'GRADY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 182 School Number (DBN): 08X182
Grades Served: PK-Grade 5
School Address: 601 Stickball Blvd. Bronx NY 10473
Phone Number: 718-828-6607 Fax: 718-409-8152
School Contact Person: Mary Oldak Email Address: moldak@schools.nyc.gov
Principal: Anne O’Grady
UFT Chapter Leader: Beth Wolff
Parents’ Association President: Samantha Mendez
SLT Chairperson: Mary Oldak
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Daisy Rosario
Student Representative(s): n/a
n/a

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent’s Office Address: 1230 Zerega Ave. Bronx, NY
Superintendent’s Email Address: kames@schools.nyc.gov
Phone Number: 212-935-3783 Fax: 718-828-6239

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director’s Office Address: 1 Fordham Plaza
Director’s Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-3113

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)
Anne O’Grady	*Principal or Designee	
Beth Wolff	*UFT Chapter Leader or Designee	
Samantha Mendez	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Daisy Rosario	Title I Parent Representative (or Parent Advisory Council Chairperson)	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
n/a	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mary Oldak	Member/Assistant Principal	
Helen Ghebreab	Member/ Parent	
Krista Henderson	Member/ Parent	
Jackie Kritchman	Member/Parent	
Diane Lokonon	Member/Parent	
Daisy Rosario	Member/Parent	
Lisette Melendez	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mirella Vargas	Member/ Parent	
Nicole Cerfeda	Member/ Teacher	
Christine Kaehler	Member/ Teacher	
Tesa Etchieson	Member/ Teacher	
Maureen Morgan	Member/ Teacher	
Gina Ronca	Member/ Teacher	

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.

PS 182 is a Title I elementary school in the Soundview section of the Bronx serving students in Prekindergarten through Grade 5. Currently, there are approximately 1000 students enrolled in the school. The school population comprises 28% Black, 62% Hispanic, 2% White, and 7% Asian students. The student body includes 4% English language learners and 16% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance rate for the school year 2013-2014 was 92%. Our mission confirms our beliefs, "PS 182 believes that all children can learn and become productive citizens. We are committed to building self-esteem and confidence, developing critical and creative thinking, stimulating curiosity and imagination and instilling a love of learning. We set high expectations for all students and provide opportunities for enrichment in the arts. We plan to accomplish our goals by providing a nurturing, positive, safe and orderly environment and the educational resources and programs that will enable our children to become lifelong learners. Staff, parents and members of the school community will work together to accomplish these goals."

P.S.182 met adequate yearly progress in English Language Arts, Mathematics and Science for 2013-14. Data is not yet available for 2014-15. The school is in good standing as measured by the Federal Title I accountability and New York State accountability measures. In addition, the school achieved an overall score of B on the most recent New York City progress report. On the 2014-15 Quality Review, the school received a rating of "Well Developed" in quality review indicators 1.2-Pedagogy; 3.4 High Expectations and 4.2 Teacher Teams and Leadership Development. The school received a rating of proficient in quality review indicators 1.1 Curriculum and 2.2 Assessment. The area of celebration for the school was 1.2 Pedagogy and the area of focus was 2.2 Assessment.

Technology is infused into all curricular areas. Students have access to computers, smart boards and document cameras. Students have multiple opportunities to use technology to demonstrate and support their learning. The school applied for and received a RESO A grant to update the technology in the classrooms with Smartboards. The Smartboards have been installed in the early grades completing the school's goal to outfit all classrooms K_5 with Smartboards.

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

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

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

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

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

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

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

The school recognizes the need to improve student progress in ELA and Mathematics. The 2013-14 School Quality Guide placed the school in the "approaching target" category for student progress even though the school is also identified as "meeting target" in student performance. The school data reflects a drop in student progress in ELA from being in 62nd percent of the peer group to being in the 39th percent of the peer group. The same holds true for mathematics. The school has dropped from the 56th percent of the peer group to the 36th percent of the peer group in student progress. This suggests that while peer schools have made strides in improving or maintaining student progress for ELA and Math, we have not made the same strides. Thus the school faces the challenge of ensuring that teachers make more informed instructional decisions; document student progress for accountability purposes; communicate with families about students' progress; and have high expectations for students.

08X182 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1001	SIG Recipient
				N/A
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
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		74.8%	% Attendance Rate	92.1%
% Free Lunch		76.1%	% Reduced Lunch	9.2%
% Limited English Proficient		3.7%	% Students with Disabilities	15.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.1%	% Black or African American	28.4%
% Hispanic or Latino		62.7%	% Asian or Native Hawaiian/Pacific Islander	6.7%
% White		1.8%	% Multi-Racial	0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		17.54	# of Assistant Principals (2014-15)	3
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
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)		0.7%	Average Teacher Absences (2013-14)	7.19
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		30.4%	Mathematics Performance at levels 3 & 4	40.5%
Science Performance at levels 3 & 4 (4th Grade)		91.5%	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	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
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	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (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	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
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.

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

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

On the 2014-2015, School Quality Review, the school received the following ratings:

Rating of proficient- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Rating of well developed - 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

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

The school's area of focus was in the area of 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

The reviewer found that across classrooms teachers create assessments and use rubrics aligned to the school curricula actionable feedback provided to students varies across the school. Data from student work products is used to adjust curricula and instruction.

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

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.

By June 2016, teachers will use the core curriculum in Mathematics to provide differentiated lessons that provide rigorous, common core standards-based curriculum that meets the varied needs and interests of a wide range of students and supports a student's ability to learn and apply knowledge evidenced by a 3% increase in the growth percentile metric.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
A school-wide instructional mathematics period has been scheduled for the first period of the day.	All students including ELLs, STH and SWDs	Sept.- June	Principal, AP's, Teachers
Teachers check for student understanding each day and form small groups 3 X per week for the second math period to reteach/enrich student understanding through differentiated activities. AIS mathematics teachers work with students in Grades 3-5 to further reduce the class size and provide differentiated instruction during the second math period.	All students including ELLs, STH and SWDs	Sept.- June	Principal, AP's, Teachers
A morning mathematics program has been scheduled for students in grades 3-5 beginning in January. Eligible students (Levels 1 and 2) including ELLs, SFE and STH and SWDs will receive supplementary math instruction for 50 minutes before the start of the school day (7:20-8:15 a.m.	All students including ELLs, STH and SWDs	Nov.- June	Principal, AP's, Teachers
The Parent Coordinator will encourage parents to participate in planning parent workshops through the Title I Parent Advisory Committee. Workshops will be held to provide opportunities for parents to assist their children at home in their academic studies. Workshops will include the citywide expectations and provide assistance to parents in understanding the Common Core Learning standards	All students including ELLs, STH and SWDs	Sept.- June	Principal, AP's, Teachers, Parent Coordinator

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.
Teachers, administrators, data specialist, professional development committee, Professional Learning Communities, NYC Learn courses, Coursera access, Go Math! professional resources, Danielson Framework, i-Ready mathematics
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	X	Title II, Part A		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> <p>February 2016 , Go Math Mid-year assessment results will be analyzed</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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 2014-15 School Quality Snapshot, PS 182 received a score of 2.92 in the area of Supportive Environment. This was approaching the target. 82% responded positively to questions about Supportive Environment on the School Quality Snapshot. This was below the City average of 92% and the District average of 91% .85% of teachers say that students are safe in hallways, bathrooms and the cafeteria. This appears to be an area in need of improvement. The school has a population of 1008 students in Prekindergarten- Grade 5. As stated in the Online Occurrence Reporting System Summary for 2014-15, the school reported 83 level 1-5 student infractions. The school recognizes the need to provide positive reinforcement to promote appropriate behavior which will lead to higher student achievement and a safer environment for students. The school recognizes the needs to provide guidance resources to parents to support school goals.

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.

By June 2016, the school will decrease the number of incidents reported in OORS by providing students with ongoing “STAR” motivation opportunities and tangible rewards and experiences, which will promote a safe, supportive and challenging school environment as evidenced by a 3% decrease in the monthly OORS reports.

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) 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>Schedule monthly grade-level assemblies to recognize students STAR achievements. Students will be recognized for academic achievements in mathematics, reading and writing. Students will be recognized for social achievements through recognition of the Star citizens and Star Class on the grade.</p>	<p>All students including ELLs, STH and SWDs</p>	<p>Sept. -June</p>	<p>Principal, APs, Grade Leaders, Teachers, Parent Coordinator</p>
<p>Every classroom will publicly display the expectations to achieve STAR recognition in the academic and social areas. Each semester, a bulletin board will be created to recognize individuals with 100% attendance.</p>	<p>All students including ELLs, STH and SWDs</p>	<p>Sept.-June</p>	<p>Principal, APs, Grade Leaders, Teachers, Parent Coordinator</p>
<p>Parents are invited to attend assemblies each month to share in a celebration of academic and social successes.</p>	<p>Parents, All students including ELLs, STH and SWDs</p>	<p>Sept. -June</p>	<p>Principal, APs, Grade Leaders, Teachers, Parent Coordinator</p>
<p>Parent Association will support the school's STAR program through the introduction of "Starbucks" which can be used by students at bake sales and school stores</p>	<p>All students including ELLs, STH and SWDs</p>	<p>Sept.-June</p>	<p>Principal, APs, Grade Leaders, Teachers, Parent Coordinator</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>Principal, APs, Network 607 Director of Safety, Grade Leaders, Teachers, Parent Coordinator, School Aides, Attendance Teacher, Auditorium Schedule, 100 Book Challenge Incentives, Attendance Incentives, Star Class Incentives, Certificates of Achievement, OORS reports</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		Title III, Part A		Title III, Immigrant	
	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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February 2016 OORS data will be reviewed

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.

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

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

On the 2014-2015, School Quality Review, the school received the following ratings:

Rating of proficient- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Rating of well developed - 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

The school’s area of focus was 2.2. Assessment. While across classrooms teachers create assessments and use rubrics aligned to the school curricula actionable feedback provided to students varies across the school. Data from student work products is used to adjust curricula and instruction.

In advance 30% of teachers were rated as developing in 3b -Questioning and Discussions

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, M measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

<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>
<p>Schedule Professional Learning Opportunities on Mondays from 2:40-4:00 p.m. which provide teachers with opportunities to investigate the elements of 3b; distinguish the difference in levels of performance; review examples of 3b behavior; and strategies to improve levels of performance in 3b</p>	<p>Principal, Assistant Principals, Teachers, Paraprofessionals</p>	<p>Sept-June</p>	<p>Principal</p>
<p>Schedule Professional Learning Opportunities on Mondays from 2:40-4:00 p.m. which provides teachers with opportunities to investigate the cultural, linguistic and academic needs of English Language Learners and Students with Disabilities</p>	<p>Principal, Assistant Principals, Teachers, Paraprofessionals</p>	<p>Sept- June</p>	<p>Principal</p>
<p>Meet with teachers after formal and informal observations. Provide observational feedback to teachers concerning their rating in 3b during post observation meetings.</p>	<p>Principal, Assistant Principals, Teachers, Paraprofessionals</p>	<p>Sept- June</p>	<p>Principal, Asst. Principals</p>

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.

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

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		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.

February 2016 - Danielson data in the area of 3B

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.

As noted on the 2013-14 School Quality Guide, PS 182 demonstrated a decline of 10 points from 64.5 to 54.5 in the median adjusted growth percentile metric which placed PS 182 in the 36th% of the peer range and the 34th % of the city range. The school was 5.5 points from the peer average of 60. 41% of students performed at level 3 or 4 on the NYS Mathematics test placing PS 182 in the 60th percent of the peer range and the 58th % of the city range. 2014-15 data reflects Continued and targeted focus is needed in mathematics to ensure student progress from year to year.

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

On the 2014-2015, School Quality Review, the school received the following ratings:

Rating of proficient- 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards

2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels

Rating of well developed - 1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations

4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning

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

The school's area of focus was in the area of 1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards.

The reviewer found that across classrooms teachers create assessments and use rubrics aligned to the school curricula actionable feedback provided to students varies across the school. Data from student work products is used to adjust curricula and instruction.

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

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.

By June 2016, the school will demonstrate a 5% increase in staff participation in leadership opportunities by identifying key staff to form committees and teams which collaboratively engage in professional learning planning and curriculum mapping.

Part 3 – Action Plan

<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>Schedule meeting times for teams including School Leadership Team, School Implementation Team, School Safety Team Writing Curriculum Team, Professional Learning Committee , Book of the Month committee</p>	<p>Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher</p>	<p>Sept-June</p>	<p>Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher</p>
<p>Provide opportunities for key staff to attend professional development provided by Network 607, District 8 and citywide training. Key staff will turnkey information to staff.</p>	<p>Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher</p>	<p>Sept-June</p>	<p>Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher</p>
<p>Implement and schedule inquiry teams to engage teachers in collaboratively examining student work, planning next steps and assessments</p>	<p>Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher</p>	<p>Sept-June</p>	<p>Principal, Assistant Principals, Teachers, Content area teachers, ESL Teacher, SE Teachers, IEP Teacher, Technology Teacher</p>
<p>ELL Teacher and SE Liaison to attend professional development provided by Network 607, District 8 and citywide training</p>	<p>Principal, Assistant Principals, Teachers, ESL Teacher, SE Teachers, IEP Teacher</p>	<p>Sept-June</p>	<p>Principal, Assistant Principals, Teachers, ESL Teacher, SE Teachers, IEP Teacher,</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>Principal, Assistant Principals, Teachers, substitute Teachers, related resource materials, Network 607 Professional Development resources, schedule, schedule space</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		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>
<p>February 2016- teacher midpoint surveys on PLC's</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Based on the School Quality Snapshot- student attendance shows a slight decline. Additional opportunities should be incorporated to encourage parents to better understand the rigorous demands of the common core learning standards. Based on the most recent school environment survey, 83% of parents feel that the school communicates to me and my child what we need to do to prepare my child for college,

career, and success in life after high school. (83)

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.

By June 2016, PS 182 will provide a minimum of three opportunities in addition to scheduled citywide Parent teacher Conferences to be engaged in their child’s grade specific academic learning resulting in a 3% increase on the Learning Environment Survey question related to parents feeling that the school that the school communicates with me and my child what we need to do to prepare for college, career and success in life after high school.

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) 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>100 Book Challenge Parent Workshop- to inform parents of the importance of independent self-selected reading and how it correlates to standardized testing results and success in school</p>	<p>Parents and students (Including ELL's, SWD's)</p>	<p>September 2015- June 2016</p>	<p>Title I Parent Committee</p>
<p>Expand the middle school choice workshop to include 4th grade parents. The school will invite representatives from the various middle schools that the students attend. Flyers will be distributed to fifth grade students for all middle school choice fairs and open houses.</p>	<p>Parents of students in Grades 4 and 5</p>	<p>November-December 2015</p>	
<p>Teacher teams will develop one "Child-Parent Activity" session each semester for small groups. Dates will be identified and communicated to families. Sessions will be designed to support families in understanding their child's grade-specific academic learning.</p>	<p>All students PK- Grade 5 and parents</p>	<p>October 2015- June 2016</p>	<p>Principal, Assistant Principal, Teachers, AIS Teachers</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>Principals, Assistant Principals, Attendance Teachers, Guidance Counselor, IEP Teacher, Middle School Choice Liaison Teachers, AIS Teachers</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		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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February 2016, teachers will have offered at least one small group session. By December 2015, middle school choice workshop will be completed.

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)	<p>Students scoring level 2 or below in ELA and Math</p> <p>Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test and students identified as Level 2 or below in ELA</p> <p>Grade 3-5 - scoring at or below Level 2 on the New York State ELA Test and students identified as Level 2 or below in ELA</p>	<p>Eligible students in grades Kindergarten-Grade 2 receive Academic Intervention Services in small groups during the school day. Students are engaged in guided reading literacy activities. The small group literacy activities support the developmental program in the classroom.</p> <p>Kindergarten- Grade 1 – an instructional paraprofessional pushes in to provide additional support while the teacher works with small group reading/ELA</p> <p>Selected students in Grades 3-5 receive supplemental small group instruction in ELA with the Fountas and Pinnell Leveled Intervention Program 3 X per week for 45 minutes. The mode of instruction is small group pull-out model. Students are engaged in literacy with an emphasis on</p>	<p>Small Group</p> <p>Small group</p> <p>Small group pull out</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>Before school</p>

		<p>the guided reading component. Literacy activities will be aligned with classroom instruction and provide additional support to 'at-risk' students.</p> <p>The morning Mathematics and ELA program is offered to students in Grades 3-5 on Monday through Friday from January through April from 7:20-8:15 a.m. Teachers will work with students in small group settings in ELA. Teachers will integrate conceptual understanding and the teaching of basic skills and develop test sophistication strategies.</p>		
<p>Mathematics</p>	<p>Grades K-2 students identifies as level 2 or lower</p> <p>Grades 3-5 - scoring at or below Level 2 on the New York State Mathematics Exam and students identified as Level 2 or below in Mathematics .</p>	<p>Additional instructional time in mathematics three times per week for 45 minutes is scheduled. The classroom teacher in Kindergarten –Grade 5 provides remediation/ enrichment activities for eligible students that support the program. Remediation/ enrichment instructional materials will be provided to reinforce identified areas of weakness.</p> <p>Selected students in Grades 3-5 receive supplemental small</p>	<p>Small group Small group Small group</p>	<p>During the school day During the school day Before School</p>

		<p>group instruction in with either Academic Intervention Mathematics Support teacher or the classroom teacher.</p> <p>The morning Mathematics and ELA program is offered to students in Grades 3-5 on Monday through Friday from January through April from 7:20-8:15 a.m. Teachers will work with students in small group settings. During the mathematics sessions, teachers will focus on mathematical skills and strategies and will provide students with an additional opportunity to develop mastery through practice. Teachers will provide exposures to new concepts and skills to foster mastery. Teachers will integrate conceptual understanding and the teaching of basic skill and develop test sophistication strategies.</p>		
Science	Students scoring Level 2 or below on the NYS Science Test	Students requiring AIS in Science (Grades 4 and 5) receive differentiated instruction from the Science Instructional Specialist. Students are engaged in activities to support their understanding	Small group/individual	During the school day

		of key concepts in science.		
Social Studies	Students scoring Level 2 or below in Social Studies	Selected students (Grades 4-5) receive supplemental small group reading instruction in Social Studies with either the Academic Intervention Support teacher or the classroom teacher. The mode of instruction is either in-class small group or pull-out small group. Students are engaged in activities to support them in understanding and responding to document based questions. Social Studies activities will be aligned with classroom instruction and provide additional support to 'at-risk' students.	Small group pull-out	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified as "at risk"	<p>Students are recommended for "at risk" guidance by the Child Study Team or on an as needed basis by the administration.</p> <p>Students are recommended for ERSSA counseling and "at risk" guidance counseling by the Child Study Team or on an as needed basis by the administration.</p> <p>The school nurse provides asthma classes for eligible</p>	Small group/Individual	During the school day

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.

All PS 182 teachers are highly qualified. Although two teachers appear on the BEDS as not being highly qualified, it was confirmed by Human Resources that all teachers at PS 182 are highly qualified. Many teachers contact the Principal of PS 182, the Assistant Principal and staff members to obtain a teaching position. The Department of Education Personnel Office sends qualified teachers to the school. Applicants are given a tour of the building by the Principal and Assistant Principal. Arrangements are made for the applicants to conduct a demonstration lesson. After the demonstration lesson, the applicant and the principal meet to discuss the commendation/recommendations for the lesson. A final interview is scheduled.

2b. High Quality and Ongoing Professional Development

Describe the 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).

A Professional Development Team was formed to identify topics of interest or need for study in Professional Learning Communities. Key Teachers were identified and encouraged to join the Professional Development Team. The teachers team turn-keyed training on PLC's to the staff. The staff was surveyed and achievement data reviewed to make informed decisions on topics for study. Select teachers were provided the opportunity to attend District 8 professional development during the June Professional Development Day. Opportunities will be provided to allow them to turn-key information.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

The professional development activities of preschool and kindergarten teachers are coordinated to align prekindergarten and kindergarten curricula and goals. Prekindergarten parents are invited to all parent workshops. Kindergarten and prekindergarten teachers visit each other's classrooms.

Prekindergarten teachers provide the future kindergarten teacher with children's portfolios of their learning during preschool. Teachers share information in cases where a child may need extra support in order to experience success in school.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	718,735.00	X	4A, 4B, 5A, 5B, 6
Title II, Part A	Federal	244,052.00	X	4A, 4B, 5A, 5B, 6
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,860,583.00	X	4A, 4B, 5A, 5B, 6

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.

PS 182 Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 182**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy

to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 182** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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.

PS 182 School-Parent Compact

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

I. School Responsibilities:

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>PS 182</u>	DBN: <u>08X182</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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>19</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</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: Crucial to ELL students' academic success is their access to teaching that reflects the CCLS's emphasis on communicating mathematical reasoning to deepen content knowledge. The Title III budget will be used to support supplementary small group instruction in reading and mathematics for ELL students in grades 3-5 including eligible former ELL students in a before school reading and mathematics program. Currently there are 11 grade 5 students and 8 grade 4 students. ELL students will be invited to participate in the 5 day a week morning reading and mathematics program. Students receive an hour of small group supplemental reading or mathematics instruction each day. The teacher will conduct strategy lessons, acquisition of academic vocabulary and skill lessons based on the student's needs. The morning mathematics program supports students in learning to communicate about a mathematical problem they have solved, to read and understand word problems, or to incorporate mathematical vocabulary in a problem solving activity.

Part C: Professional Development

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

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

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

The ESL teacher will receive on-going training at scheduled meetings as available through CFN 607. Professional development in the Danielson Framework for Effective Teaching has been scheduled starting in September 2014 and continuing through June 2015 during professional development days, grade level meetings and faculty conferences. Professional Learning Communities have been formed for 10 week cycles. topics include Incorporating Discussion and depth of Knowledge Questioning, Guided Reading,, writer's Workshop, Developing High Quality Science lessons, Using Assessment to drive Instruction, Enriching Gifted Students, De-escalation and Managing Student Behavior. Classroom teachers, Content Area teachers, Academic Intervention teachers, the ESL teacher, Test Coordinator, Principal and Assistant Principals are scheduled to attend. Professional development is provided by the district to select teachers who attend the ongoing district level training in effective teaching, teaching reading and content area seminars. These staff members turnkey the training to staff at professional meetings."Respect for All Training" has been scheduled for November 3, 2015. The Guidance Counselor will provide professional development on this topic to all staff.

Part D: Parental Engagement Activities

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

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

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

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

Workshop topics and schedule:

September - Annual Title I Meeting

October - Town Hall Safety Meeting

November - Middle School Choice

December - Learning through the Expanded Arts: Multicultural Gift-wrapping and Card Making

January - June (Schedule TBD)

Workshops through Learning Leaders:

- Develop Your Young Reader

Help Your Child Prepare for the New York State Tests

Understanding the Common Core Learning Standards

Multiplication and Division

- Workshops through Learning through the Expanded Arts

- Narrative Procedure

Hands-on Science

Stress Management

- Studio in a School Family Arts Engagement Workshops

5 media workshops: Print-making, Oil pastels, Painting, Drawing, Sculpture

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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 08	Borough Bronx	School Number 182
School Name PS 182		

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 Anne O'Grady	Assistant Principal M.Vargas M.Oldak E.O'Neill
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Elizabeth Flanagan	School Counselor Barbara Skokos
Teacher/Subject Area	Parent Jennifer Rivera
Teacher/Subject Area	Parent Coordinator Urselina Wilson
Related-Service Provider	Borough Field Support Center Staff Member Yliucha Jaquez
Superintendent Karen Ames	Other (Name and Title)

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	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	0	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)	1035	Total number of ELLs	47	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	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 checked="" 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"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														0
Dual Language														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	47	Newcomers (ELLs receiving service 0-3 years)	47	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	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	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	46	0	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
Arabic														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 _____																			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	2	9	7	7	5	5								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		3	2		1	1								0
Haitian														0
French		1		1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1	1									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)	0	0	0	2	1	1								0
Emerging (Low Intermediate)	0	2	0	2	2	0								0
Transitioning (High Intermediate)	0	4	1	0	0	2								0
Expanding (Advanced)	2	7	4	4	1	1								0
Commanding (Proficient)	0	3	1	3	0	4								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								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	0	0	0	0	0	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	6	2	0	0	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									0
4	5		4		1		0		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	5		3		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)								
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.
The school administers the Fountas and Pinnell Reading Assessment to determine students' independent and instructional levels. The reading inventory provides teachers with the information needed to assess students' weaknesses and strengths in reading and to inform their instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Paste response to question here:
- 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:
- 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:
- 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](#).]
Data is used to make educational decisions about changes in roles, instruction, and/or services. Students are provided with targeted instruction designed to match their learning needs as demonstrated on periodically administered assessments. English Language Learners who score below specified levels of performance on assessments are monitored to determine if additional support services are needed. In addition to classroom performance and assessment data, the school also takes into consideration evidence such as number of years of instruction in an ENL program, English and home literacy, content area teacher recommendations, and a bilingual educational evaluation if the student is suspected of having a disability.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Instruction focuses on providing ELLs with learning opportunities that integrate reading, writing, listening, and speaking. Instruction leverages ELL's home language(s), cultural assests, prior knowledge, and prior school experience. Students with developing levels of English proficiency will require instruction that supports their understanding and use of emerging language. Instruction fosters a broad use of strategies to support students in constructing meaning from academic talk and complex text to express themselves orally and in writing.
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?
- P.S. 182 only has a freestanding ESL program. Students are taught all other subjects in English.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Paste response to question here:

Part IV: ELL Identification Process

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

- 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.
A team of staff members administer the Home Language Identification Survey (HLIS) during the registration process which includes an informal oral interview in English or in the native language. The team includes Elizabeth Flanagan, the ENL teacher, Jane Cahn, the testing coordinator, and the assistant principals, Mary Oldak, Erin O'Neill and Michelle Vargas. A student is considered to have a home language other than English when one question on the HLIS part 1: questions 1-4 indicates that the student uses a language other than English, and two questions on the HLIS part 1 questions 5-8 indicate that the student uses a language other than English, and the interview with the parent and student indicates a language other than English. If a translator is not available at the school at the time of registration, the school utilizes the DOE's translation and interpretation unit to ensure that parents receive language assistance. For students whose home language is not English, a staff member will administer an interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable) in order to determine NYSITELL eligibility. If the student is eligible to take the NYSITELL, Elizabeth Flanagan (ENL teacher) will administer the exam and scan answer documents within 10 school days of enrollment. After scanning the answer documents, Mrs. Flanagan will refer to the RLAT report in ATS to determine each students' service eligibility. Spanish speaking students who qualify for services are administered the Spanish LAB during the same 10-day testing window. Mrs. Flanagan will print the Spanish LAB answer documents using the RSLA function in ATS. After the Spanish LAB is administered, answer documents will be scanned into ATS via the attendance scanner within 10 school days of enrollment.
- 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).
P.S. 182 currently does not have any SIFE students. However, a plan is in place to make a SIFE determination at the time of enrollment if the Home Language Identification Survey indicates that a student has had an interruption or inconsistency in their formal schooling. If a student is a newly identified ELL in grades 3-5 at the entering or emerging level of proficiency as indicted by the NYSITELL results, the Literacy Evaluation for Newcomer SIFE (LENS) assessment will be administered by Elizabeth Flanagan. Initial SIFE status will be indicated on the BNDC screen in ATS no later than 30 days from initial enrollment.
- 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).
A Language Proficiency Team will determine the NYSITELL eligibility for new entrants who enter with an IEP and whose home language identification survey indicates a home language other than English. The language proficiency team consists of the ENL teacher, Elizabeth Flanagan, Individualized Education Program coordinator, Jaime Curcio, assistant principal, Mary Oldak, and the parent of the student. The LPT team will meet to review the IEP and any available student work, and determine if the student has language proficiency needs. If the determination is made that the student has language proficiency needs, the NYSITELL will be administered by the ENL teacher within the first 20 days of enrollment. The LPT team will complete a Language Proficiency Team NYSITELL Determination Form which will be kept in the student's cumulative folder.

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.
The ENL Teacher coordinates the distribution of entitlement letters in the parents' preferred language. Within five school days after the NYSITELL is scanned and the score is determined, each students' ELL status is identified and letters are generated and sent to the parents accordingly. The ENL teacher maintains a log of the type of letter, date sent, language of the letter, and how the letter was delivered.
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).
The ENL teacher coordinates the distribution of letters informing parents that they have the right to appeal ELL status within 45 days of enrollment. The letter will explain the appeal process and will be sent to all parents who have a home language other than English. The letter will be distributed in the parents' preferred languages as indicated on the Home Language Identification Survey.
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.
During the course of the year, parents of students newly identified as English Language Learners are invited to attend a parent meeting within the first ten days the student is identified as an ELL. An invitation is sent home in the parents' preferred language and Elizabeth Flangan, the ENL teacher, and Michelle Vargas, assistant principal, provide parents with the three choices: Transitional Bilingual Education, Dual Language, and freestanding ENL. At this meeting, the options that are available to the students are explained to the parents. The orientation video is viewed in the parents' preferred language, and an interpreter is available whenever possible to assist parents. The assistant principal is fluent in Spanish and is present at the meeting to assist. The parents are also provided with a brochure outlining the options in their preferred language. The brochures, program survey, and selection form are distributed in the parents' preferred language. The parents complete the parent survey regarding parent choice and student placement. They are also given the option to complete the form at home and return it to the ENL Teacher. The placement forms are reviewed and parents are provided with information about the services provided at the school. A Q&A session is also conducted. If a parent's first choice indicates a program that is currently not available at the school, the parent is provided with information and assistance seeking their first choice. The ENL Teacher continues to reach out to parents (via phone calls and letters) who have not come into the school to view the video and select a program.
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parent Surveys and Selection forms are given to the parents during the orientation meeting. Most parents complete the forms and turn them in at the meeting. If a form is not returned, the ENL teacher calls parents for individual meetings to ensure that all forms are returned. Copies are made of all surveys and program selection forms. The ENL teacher maintains the copies, and the original program selection form is placed in the students' cumulative folders.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher monitors the parent survey and program selection forms by keeping a checklist containing the names of all of the newly admitted ELL students. The checklist records which parents attended the orientation meeting, received the parent survey and program selection form, and completed and returned the forms. The parents who did not return the forms will continue to receive letters and phone calls requesting individual meetings to discuss the program options.
9. Describe how your school ensures that placement parent notification letters are distributed.
After the parent returns the parent selection form, the ENL teacher generates a placement parent notification letter in the parent's preferred language. The letter is sent home to each parent, and the ENL teacher keeps a record to ensure that each parent has received a placement letter promptly after the program selection has been made.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents including HLIS, parent survey and selection form, program placement letter, entitlement letter, continued entitlement letter, non entitlement letter, and language proficiency team NYSITELL Determination Form are kept in the student's cumulative record. Additionally, the ENL teacher keeps a binder containing copies of these documents in a location for ease of review.
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.
The ENL teacher, principal, and testing coordinator work together to ensure that the school is administering all parts of the NYSESLAT to eligible students. The first step is to identify eligible students by printing out the RLER report from ATS. Next, parents of NYSESLAT eligible students who have poor attendance are called to ensure that students are present during scheduled exam times. Upon receipt of NYSESLAT materials, the ENL teacher and testing coordinator count the number of booklets and answer documents and contact the Borough Assessment Implementation Director if the school does not have sufficient numbers of materials. Next, the ENL teacher, and other staff members who have been trained to carry out standard examination procedures administer all subtests of the NYSESLAT

during the administration window. The ENL teacher tracks completion and ensures that students who were not present are given opportunities to complete the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. During the first week of school, the ENL Teacher reviews the RLAT report from ATS to determine which students will continue to be entitled to ENL services. A Continued Entitlement Letter is sent to parents of students who continue to be entitled to ELL service (based on the NYSESLAT). The ENL teacher sends a non entitlement/transition letter to parents of students who have exited ELL status. Letters are sent in the preferred language of the parent no later than September 15. The ENL teacher keeps a log indicating the date, the type of letter, the language of the letter, and the method that the letter was sent.
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).

The majority of parents opt for ENL services as their first choice on the Program Selection Form. Most parents who opt for another model choose to stay at P.S. 182 and have their child receive ENL services. The program model at the school aligns with the majority of the parent requests. The parents must return the completed and signed Program Selection Form within 5 school calendar days. If the parent does not return the form, the student is placed in ENL since P.S. 182 does not have a bilingual program. Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by CR Part 154. P.S. 182 will build alignment between parent choice and program offerings as per Aspira Consent Decree by opening a bilingual program if 15 or more ELL students speak the same language in one or two contiguous grades.

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.
P.S. 182 delivers instruction to ELL students through a Freestanding English as a new language program. The program emphasizes English language acquisition by providing instruction in English with home language support. As per CR Part 154, the school has adopted a combination of both stand-alone ENL and integrated ENL to serve the ELL population. Stand-alone ENL is implemented in a small group setting. For stand-alone ENL, the groups consist of students at the entering and emerging proficiency levels with a maximum grade span of two contiguous grades. Integrated ENL is delivered through a co-teaching model by a certified ENL teacher and a certified content area teacher. The integrated method includes content area subject matter and English language development using ENL strategies. The grouping for integrated ENL instruction consists of mixed proficiency levels in one grade.
 - b. TBE program. *If applicable.*
P.S. 182 does not currently have a Transitional Bilingual Program
 - c. DL program. *If applicable.*
P.S. 182 does not currently have a Dual Language Program.
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)?
Students at the entering and emerging levels receive 360 minutes per week of ENL instructional time (180 minutes of stand alone ENL and 180 minutes of integrated ENL). Students at the transitioning and expanding levels of proficiency receive 180 minutes per week of ENL instructional time via the integrated ENL model. Former ELLs continue to receive services (90 minutes per week of integrated ENL) for an additional two years.
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.

The ENL teacher, classroom teachers, and reading specialists collaboratively discuss needs associated with second language acquisition. They discuss effective instructional strategies and develop different key domains of literacy to support competencies in reading, writing, listening, and speaking. The CCLS based instruction promotes language development. Our science program consists of a blended program which includes a hands on inquiry approach. ELL students participate in both art and music classes. All students receive instruction in technology and related language acquisition software is available for ELL students. In the content area subjects, the aim is to build on the individual student's prior knowledge and to develop abstract concepts through concrete applications using manipulatives, charts, graphic representations, text re-representation, pictures and realia.

The ENL teacher integrates content areas such as Science and Social Studies through text selection and shared language experience approach. The teacher differentiates instruction by adjusting the academic language demands of the lesson in the following ways: frontloading vocabulary, modifying speech rate and tone, direct instruction of grammar, repeating key words and phrases, using context clues, modeling strategies, and relating instruction to students' background knowledge and experiences.

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

The school provides math and science exams in the native language of the students.

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

The ENL teacher designs lessons that will engage students in all four language modalities. Through instructional activities during ENL, students are evaluated in the four modalities. As students engage in discussions, presentations, and writing activities the teacher evaluates their progress and records behaviors via checklists, conference notes, and anecdotal records.

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

a. We currently do not have SIFE students. However, if we did we would offer them an academic intervention plan according to their linguistic and academic needs.

b. Newcomer ELLs receive differentiated instruction during the literacy block as well as support with vocabulary acquisition and

structures of the English Language during the stand alone ENL sessions. The students receive focused, intensive small-group interventions for English Language Learners determined to be at-risk during the school day and through AIS. The interventions will include the five core reading elements (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit and direct instruction is the primary means of instructional delivery. The students are assessed using multiple measures including ELL periodic assessments, informal reading inventories, and Fountas and Pinnell reading assessments. The data is analyzed to determine instructional focus. The ENL teacher uses a variety of strategies to make information comprehensible for students at the pre-production and early production stages of second language acquisition including total physical response, the use of visual aides, realia and manipulatives.

c. The ENL teacher differentiates for developing ELLs by providing comprehensible input when introducing new vocabulary and gradually increasing the level of difficulty, integrating language and content, and planning lessons which provide students with opportunities to develop language fluency and demonstrate their second language productive skills.

d. We currently do not have long term ELLs (over 7 years). However, if we had we would provide as needed academic intervention services and/or tutoring in addition to the mandated ENL services.

e. Former ELLs who have been identified as English Language Learners and subsequently exited from ELL status receive 90 minutes per week of integrated ENL and specified testing accommodations. The ENL teacher differentiates for these students by integrating language and content, providing opportunities to develop fluency, and building academic vocabulary.

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.

Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, the principal will review the re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with the student, his or her classroom teacher, ENL teacher, and parent to review samples of student work and discuss academic progress. If the principal believes that the student has been adversely affected by the determination, the principal will provide additional support services and may reverse the determination within a 6-to-12 month period. The principal will consult with the superintendent, and final notification will be sent in writing to the parent/guardian in the preferred language within 10 school calendar days.

Chart 1. How do instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs identified as having special needs receive mandated services through the special services instructor and ENL services by a licensed ENL teacher. ELLs identified as having special needs will receive mandated services as indicated on their IEP. IEP goals and formal and informal assessments will determine focus of individualized instruction. Supplemental services will be offered to eligible students to support language acquisition. ELLs with special needs are entitled to accommodations on standardized tests as indicated on the IEP and additional accommodations offered to ELL students.

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?

The ENL teacher includes the special education students with the general education ENL groups and provides all the educational scaffolds to support them with attaining academic success. Teachers scaffold academic language and complex content to support students' participation in content areas as follows:

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

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	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*
TOTAL	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(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. 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.

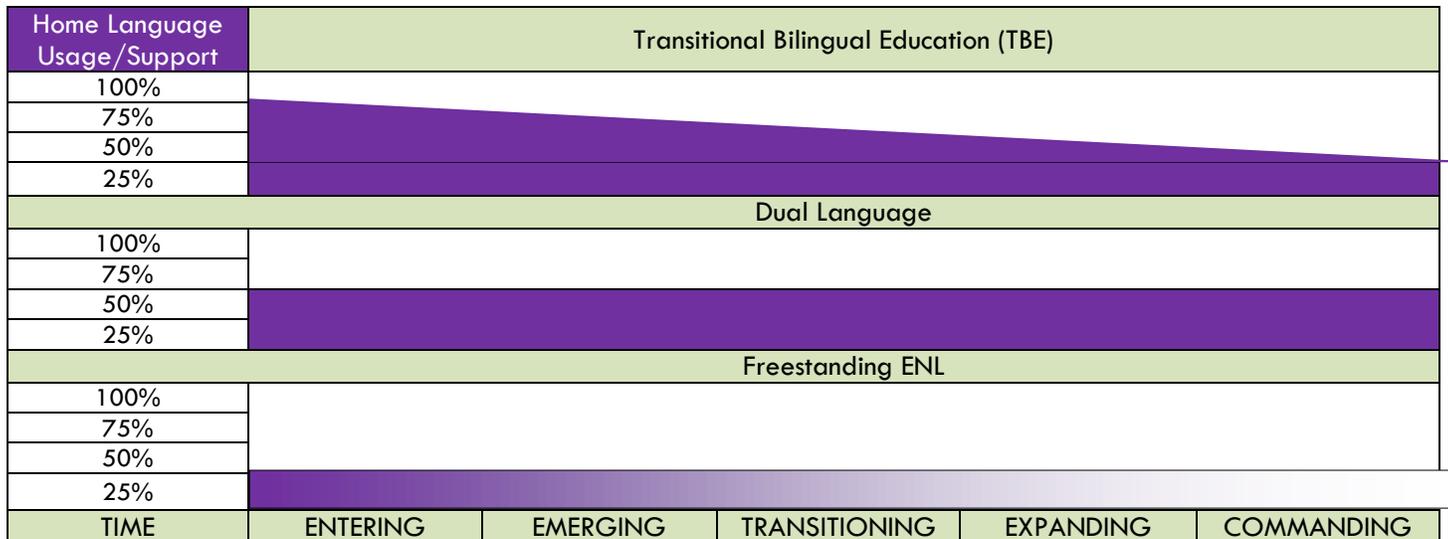


*Note: “other approved services” does not apply to New York City at this time.

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.
ELL students identified at risk receive the following academic intervention services (AIS):
1. Individualized instruction based on specific needs
 2. Small group instruction
 3. Supplemental small group literacy instruction provided by F status teacher (funding permitted)
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Paste response to question here:
12. What new programs or improvements will be considered for the upcoming school year?
Paste response to question here:
13. What programs/services for ELLs will be discontinued and why?
None
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs participate in all school programs including art and music. ELL students also participate in a morning English Language Arts and math 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.
Students use the RAZkids and Imagine Learning programs on the computer to support them with building reading comprehension, phonics, fluency, and vocabulary acquisition. In addition, the following instructional strategies are implemented to help English Language Learners acquire vocabulary:
1. Learning vocabulary in the context of mastering new concepts through literature discussions.
 2. Student conversations
 3. Writing exercises
 4. Cooperative group activities
 5. Semantic maps
 6. Students are provided with opportunities to speak and use language that is linked to academic learning including paraphrasing, asking questions, expressing ideas.
 7. Supports such as graphic organizers, concept and story maps, word banks and word walls are used to enable students to process, reflect on, and organize information
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Students are provided with glossaries, word for word dictionaries and cognates when appropriate. Students are encouraged to turn and talk in their native language to discuss more complex themes and texts when appropriate.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our ENL groups are formed considering the age and grade level of each student. The maximum grade span for grouping is two contiguous grades. We strive to form groups that address their English proficiency needs. We use resources that are developmentally appropriate.
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).
There are no programs before the beginning of the school year. The program in place includes and provides instruction to newcomers as per their academic and language needs.
19. What language electives are offered to ELLs?
N/A
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)?

P.S. 182 does not have a dual language program.

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.)
In order to comply with the Jose P. mandates, professional development in meeting the needs of ELL students will be scheduled during grade level conferences, faculty conferences, and designated professional development days. All teachers at P.S. 182 receive professional development that specifically addresses the needs of English language learners. 15% of the required professional development hours for all teachers is dedicated to language acquisition, best practices for co-teaching, and integrating language and content instruction for English Language Learners. This is achieved through professional learning communities during which the ENL teacher facilitates research, discussion, and professional reading centered around the needs of English language learners. The ENL teacher receives a minimum of 50% of the required professional development hours dedicated to language acquisition in alignment with core content instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher receives professional development at on-going training at district level meetings. In addition, the ENL teacher attends compliance professional development meetings provided by the New York City Department of Education.
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?
The ENL teacher attends network forums that address support for ELLs as they engage in the Common Core Learning Standards. The ENL teacher turn-keys the information to the staff at P.S. 182. In addition, professional learning communities will focus on researching scaffolds and instructional methods that will support ELL students as they engage in the Common Core Learning Standards.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.
See question 1 for description of how the school meets the professional development requirements as per CR Part 154.2. The ENL teacher distributes agendas and sign in sheets for professional development activities and stores copies of these items in the ENL Compliance binder.

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?

The ENL teacher will reach out to parents to set up individual meetings at least once a year, in addition to parent-teacher conferences and initial parent orientations. These meetings will take place on Tuesday afternoons during the designated parent engagement period. During the meetings the ENL teacher will discuss the goals of the program, the child's language development progress, assessment results and language development needs. The ENL teacher will get assistance from a bilingual staff member or utilize the NYC DOE interpretation unit to ensure that the meeting is conducted in the language that the parent or guardian best understands. The ENL teacher will keep sign in sheets and notes from individual parent meetings. The ENL teacher will also keep a log of outreach to parents.

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 here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are provided opportunities to be actively involved in establishing school based policies and recommendations by serving as members of the School Leadership Team or Parent Association. Parents are encouraged to attend our monthly PA meetings. The school encourages parents to share in student successes through monthly assemblies, which encourage students to succeed at the highest possible level. Parents are encouraged to assist in the school through a volunteer program. Parents may work in classrooms, the library, offices, and other school activities to supplement and complement the efforts of the school. Title 1 workshops provide opportunities for parents to assist their children at home in their academic studies. Regular written communication reflecting on-going day-to-day activities in the school is disseminated to the parents. The parent coordinator reaches out to parents in the preferred language (with the assistance of the translation and interpretation unit) to notify parents of these opportunities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school collaborates with Studio in a School which provides direct artist services to our students and teachers. Parents are provided opportunities to explore art making and art careers through our studio in a school parent workshops.
5. How do you evaluate the needs of the parents? The PA surveys parents to determine the needs of the community.
6. How do your parental involvement activities address the needs of the parents?

Parents vote to determine workshop providers/topics

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: PS 182

School DBN: 08X182

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)
Anne O'Grady	Principal		
Mary Oldak	Assistant Principal		
Urselina Wilson	Parent Coordinator		
Maria Galifi	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Barbara Skokos	School Counselor		
Karen Ames	Superintendent		
Kristy DelaCruz	Borough Field Support Center Staff Member		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X182** School Name: **PS 182**
Superintendent: **Karen Ames**

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.

Home Language Surveys are reviewed by the classroom teacher to determine parents/guardians who require translation or oral interpretation services. Parent and phone contact by the Parent Coordinator and the ATS printouts will also be used to determine families who may require translation services. An (RSEC) Report was printed (Ethnic Census Report for PS 182) and the Adult Preferred Language Report (RAPL) to identify the written and oral translation needs of the parents. This information is given to the classroom teachers. The Home Language Report (RHLLA) indicates that the home languages at P.S. 182 are as follows:

Home Language	
Arabic	3
Bengali	21
Cantonese	3
Chinese	1
French	2
Mandarin	1
Mandinka	1
Spanish	128
Urdu	2
English	773

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.

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

Part 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.)

Parent Letters, before school program information letter/application

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.

4 Parent Teacher Conferences (Sept, Nov., March and May)

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.

.Translation services through the DOE are processed on a first-come, first-served basis. The school will contact the DOE translation unit regarding translation needs. The following Translation Services are available for all DOE schools and offices:

Types of Documents Languages Available For Schools Letters, Notices, Flyers, Consent Forms, Parent Handbooks All Languages

*Other languages are available. Please inquire for more details. The school will complete a Translation Request Form and submit it to translations@nycboe.net, along with the file to be translated. The

Translation Request Form is available in the Forms section of this site. Once the request has been received, the project will be assessed and an estimated completion date will be provided. Once the project has been completed, the translations will be returned as PDF files via e-mail and will contain a unique project number and the language of the document in the footer of each translated page for identification purposes.

2. Describe 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.

The DOE Translation and Interpretation Unit offers both simultaneous (with interpretation equipment) and consecutive (with the speaker and interpreter taking turns) interpreting services in all languages. Availability of interpreters and interpretation equipment can vary subject to demand. To obtain interpretation services, the school will must complete an Interpretation Request Form and submit it to translations@nycboe.net. For American Sign Language services the Office of Sign Language Interpreting Services is contacted at 212-689-4020. For any other oral interpretation need, the school will contact the Department of Education's vendor. Requests are made directly to the vendor will be the responsibility of the school, and any costs incurred will be borne by them. Availability is determined based on language, time, and most importantly, advance notice. Staff members (Assistant Principal, Supervising School Aide, and Parent Coordinator) at PS 182 will provide Spanish translation to make parents aware and involved in the child/ren education at:

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

Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English proficient parents. This service offers the ability to communicate with a parent with the assistance of an interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for an unexpected visits from parents who cannot communicate proficiently in English. Over-the-phone interpretation services are available through the Translation and Interpretation Unit between the hours of 8 a.m. and 5 p.m., Monday through Friday, except on select holidays. These hours are extended during scheduled Parent-Teacher Conferences. Calling 718-752-7373 ext. 4 gives the school access to these services.

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.)

Translation & Interpretation brochure , Language ID Guide and Language Palm Card distributed to all staff mailboxes

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

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

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

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

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

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

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

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)

Parent survey to be distributed to all parents with a preferred language other than English. Results will be tabulated and reviewed.