



P.S. 172
THE BEACON OF EXCELLENCE
THE MAGNET SCHOOL FOR LEADERSHIP
IN THE 21ST CENTURY

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K 172
ADDRESS: 825 FOURTH AVENUE
BROOKLYN, NEW YORK 11232
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 172 **SCHOOL NAME:** The Beacon of Excellence

SCHOOL ADDRESS: 825 Fourth Avenue, Brooklyn, New York 11232

SCHOOL TELEPHONE: 718 – 965-4200 **FAX:** 718 – 965-2468

SCHOOL CONTACT PERSON: G. Jack Spatola **EMAIL ADDRESS:** jspatol@schools.nyc.gov

<u>POSITION/TITLE</u>	<u>PRINT/TYPE NAME</u>
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	<u>G. Jack Spatola</u>
PRINCIPAL:	<u>G. Jack Spatola</u>
UFT CHAPTER LEADER:	<u>Jill Rogness</u>
PARENTS' ASSOCIATION PRESIDENT:	<u>Tina Katz</u>
STUDENT REPRESENTATIVE: <i>(Required for high schools)</i>	<u>N/A</u>

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 102

NETWORK LEADER: Joseph Cassidy/Alison Sheehan

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
G. Jack Spatola	*Principal or Designee	
Jill Rogness	*UFT Chapter Chairperson or Designee	
Tina Katz	*PA/PTA President or Designated Co-President	
Amanda Umbria	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Elizabeth Valentin DeMaio	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ivone Garcia	Guidance Counselor	
Theresa Richards	Member/ Parent	
Jimmy Inca	Member/Parent	
Sandra Galvis-Pena	Member/Parent	
Dominique Freda	Member/Teacher	
Kristin Jarvis	Member/Teacher	
Rachel Dougherty	Member/Teacher	
Blanca Vasquez	Member/Parent	
Ivdessee Justiniano	Member/Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

2007-2008, 2008-2009, 2009-2010
Report Card/Progress Report Grade: A
Quality Review Grade: Outstanding

At P.S. 172, the passion to make a difference has generated a comprehensive laser-beam approach to learning that has produced student academic excellence. Each student's strengths and weaknesses are initially assessed by the classroom teacher who develops an individualized instructional plan for each student. The plan is constantly reviewed and revised to accommodate the needs of the student. When teachers notice that a student is not making the expected progress, the teachers reach out to the supervisor and coach. They jointly work to evaluate the needs of the student, and if necessary, bring into the process the clinical speech pathologist, occupational/physical therapist, guidance counselor, social worker and clinical psychologist. Together the team members a strategy for building o the student's academic strengths and address their weaknesses.

This individualizing of learning has produced extraordinary academic achievements.

"This school's overall score for 2009-2010 is 105.1, better than 100% of all Elementary schools citywide," states the NYC DOE on P.S. 172's Progress Report. "One school that stands out as a top scoring school in the city is P.S. 172." publishes the Wall Street Journal on July 31, 2010. "A Brooklyn school scores the highest in the City," declares the New York Times in an article on April 26, 2010. "P.S. 172 outperform other District 15 schools in more affluent neighborhoods," writes the Daily News on August 1, 2010. "We came to P.S. 172 to welcome families to the first day of school because we want to celebrate this school's Culture of Excellence and send a message that all schools need to be like P.S. 172," stated Mayor Bloomberg and Chancellor Klein on September 8, 2010. Other recognitions of our students and teachers extraordinary achievements may be found on local newspapers and educational magazines as well as on Twitter, Facebook and numerous websites.

P.S. 172's success is due in large part to our school's commitment to differentiating instruction and providing teaching and learning experiences that match each student's individual needs and capacities. Our work in this area is fueled by a school-wide policy that makes data driven decision-making an integral part of curriculum planning, implementation, assessment and revision.

Our school's commitment to collaboration and data driven decision-making is evidenced by our many impressive accomplishments. These accomplishments include:

- ◆ During the past several school years, P.S. 172 has been a citywide top ranked school in all academic areas with the most recent 2010 results showing (99.6%) of our students perform at or above Grade Level Standards, Levels 3 & 4 on NYS Math Test and 96% of our students perform at Levels 3 and 4 on the NYS ELA-reading and Writing Exams. None of our students performed at Level 1 on either of these exams since 1995. This performance places our school in the top 5 highest achieving in the entire city.
- ◆ P.S. 172 is consistently recognized for the exemplary gains made by our English Language Learners and Special Education students in ELA, Mathematics, Science, Social Studies.
- ◆ P.S. 172 continues to be a recipient of the Department of Education's Excellence Award for receiving a grade of "A" on the Progress Report and for our status as an "outstanding" school, scoring in the 99th percentile of all elementary schools citywide.
- ◆ P.S. 172 has worked with Teachers' College Reading and Writing Project for more than 10 years. During this time, P.S. 172 has emerged as a model school for the project and has opened its doors to schools across the city, state and nation so they may learn from our practices and to consider their "next steps" in the implementation of a balanced literacy program. Since September of 2006, our school has also worked with Teachers' College and Math in the City to develop a periodic "Do Your Own (DYO) Assessment".

- ◆ P.S. 172 continues to be a professional learning institution for our faculty as well as for teachers, principals and superintendents from throughout the city, nation and beyond with England in 2007, Korea in 2008, and Australia in 2009. Interest has focused on examining the systems and structures in place that enable us to successfully provide high level learning to all students.
- ◆ In the past and as recently as this past April 2010, P.S. 172 has been recognized by The United States Department of Education as a national model of an exemplary “School-Wide Program” school, by the NYC Educational Priorities Panel as a school “Debunking the Myth” that poverty and limited English proficiency are impediments to high academic performance, by The New York Times, The Washington Post and The New York Daily News as one of the city’s best public schools.

The most significant aids to our continuous improvement include the following:

- ◆ Our pedagogical growth in effectively differentiating learning to all students, as supported by the cooperative smart work of all, clinical psychologist, speech pathologist, teachers, counselors, related service providers and parents.
- ◆ Our School Based Option to use the 37 ½ minute extended school day to offer intervention and enrichment services to all of our students.
- ◆ Weekly 90 minute grade-specific professional development sessions.
- ◆ Our After School and Saturday Programs when students work with their classroom teacher or related service provider (ESL, Resource room, Speech) in small groups and receive targeted assistance as well as enrichment in the Arts.
- ◆ Our longstanding partnership with the Brooklyn Museum of Art works with our teachers, students and parents to look at visual literacy and reading/writing as parallel processes which provide students with a familiar language and use of familiar techniques.
- ◆ Our extensive Parental “Empowerment” Initiative with bi-weekly curriculum workshop and monthly Parents as Reading Partners opportunities as well as writing publishings and Social Studies celebrations.

We are particularly proud of our work in developing our highly successful school based assessment system. The highlight of this system is our end of unit assessments in Reading, Writing and Math with matching rubrics. These end of unit assessments were created to directly gauge how well our students have acquired the skills and strategies taught in each unit of study and to inform teachers, coaches and supervisors as they make decisions about current and future units of study. Assessment results and teacher commentary are sent home monthly to keep parents better informed about their child’s on-going work in school.

P.S. 172 has created a customized report card as an outgrowth of our school based assessment system. The report card grades students according to specific grade standards and also measures their individual progress in relation to the specific work they are doing in class. This continues to be a “work-in-progress.”

P.S. 172 has several systems in place to ensure that the data that is collected is shared. Weekly grade meetings that include related service providers, 4-5 common grade specific preparatory periods per week, grade leader bi-monthly reports to administration, weekly cabinet meetings and twice weekly supervisor/coach meetings. With these systems in place and the type and amount of assessment data that is generated and analyzed, P.S. 172 is able to look at the whole child and make informed decisions about their progress as individual learners.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SECTION IV: NEEDS ASSESSMENT

P.S. 172 compiles a wide variety of assessment data for the singular purpose of developing a comprehensive understanding of student performance. The assessment data comes directly from our analysis of the following:

Classroom teachers maintain Individual Student Portfolios for every student in our school. The contents of these portfolios are shared with parents, students and all service providers and are the basis for individual students' long and short term academic goals and intervention plans. The portfolios help teachers make revisions to current curriculum plans and inform curriculum planning for the following year. Classroom based portfolios include:

- ◆ **Work Samples and Rubric score sheets detailing each student's work on school created end of unit assessments in reading, Writing and Mathematics. These assessments are both summative and formative. They are summative because they assess whether or not students have successfully learned the content, skills and strategies taught in a specific unit of study and formative because they have influence over upcoming units of study and specific student interventions.**
- ◆ **DYO Periodic Assessment/TC Reading Assessment administered 5X/year (September, November, January, March, June).**
- ◆ **Teacher's Individual and Group Conference Notes.**
- ◆ **Intervention Teachers Conference Notes and alternative reading level assessment (DYO).**
- ◆ **Resource Room assessments for students in Grades 4-5; Slossan Oral Reading Assessment (Sept., May), 1,000 Assessment (monthly), The Wilson Periodic Fluency Inventory (Nov., March, May), Recipe for Reading Phonetic Assessment (September).**
- ◆ **ESL assessments including the Diagnostic Developmental Checklist of Language Patterns (K-5), LAB-R (kindergarten only), NYSESLAT (Grades 1-5).**
- ◆ **Predictive School Based Standardized Exams in reading and Math (with question/skill analysis).**
- ◆ **Standardized Test results.**
- ◆ **Student goals in Reading and Mathematics.**
- ◆ **Educational Intervention Plans 5X a year for students identified as at-risk of not meeting promotional criteria (Tier I) or of not meeting grade level standards (Tier II).**
- ◆ **Kindergarten assessment: letter/sound assessment (administered monthly), Book Handling assessment, Slight word assessment (Nov., Feb., April)*Students receiving intervention services in Kindergarten are assessed weekly.**
- ◆ **Grades 1 & 2 assessments include: Word Study Spelling Stage Assessment (administered in Sept., Nov., Jan., April, June), Slight Word Assessment.**
- ◆ **Parent input – at the beginning of each school year, teachers schedule two opportunities for parents to visit their child's "new" classroom and meet their "new" teacher. These meetings allow teachers to share information with parents, and offer parents the opportunity to discuss their child as a learner.**
- ◆ **Intervention Plans and information generated as a result of parent meetings around these plans.**

Supervisors and coaches met weekly with grade level teachers to look at assessment data and revise current and future units of study and make decisions about the skills and strategies that will be used to teach those units. This planning and revision work is necessary to better reflect the needs of learners in each class and grade.

I. Finding Summary: Redefining the “Intervention” Instructional Program with the focus on Guided Reading and Mini-lesson

A review of the reading level data shows an increase in the number of students in Grades 3-5 reading at or above grade level. When comparing September 2009 reading levels to September 2010 reading levels, the following trends were noticed:

Grade 3 The percentage of Grade 3 students reading at/or above grade level increased by 5%.

The percentage of Grade 3 students reading 2 or more levels below grade level decreased by 13.5%.

Grade 4 The percentage of Grade 4 students reading at/or above grade level increased by 13.2% while the number of students reading 2 or more levels below grade level decreased by 2.1%.

Grade 5 the percentage of Grade 5 students reading at/or above grade level increased by 8%, while the number of students reading 2 or more levels below the grade level increased by 2%.

The September reading level data collected supported the 2009/2010 redesign of our intervention program services. The redesign refocused our reading intervention efforts into flexible guided reading groups and the use of the intervention teachers to instruct the mini-lesson.

In 2010-2011 school year, our intervention program services will continue to focus on guided reading groups and to two mini-lesson instructional groups due to the promising results shown. We will continue to work with Teachers’ College Reading and Writing Project Staff Developers to provide at least one 4-6 week cycle of professional development in grouping and planning for guided reading groups that push our students as readers. To further support our work of moving readers up the levels, a study group will investigate how specific guided reading level books can be banded together. The study group will examine the complexities presented by each “guided reading band” of texts and whether or not this knowledge will be useful to teachers as they work with students to push them ahead as readers. Additionally, all intervention literacy teachers will teach the reading and writing mini-lesson in all grades thus providing more targeted instruction by dividing each class into two groups.

II. Finding Summary: Increasing Kindergarteners’ end-of-year reading level standards and modifying literacy curriculum for Kindergarten ELLs.

A review of the reading level data shows an increase in the number of Kindergarten students reading at levels C and beyond, generating a change in the end-of-year reading level standards from A/B to C/D. In March 2010, 98% of all Kindergarten students were reading at levels B and beyond compared to March 2009 96%.

In June 2010, 100% read at level C.

As such, for the 2010-2011 school year the end-of-year reading level standard has been increased from A/B to C/D. It shows that the curricula adaptations and the restructured instructional approaches of the intervention teachers adapted for 2009-2010 has been successful and will be continued.

Further, we examined NYSESLAT data generated by our ELLs in Kindergarten during the past four school years (2006-2010). The findings included: A yearly increase of 3% on the speaking performance, 1% increase on the listening performance.

As a result, our Kindergarten literacy curriculum has been modified to build vocabulary, language and communicative skills.

Oral story-telling activities have been incorporated in all reading units of study. Language patterns and vocabulary have been integrated in interactive writing, reflecting the reading texts level A-C used in shared reading and independent reading.
Drama Techniques and visuals, video projection, pictures, smart boards have been integrated in the read aloud, in the writers' workshop, and in lessons of the emergent story book reading unit.
Review of each independent reading text for sight word and vocabulary as well as overall reading level for the purpose of successful differentiation.

Needs Assessment of ELLs

In 2009 our school was singled-out on the percentage of initial referral of English Language Learners. The data showed that the initial referral rate in the 2008-2009 school year was 37 students or 7% of the K-5 population of which 21 students or 11% of these students were English Language Learners. We prioritized this educational need and in the 2009-2010 school year our school achieved a significant decrease in initial referrals. These numbers dropped to 19 total students from 37 as such to 3.6% from 7% and to 11 English Language Learners from 21 or 2% from 11%.

We plan to continue the effort to lower the number of initial referrals of English Language Learners for the 2010-2011 school year.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **By June 2011** Eighty-five percent (85%) of all students in Grades 1-5 will read at one guided reading level higher than students in similar grades the preceding school year.
2. **By June 2011** The number of K-5 students making at least one (1) year progress in reading will increase by 1% over the preceding year.
3. **By June 2011** Five percent (5%) of the ELLs in K-5 will attain an increase of at least one level (beginners to intermediate to advanced to proficient) in the NYSESLAT over the preceding school year, and in Grades 3-5 the percentage of ELLs making one (1) year progress as per the NYS ELA will increase by 2% over last year.
4. **By June 2011** There will be a decrease of at least 1% in the referral rate of English Language Learners and General Education students over the previous year.
5. **By June 2011** There will be another five percent (5%) increase in last year's 67% active parental involvement as evidenced in the participation of the parent workshops, curriculum celebrations and parent meetings.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): LITERACY # 1

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 eighty-five percent (85%) of all students in Grades 1-5 will read at one guided reading level higher than students in similar grades the preceding school-year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Assessment of all available data, including end of units tests, running records, conference notes, to mention a few, will be continuously analyzed to adjust units of study and teaching/learning approaches to support each student in the acquisition of specific skills and strategies in reading, writing, listening and speaking.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Funding, Title I SWP, Contract for Excellence Time on Task, and Teacher Quality funding will support coaches, teachers, intervention teachers during the school day as well as per session after school and Saturday services.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>D.Y.O Periodic Assessments and End of Unit assessments with matching rubrics in reading. Establishment of deeper and more accurate assessments of reading levels through teacher selection of a “Benchmark Book” assessments system. Individual reading student portfolios.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): LITERACY # 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the number of K-5 students making at least one year progress in reading and writing will increase by 1% over the preceding school-year.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Analyze end of units assessments results, running records, D.Y.O Periodic assessment data, conference notes against expected individual student progress. Group for small group instruction by classroom teacher, intervention teacher, after school teacher. Make collaborative adjustments to teaching/learning upgrades as well as to current curriculum units of study. Establish short term goals for individual student’s needed skills and strategies. Provide professional support to all teachers in assessing fluency and comprehension of our students as readers and writers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title I School Wide Projects, Contract of Excellence Teacher Quality and Time on Task.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>D.Y.O Periodic Assessments. End of Units reading assessments with matching school developed rubrics “Benchmark Book” assessment. School Based Standardized Test System analysis including our specific question/skill analysis and error analysis.</p>

SECTION VI: ACTION PLAN

Directions:

Subject/Area (where relevant): LITERACY # 3

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 five percent (5%) of ELLs in K-5 will attain an increase of at least one level in the NYSESLAT over the preceding school year and the ELLs in K-5 will attain at least one percent (1%) increase in Levels 3 and 4 reading performance over last year’s 94%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide additional differentiated instruction. Increase the effectiveness of conference results as a tool for greater academic rigor through professional development. Focus on developing further inference skills in comprehensive and writing strategies. Provide an additional read aloud small group daily. Integrate language structures in lesson planning. Repetition of mini-lesson with language skills weekly. Intense intervention instruction by F-status teachers in addition to ESL. After school and Saturday small group intervention.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Tax Levy, Title I School Wide Projects, Contract of Excellence Time on Task and model programs for ELLs.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>D.Y.O Periodic assessment results. PASS Assessment. School Based Student Portfolios. School Based Standardized Test analysis including our specific fluency, sentence structure and comprehensive analysis. End of units assessments.</p>

SECTION VI: ACTION PLAN

Directions:

**INITIAL REFERRAL RATE OF
ELLS AND GENERAL**

Subject/Area (where relevant): EDUCATION LEARNERS #4

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 there will be a decrease of at least 1% in the referral rate of English Language Learners and General Education students over the previous year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teach and assess followed by teach and assess of differentiated instruction by classroom teachers, ESL/Intervention teachers and service providers. Monthly assessment of educational plan for all Tier I students at risk of meeting promotion criteria and Tier II students at risk of not meeting grade appropriate learning and performance standards. Instruction focus on guided reading, strategy lessons in small group, at risk counseling, at risk speech and at risk IEP services.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>IDEA, TL IEP Teacher, TL SBST</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Monthly performance assessments measured vs. Individual Education Plan. Monthly revision of Individual Educational Plan measured vs. actual performance results. School Based Standardized Test system analysis. PASS Assessment. D.Y.O. Periodic assessments.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): PARENT INVOLVEMENT #5

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 there will be a five percent (5%) increase in last year’s 67% active parental involvement as evidenced in the participation of the parent workshops, curriculum celebrations and parent meetings.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Weekly debriefing with Parent Coordinator and Parent Leaders. Monthly consultations with PTA Executive Board with workshops on partnerships. Monthly parent news letter in English and Spanish. Grade level curriculum and parenting workshops.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Tax Levy Funding, Title I School Wide Projects, Title I Translation, Tax Levy Translation. Parent Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Tally the parent survey results. Maintain and compare records of parent attendance in curricula workshops, class visits, conferences and meetings. Increase in student academic performance. Increase in student attendance rate.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	27	N/A	N/A	10	6	18	-
1	27	29	N/A	N/A	8	4	15	-
2	29	28	N/A	N/A	17	3	9	-
3	26	19	N/A	N/A	16	2	3	-
4	22	19			15	3	5	-
5	17	15			15	1	4	-
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA: Mathematics:</p>	<p>Classroom teacher, grade level intervention teacher, mandated service provider, coach and supervisor plan for individual students to ensure differentiation on a particular skill or strategy to accelerate learning. During the school day the intervention teacher pushes-in during the workshop by teaching the mini-lesson to a small group of same needs learners and then provides one-on-one conferring and small group strategy lessons and/or guided reading for the remainder of the workshop.</p> <p>Technology is used to strengthen work study with computer games. Students at risk are grouped in a number of 6-8. Groups are flexible and group membership is defined by measurable results. These results are articulated in each student’s intervention plan which specifies both long and short range goals for each student and revises those goals along with the instructional skills and strategies that will be used to address them. Intervention teachers use visual and/or tactile aids in order for at risk learners to retain and apply knowledge, skill and strategies more effectively. For example, the Kindergarten learners reinforce letter/sound recognition with play-dough, glitter and sand, and use dramatic play with puppets and props to support early emergent work. Additionally, assessments like benchmark texts for fluency, accuracy and comprehension in reading, are used monthly to measure learning progress in attaining short range and long range goals. After school and Saturday classes for at risk students are offered year-round. The After school services are taught by the students’ regular school day teacher providing a true “extension” of learning.</p>
<p>Science:</p>	<p>The Science lab provides AIS instruction during the school day. Science instruction will be part of the content area literacy support.</p>
<p>Social Studies:</p>	<p>Social Studies is integrated in our literacy work as well as connected with grade level arts daily during the school day and twice weekly in the After school program.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Bilingual Crisis Intervention, Bereavement counseling, behavioral modifications, short term therapeutic counseling related to issues interfering with academic performance and home life.</p>

At-risk Services Provided by the School Psychologist:	Family counseling, individual and group counseling of students displaying academic difficulties. Address emotional and social factors. Management of students on medication of ADHD.
At-risk Services Provided by a two day per week Arts Therapy Counselor	Short term therapeutic counseling using the visual and creative arts related to issues interfering with academic performance and home life.
At-risk Services Provided by the Social Worker:	Family crisis intervention, Social Services referrals for public assistance and immigration issues. Coordination of special education services including OT, PT, etc.
At-risk Health-Related Services;	Counseling and health education sessions for asthmatic, diabetic, overweight children and respective families, are offered during the school day and after school. Students are assisted on how to understand and make sense of health issues.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K – 5 Number of Students to be Served: 180 LEP 0 Non-LEP

Number of Teachers 2 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

P.S. 172's written translation and oral interpretation needs are assessed using data that is collected from the following sources: the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Teacher association meetings and during parent workshops. ESL teachers and other school faculty analyze this information and determine into which languages, school documents, addresses and announcements must be translated.

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

Based upon the data collection and analysis described in the section above, and in consideration of school demographics, P.S. 172 has found that school documents, addresses, and announcements must be translated or interpreted into the following languages (in order of dominance): Spanish, Arabic, Polish, Bengali, and Cantonese. The ESL teachers reported these findings to classroom teachers at the beginning of the school year in relation to their class population. Additionally, the Parent coordinator and school administrators were made aware of P.S. 172's linguistic diversity in order to make the appropriate accommodations for communicating with students' families.

Part B: Strategies and Activities

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

P.S. 172 provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff translates progress reports, at risk forms, field trip notices, and any other documents that are sent home to students' families. Additionally, the ESL teachers look to the Department of Education website to retrieve common forms and applications that have been translated by the New York City's Office of English Language Learners into various languages.

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

P.S. 172's oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during Parent Teacher Association meetings and parent workshops, Parent Teacher conferences, curriculum teas, IEP meetings, and during meetings for children who are at risk of meeting promotion criteria.

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

In addition to the above description of P.S. 172's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellors' regulations A-663 in the following ways: by making our school a welcoming atmosphere for parents who speak languages other than English through the use of multilingual signage and public address, by informing parents of their Parental rights and responsibilities, including their right to translation and interpretation services, by informing parents of upcoming citywide educational events, and by offering information to parents about students' health, safety and conduct in their native language.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic SWP	Title I ARRA SWP	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$565,896	\$67,438	\$633,334
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,659	\$674	\$6,333
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,300	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$56,590	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Title I Parent Involvement Policy

1. P.S. 172, the Magnet School for Leadership in the 21st Century, will take the following actions to involve parents in the joint development Plan.

- a. By having two Title I school parent representatives participate in the monthly Parent Involvement Council**
- b. The two representatives will participate in the monthly meetings of the school's P.T.A., of the P.A. executive Board and in the Principal/PTA Executive Board consultation.**
- c. Share the Parent Involvement Plan with the school parents.**

2. P.S. 172 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- a. Have all parents including those of children with limited English proficiency (LEP) and with disabilities involved in the planning, review and improvement of our school wide program plan.**
- b. Use the monthly meetings of the School Leadership Team, P.T.A., Title I Parent Involvement Committee as well as parent survey to gather needs data, share and assess the data, and develop a plan to successfully meet the students, parents and overall school needs.**
- c. Communicate with parents through multi-lingual letters, workshops in data analysis, curriculum learning and performance standards, curriculum nights, parent conferences, monthly writing publishing and quarterly social studies celebrations.**
- d. Have parents play an integral role in assisting their child's learning through such activities as Parents as Reading Partners and Learning Leaders, as well as through workshops that support parents' knowledge of the curriculum and standards.**
- e. Promote for parents opportunities for decision making and advisory input in committees and meetings which operate with the voting process.**

3. As a Title I school wide school, P.S. 172 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies in all teaching/learning decisions. P.S. 172 will also involve our Title I parents in the district wide programs not present at P.S. 172. these District programs include Head Start Parents as Teachers, Pre-school youngsters by:

- a. Using workshops on these programs' educational purposes, functions and performance data.**
- b. Facilitating inter-visits.**
- c. Providing all available literature.**

4. P.S. 172 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The evaluation will be based on data gathered from parent participation at PTA meetings, curriculum conferences, academic (writing, the arts, social studies) celebrations individual parents conferences on student performance, and workshops.

Additionally, we will use parent response to surveys and evidence of students' academic performance.

The Parent Coordinator, Guidance Counselor and PTA Executive Board members will conduct the evaluation with the active supervision of the Assistant Principal and Principal.

5. P.S. 172 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking the actions described in this paragraph—**
 - i. The State's academic content standards**
 - ii. The State's student academic achievement standards**
 - iii. The State and local academic assessments including alternate assessments**
 - iv. The requirements of Title I, Part A**
 - v. How to monitor their child's progress, and**
 - vi. How to work with educators**

This will be achieved by providing workshops on curriculum and performance standards, data analysis, programs' guidelines and effective practice for at-home tutoring. Sets of workshops will be offered monthly at the completion of the evening PTA meetings, another set of workshops following the monthly Parents as Reading partners, and a variety of workshops at the quarterly year long curriculum nights. Additionally, Saturday classes are offered on parenting, English as a second language and computer technology to address home monitoring of their child's academic progress and appropriate mentoring of their child at home.

- b. P.S. 172 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by holding workshops, classes and opportunities for parents to serve as learning leaders in the classroom.**

- c. **P.S. 172 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing all staff with professional development in the areas of Title I, ESL, CTT and general education requirements and by creating communication opportunities between the parents and teachers on how to assess and design instructional strategies for students, i.e.: portfolio sharing, celebrations planning and participation, etc...**

- d. **P.S. 172 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Pre-school Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
All the parents of our Pre-Kindergarten will participate as all parents of students in Kindergarten through fifth grade. We do not have any of the other initiatives at P.S. 172, i.e. Head Start, Reading First, etc...**
- e. **P.S.172 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand:**

All letters, newsletters, forms, invitations, program definitions and handbooks are translated in the languages parents understand. The most prevalent languages at P.S. 172 are Spanish, Arabic and Chinese.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by PTA Vice President Amanda Umbria

This policy was adopted by P.S. 172 on June 15, 2010 and will be in effect for the period of 2010-2011 school year.

This school will distribute this policy to all parents of participating Title I Part A children on or before September 14, 2010.

Principal – G. Jack Spatola

Date – June 15, 2010

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

School Parent Compact

School Responsibilities

P.S. 172 will provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- 1. Our school exceeds state standards in reading and math with a child centered instructional program driven by assessment, shaped by effective professional development and aligned with appropriate resources. The instructional program builds on the strong foundations established in the early grades. Skilled teachers implement the balanced literacy program, "living" the high scope philosophy and experiencing the integration of social studies and science with grade appropriate fiction and non-fiction rich literature. In the higher grades reduced class size with push-in intervention teachers in the areas of literacy and math provide developmentally appropriate instruction adapted to each child's strengths, needs and interests. Our teachers' competencies are strengthened by a comprehensive professional development program that includes Teachers College consistent exemplary practices.**
- 2. Parent Teacher Conferences will be held twice annually: one week in November 2010 and one week in March 2011. Additionally, Curriculum Nights will provide greater opportunities for parent training and for compact evaluation.**
- 3. The school will provide progress reports on individual children's performances as follows: report cards three times a year, monthly progress reports in the major academic areas of literacy and mathematics, quarterly conferences with parents, continuous assessment of homework, monthly writing celebrations, etc.**
- 4. All staff is consistently available to consult with and be consulted by parents. Appointments requested by parents and/or by teachers will be established and consultations conducted on an "as need" basis.**
- 5. Parents are the Educational Partners at P.S. 172. Information, training and decision-making opportunities are high priority goals. Parents are informed of school programs and services and particularly their child's curriculum and performance standards. Parents are offered learning opportunities on a year-long basis through workshops at twice-a-year Curriculum Nights, monthly PTA meetings, monthly Parents as Reading Partners initiatives and twice-a-year Parents Learning Fairs. Additionally, parents are invited to observe the teaching/learning classrooms, monthly writing publishings, quarterly social studies celebrations.**

Parent Responsibilities

We as parents will support our children’s learning in the following ways: Supporting my child’s learning by making education a priority in our home by:

- Making sure my child is on time and prepared everyday for school
- Monitoring attendance
- Talking with my child about his/her activities everyday
- Scheduling daily homework time
- Providing an environment conducive for study
- Making sure that homework is completed
- Monitoring the amount of television my children watch
- Volunteering in my child’s classroom
- Participating, as appropriate, in decisions relating to my children’s education
- Participating in school activities on a regular basis
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.
- Reading together with my child everyday
- Providing my child with a library card.
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the culture differences of others
- Helping my child accept consequences for negative behavior
- Bring aware of and following the rules and regulations of the school and district
- Supporting the school’s discipline policy
- Express high expectations and offer praise and encouragement for achievement

School Staff – Print Name	Signature	Date
Parent(s) – Print Name		
Student – Print Name		

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly**

recommended that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Please refer to Section IV: Needs Assessment. Page 10

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

Please refer to Sections IV, Section V and Section VI: Needs Assessment, School Goals, Actions Plans. Pages 10, 11, 12

3. Instruction by highly qualified staff.
Sections IV, V and VI. Pages 10, 11, 12
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
Sections IV, V and VI. Pages 10, 11, 12
5. Strategies to attract high-quality highly qualified teachers to high-need schools. N/A

6. Strategies to increase parental involvement through means such as family literacy services.
Sections IV, V, VI. Pages 10, 11, 12
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. **N/A**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
Sections IV, V and VI. Pages 10, 11, 12
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
Sections IV, V and VI. Pages 10, 11, 12
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Sections IV, V and VI. Pages 10, 11, 12

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			565,896	✓	10-12, 19
Title I, Part A (ARRA)	Federal	✓			67,438	✓	10-12, 19
Title II, Part A	Federal	✓			20,294	✓	10-12
Title III, Part A	Federal	✓			27,880	✓	10-12,16
Title IV	Federal			✓			
IDEA	Federal	✓			67,352	✓	10-12
Tax Levy	Local	✓			2,844,383	✓	Throughout

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS N/A

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: N/A **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Three students from the same family.
2. Please describe the services you are planning to provide to the STH population.
The Parent Coordinator and the Guidance Counselor will coordinate transportation, attendance, mental and health services, act as advocates for the children's out-of-school special services as well as interventional remedial/enrichment after school programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 172 Beacon School of Excellence					
District:	15	DBN:	15K172	School		331500010172

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	52	54	56		95.3	95.9	95.6
Kindergarten	96	92	96				
Grade 1	103	94	96	Student Stability - % of Enrollment:			
Grade 2	85	104	91	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	87	81	97		96.9	97.7	98.5
Grade 4	79	82	72				
Grade 5	71	75	85	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		87.5	87.7	91.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	37	3
Grade 12	0	0	0				
Ungraded	0	5	6	Recent Immigrants - Total Number:			
Total	573	587	599	(As of October 31)	2007-08	2008-09	2009-10
					7	4	4

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	38	47	52	Superintendent Suspensions	0	0	0
Number all others	83	90	74				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	43	46	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	4	8
# receiving ESL services only	170	188	TBD				
# ELLs with IEPs	24	76	TBD	Number of Educational Paraprofessionals	2	3	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	48.8	63.0	77.8
				% more than 5 years teaching anywhere	34.9	39.1	46.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	70.0	72.0	86.7
American Indian or Alaska Native	0.3	0.5	0.3	% core classes taught by "highly qualified" teachers	90.2	91.4	96.9
Black or African American	2.6	2.0	2.5				
Hispanic or Latino	81.3	79.6	81.3				
Asian or Native Hawaiian/Other Pacific	2.8	2.7	2.5				
White	11.0	12.6	13.0				
Male	50.3	50.9	49.2				
Female	49.7	49.1	50.8				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	v	-			
Multiracial	-	-	-			
Students with Disabilities	v	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
Student groups making	5	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:			NR	
Overall Score:	105.1	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	15	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	25	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	55.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	9.3					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 102	District 15	School Number 172	School Name The Beacon School
Principal G. Jack Spatola	Assistant Principal Erika Gunderson		
Coach Debbie Nikrad, ELA Coach	Coach Angela Ventura, Math Coach		
Teacher/Subject Area Maria DiRosa, ESL Teacher	Guidance Counselor Ivone Garcia		
Teacher/Subject Area Maria Dorskocil, ESL/ELA Interv	Parent Ana Mabel Seboya		
Teacher/Subject Area Maria Zito, ESL/ELA Interventi	Parent Coordinator Annette Hendrickson		
Related Service Provider Alexis Peters, Speech Provider	Other Rebecca Carrano, ESL/ELA Inter		
Network Leader Joseph Cassidy	Other Jill Rogness, Teacher/UFT Lead		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	1

C. School Demographics

Total Number of Students in School	600	Total Number of ELLs	180	ELLs as Share of Total Student Population (%)	30.00%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an oral interview is given in English or native language. If the child is transferring from another public school, their testing history and transfer folder are viewed. The ESL Teachers, Maria DiRosa and Maria Zito, who both speak English, review the HLIS. Barbara Rawlins and Irma Cardona translate in Spanish when needed. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, children are flagged. The ESL teacher then administers the Language Assessment Battery Exam (LAB-R) within ten days of registration. The ESL teacher, with the assistance of our school's bilingual social worker, Irma Cardona, also conduct an informal oral interview in English and in the Native Language, to determine if the child is eligible for the LAB-R assessment. If the student is unable to understand more than three question is English, the English Lab-R is stopped and the Lab-R is then administered in Spanish. The Lab-R is scored and reviewed and students who score below the grade specific benchmark are identified to be ELLs. The Language Allocation Team at P.S. 172 then works together to determine the correct placement for each individual student.

In spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). In September the language allocation team and our ESL teachers, Maria Di Rosa and Maria Zito, work together to realign our ESL program to meet the needs of our English language learners analyzes the results.

2. If the student is identified as an ELL, parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. ESL Teachers Maria DiRosa and Maria Zito, along with Mr. Spatola, Principal, who speaks Spanish, conduct the Parent Orientation. In September parents/ guardians attend the orientation session, where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/ guardians. Support programs available for ELLs; after school, Saturday school and summer school; are also discussed at the orientation. The Parent Survey and Program Selection Form are completed and returned to the school after the parent/guardian attends the Parent Orientation. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated.

3. Parents/ guardians, who didn't attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing. Papers are sent home with their child, with an explanation of the three programs in their native language. If parent/ guardian still hasn't returned the Parent Survey and Program Selection Form after three days, a phone call is made and the parent/ guardian is asked to come into school. As a last resort, if the parent/ guardian still hasn't responded the child is placed in our Freestanding ESL Program and a letter is sent home. Thankfully, this has never happened in our school. Once Parent Survey and Parent Selection Forms are returned the ESL Teachers, Maria DiRoa and Maria Zlto secure them in a file cabinet. Each student has his or her own file.

4. An ELL is entitled to placement in a bilingual program if there are enough entitled ELL's with the same native language, in the same grade(s) in the school. The option to select a dual language program, a transitional bilingual class or a freestanding English as a Second Language program are discussed during the orientation, in a parent's native language. Historically, more than 90% of parents at PS 172 select a freestanding ESL program. For those that prefer a bilingual program, they are given the option of transferring to a nearby elementary school that offers a bilingual program. We keep a tally of requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated. Our Principal Mr. Spatola, who also speaks Spanish, explains this at the Parent Orientation session.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, parent surveys indicate 100% of parents select Freestanding English as a Second Language Program as their first choice, rather than dual language or bilingual transitional programs. Parents are aware that they are given a choice. Once Parent Survey and Parent Selection Forms are returned the ESL Teachers, Maria DiRosa and Maria Zlto secure them in a file cabinet. Each student has his or her own file.

6. The program models offered at P.S. 172 are aligned with parent requests. Currently at P.S. 172, all ELL students are placed in Freestanding English as a Second Language Program. Since 1986 parents have over whelmingly seen the benefit of ESL push-in services. The standardized test results continually support theses choices. In order to build alignment between parent choice and program offerings,

we keep a tally or requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	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"/>
Check all that apply	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 <input type="checkbox"/>

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	31	32	40	33	24	20								180
Total	31	32	40	33	24	20	0	0	0	0	0	0	0	180

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	134	Special Education	76
SIFE	0	ELLs receiving service 4-6 years	46	Long-Term (completed 6 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 special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	134	0	45	46	0	32	0	0	0	180
Total	134	0	45	46	0	32	0	0	0	180

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	30	39	33	20	19								166
Chinese	1													1
Russian														0
Bengali		1												1
Urdu														0
Arabic	3	1	1		3									8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1				1	1								3
Albanian														0
Other	1													1
TOTAL	31	32	40	33	24	20	0	180						

Part IV: ELL Programming

A. Programming and Scheduling Information	
1.	How is instruction delivered? <ul style="list-style-type: none"> a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)? b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2.	How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)? <ul style="list-style-type: none"> a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3.	Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4.	How do you differentiate instruction for ELL subgroups? <ul style="list-style-type: none"> a. Describe your instructional plan for SIFE. b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs. c. Describe your plan for ELLs receiving service 4 to 6 years. d. Describe your plan for Long-Term ELLs (completed 6 years). e. Describe your plan for ELLs identified as having special needs.

1a. The push-in ESL program was organized to service ELLs in groups respective of their grade level. This organization facilitates the plan for academic language development, as the strategies being taught in the grade level classroom will be reinforced by the push-in ESL teacher within our balanced literacy instructional model. While working within the construct of this model, the ESL teacher utilizes methodologies and approaches recommended for our language learners such as, total physical response and language experience approach. These approaches are supported with a variety of technological approaches (computers, personal audio recorders etc...).

ESL teachers, intervention teachers and classroom teachers meet weekly with the literacy coach and the assistant principal to discuss and coordinate the plans for the coming week in reading, writing, math and/or social studies.

Plan includes:

- Making decisions about the composition of guided reading and/or writing groups.
- Revising curriculum plans to incorporate our current understanding of students and their needs.
- Reviewing assessments/classroom based & standardized and DYO assessment data.

1b. P.S. 172 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency level and grade level. The student's proficiency levels are based on the LAB-R and NYSESLAT results.

The ESL teacher pushes into each class for 50-minute periods everyday, usually the push-in is scheduled to occur during reader's workshop and writer's workshop, and it may also be scheduled around specific units in social studies and science. Teachers work with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension.

2a. In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, P.S. 172's language allocation policy will consist of an ESL program in which beginners and intermediate level students will receive 360 minutes of ESL instruction and those students who tested at the advanced level of proficiency will receive 180 minutes of both ESL and ELA instruction separately. Our ESL/Intervention teacher pushes in to work with every ESL student for one, 50-minute period each day. In addition, intervention staff works with targeted groups of English language learners to support their work in reading, writing and word study. They push in for an additional 50-minute period during readers or writers workshop. Students with a beginning or intermediate proficiency level are also supported in a two day a week / One hour and 30 minutes per day, after school program and a three hour Saturday program. Each Teacher has a set program to appropriately provide the quantity and highest quality of instruction.

3. ESL Teachers, Classroom Teachers, and Intervention Teachers plan together. ESL Teachers support vocabulary, sentence structure, word study, and phonemic awareness in the appropriate daily lessons. This provides focused consistency of learning. Because content area instruction is so interwoven into our English Language Arts program, the strategies that will be used are part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, multi-cultural and literature-rich classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math, science and social studies.

4. At the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of language acquisition (beginner, intermediate and advanced).

4a. Though we do not currently service students with interrupted Formal Education (SIFEs), our plan provides for these students to receive after school and Saturday intervention programs to support additional academic enrichment.

4b. Like SIFE students, newcomers receive daily instruction using Methodologies and approaches such as Total Physical Response (TPR). A Whole Language is used to build social and academic vocabulary. Communicative Language Teaching will be used where the use of the student's native language is accepted during the early stages of language learning. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplements. For students expected to participate in ELA testing (after one year of English Language Instruction), intervention programs during the school day and after school and on Saturdays, address grade specific needs in reading, writing and listening.

4c. For Long Term ELLs, students are supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans are developed to support their academic success. Much of what students work on here is in the area of writing. Our work here includes:

- Exploring text organization
- Developing complex sentences
- Integrating the teaching of language skills with subject matter content
- Expanding range of vocabulary through root and affix analysis.

4d. Currently we do not service any long term ELLs. We do however have a program in place to support those students when the need arises. Long term ELL's continue to receive academic support through small group intervention and after school and Saturday school programs.

4e. LEP students with disabilities whose IEP recommends ESL or bilingual instruction are provided with differentiated instruction based on their individual needs as detailed in their IEP. ESL, intervention and classroom teachers work collaboratively with related service providers to effectively plan for each student and to incorporate goals and objectives for the student that are reflective of their disability and their needs as English Language Learners.

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

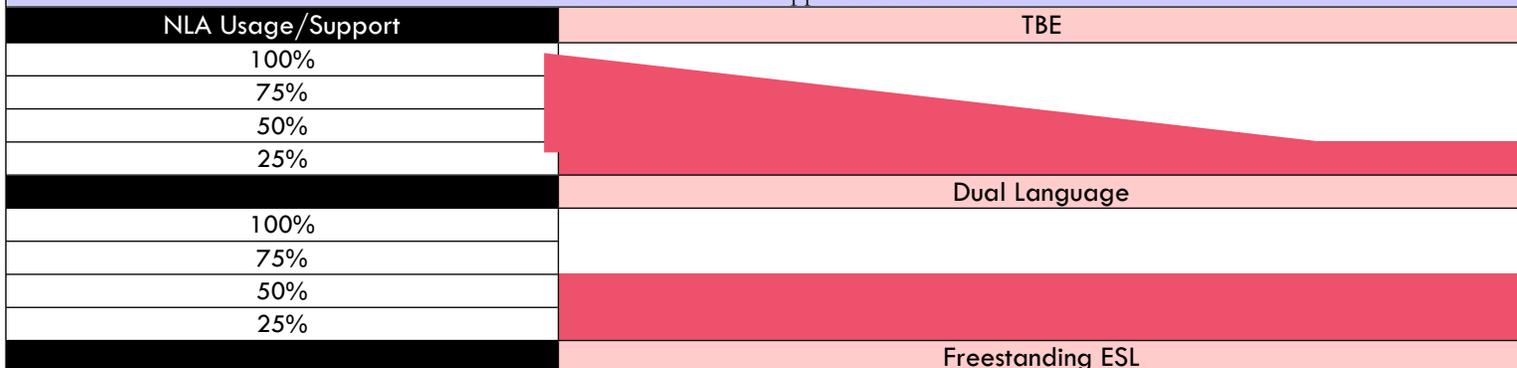
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5. Targeted intervention programs are offered in reading, writing and math. All intervention services are provided in English and are targeted to address the needs of the learners in each specific group. For example, a program for beginning students usually includes work in vocabulary and letter - sound correspondence and places heavy emphasis on total physical response, use of manipulatives and visual and auditory supplements. Work with Intermediate leveled students use many of the same techniques but are focused on developing a more academic vocabulary and word study. Work with advanced students focuses mostly on written English including the development of sophisticated sentence structure and the exploration of a variety of genres in reading and writing.

6. For students reaching proficiency, we will offer priority in after school programs as well as individualized educational plans. These students also will continue to receive test modifications (as appropriate) including time and half, separate location, directions read aloud, listening passages read aloud 3x.

7. Our school is currently considering revising our current word study units in grades 1-2 to support many of our struggling readers and newcomers. The changes being considered will incorporate a more tactile approach to decoding and encoding unknown words. Recent assessments indicate that as many as 1/3 of our struggling readers and writers (a large majority of which are ELLs) are stalling at the early portion of the "within word pattern" stage of word study. They are experiencing particular difficulty with vowel patterns, which poses a complication for our third graders who are expected to read many more multi-syllabic words. We are in the early stages of considering a whole class syllabication study at the end of grade 2 (early small group "tests" indicate that students are much more likely to read and spell

words correctly (and apply the knowledge gathered through previous portions of word study) when they are examining a meaningful part of the word. Other areas for change currently under consideration include “tapping” out sounds as found in Foundations. Initial trials of this work indicate that students using this tactile approach to isolating and then connecting letter sounds are able to stretch words more successfully in reading and plan more successfully in writing.

8. Not Applicable

9. English Language Learners at PS 172 are given priority for placement in our intervention, after school and summer programs. Each program supports the work of our learners in ELA and mathematics. Our school also boasts an after school recreation program. ELL students, not currently placed in an academic after-school program are given priority placement in our recreation program. This placement facilitates our students social and emotional acclimation to our school and our community.

10 and 11. Students at PS 172 are given access to books and magazines in their native language to support each child's continued academic growth. Our school subscribes to an online-guided reading program (Reading A to Z) that provides guided reading texts in English and Spanish. Our school also subscribes to Earobics , a multisensory online program to support phonemic awareness and auditory comprehension. Lessons in science and social studies are made as “hands-on” as possible and include experiments, school trips and a variety of tactile experiences meant to support not only English language learners but all learners in our classrooms.

Technology has become a large part of our instruction. Smartboards are in every grade 3-5 classroom and are currently being installed in all grade 1 and 2 classrooms (with full school application within the next two years). Smartboards enable teachers to more easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELL's vocabulary and concept acquisition.

Parents are supported during monthly workshops following our PTA meetings. During these workshops, teachers discuss upcoming units of study and explore a variety of ways parents can be supportive of this work at home. Translators are present at every parent workshop, making this work accessible to all of our parents.

12. Yes. Services for our English Language Learners are arranged around proficiency level and grade level. If a great disparity between levels of language acquisition occur between one or more students in a given class, on a given grade level, care is taken to reschedule that student to be included in ESL instruction in another grade or with another group (working at a more appropriate level). Typically, this rescheduling will only be for one 50 minute instructional period, making sure that students are working with an ESL instructor during their second period of instructional time which focuses on grade appropriate content.

13. If time permits, newly enrolled ESL students are introduced to our school well before the school year begins. Because we have a summer program, parents and students receive an invitation (in their native language) to participate in our academic summer program. If a student is unable to attend our summer program, they, along with their parents are invited to tour our school and their classroom and meet the principal and our parent coordinator. Letters (written in each parent's native language) with detailed instructions about arrival and dismissal times, locations and procedures are mailed home several weeks before the school year begins.

14. Not Applicable

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Because a majority of our student population speak a language other than English (or in addition to English) in their home, we consider most of our students English language learners, whether they are entitled to services or not. As such, professional development at our school is not geared toward the development of a professional development plan for ELL personnel. Rather, every teacher is considered a teacher of English Language Learners and as a school our focus for professional development is focused around differentiation of instruction. Differentiation and individualization of instruction have been a school-wide focus for more than 4 years. Each year our professional development plan may focus on a specific curriculum area or a specific teaching strategy but this plan is always viewed through a lens focused on differentiation. Some topics for differentiation as they specifically refer to ELL's in all curriculum areas include: building background knowledge, creating opportunities for students to practice using specific language and content vocabulary, using visual aids and realia etc... Currently, our school's inquiry team is looking at potential revisions to our word study program in grades 1 and 2. Because a substantial portion of students found "not to be making adequate progress" in the area of word study are English Language Learners, our ESL teacher, along with intervention teachers and literacy coaches are working to test out portions of different programs and a "whole Class" approach to teaching syllabication to determine which changes make the most sense for our program.

2. Grade 5 is an important year for our students because it is the year they prepare to transition from elementary to middle school. To help prepare students for their journey, our school's (bilingual) guidance counselor and our school's parent coordinator take time to tour several middle schools in and around the Sunset Park community our students live in. They, in turn arrange for parents and students to make similar visits to schools prior to completing their middle school application in which students must list, in order of preference, the 8 middle schools they would like to attend. Meetings are held at school in both the evening and during the school day, to help parents and students really prioritize what they need in a middle school. During these meetings, we also walk parents and students through the application process itself. The school invites middle schools to represent themselves at our own "middle school fair". During these fairs, students as well as teachers have the opportunity to learn more about each middle school's program and meet important faculty members from the school. Translators are present at all meetings.

3. A yearlong professional development focus on differentiation strongly supports our teachers in their ELL training. Our staff also works for a minimum of 12 hours per year with a teacher's college staff developer in literacy, focused on differentiating literacy instruction to reach all learners, specifically English language learners. Each teacher also attends a minimum of 2 Teacher's College calendar days exploring the individualization of instruction in the area of English language Arts.

Another key feature of PS 172's staff development program are the 90 minutes weekly congruence meetings across all grades. These meetings ensure that each staff member receives far more than the mandated 7.5 hours of ELL training and they create time for collaborative planning and serves to bring together the expertise of supervisors, guidance counselors, special education teachers, the school based support team, the ESL teacher, the intervention teacher and grade level teachers on a regular basis. These meeting facilitate a higher frequency of sharing of instructional materials and strategies. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE.

E. Parental Involvement

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

1. Parents attend workshops throughout the year that are designed to help parents support their children as learners. Workshops are held both during the school day and in the evening to accommodate parents' personal schedules. Community agencies, and/or school personnel lead these workshops. A translator works at each of these workshops to support non-English speaking parents. Some workshop topics are: Nutrition, test-taking strategies, helping your child with homework, lead poisoning and asthma. Our school also boasts a bilingual resource library, as well as monthly curriculum workshops. "Parents as Reading Partners", and class trips are two more ways parents become involved in the work at PS 172.

2. Our school works closely with Lutheran Hospital in developing and maintaining an obesity clinic at our school and providing our parents with overall health and wellness support. Our partnership with Child Health Plus is another community-based organization providing

our parents with invaluable information and resources surrounding our school's wellness campaign.

3. Parents needs are evaluated in a variety of ways:

1. Through feedback during PTA meetings
2. Through parent participation on our school's leadership team
3. Feedback from parent surveys and questionnaires
4. Direct contact with our school's parent coordinator
5. Meetings and phone conversations with teachers

4. Feedback from questionnaires, and from parents at PTA meetings and leadership team meetings indicate their interest in workshops discussing issues related to health and wellness, how they can support their child's academic progress at home, choosing the best middle school, and getting an overview of curriculum content for each grade's unit of study. Our school addresses each of these interests through a variety of mini-courses and workshops provided to parents throughout the school year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	16	9	3	1	0	1								30
Intermediate(I)	4	21	21	22	6	5								79
Advanced (A)	21	2	16	10	18	14								81
Total	41	32	40	33	24	20	0	0	0	0	0	0	0	190

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	0	0	0	0	0							
	I		11	3	8	0	1							
	A		11	23	8	9	7							
	P		8	14	16	15	11							
READING/WRITING	B		7	3	0	0	0							
	I		21	20	22	6	4							
	A		2	13	10	18	14							
	P		0	4	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	0	3	8	13	24

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
5	0	3	15	1	19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	0	0	0	0	5	0	19	0	24
5	0	0	0	0	3	0	16	0	19
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	6	0	13	0	19
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				

New York State Regents Exam				
Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test						0		

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English and compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?

our first graders scored higher in listening and speaking than in reading/writing. The majority of our September grade 1 readers were found to be reading independently at guided reading level C. The majority of our September grade 2 readers split equally between guided reading levels G and H. This data indicates that our intermediate level ELL's in grades 1 and 2 are considered to be at an "at risk" reading level. In grades 3, 4 and 5, all ELL's (not testing out of the program) scored at the intermediate and advanced levels on the NYSESLAT. In grade 3, intermediate level ELL's were tested to be reading at levels J, K, and L equally. No ELL's were considered to be "at-risk" in reading at the end of September. In grade 4, a majority of our intermediate leveled ELL's were found to be reading a level L text, while the Advanced level ELL's were reading a guided level M book independently. Both of these reading levels indicate that our ELL's are "at-risk" in reading. The majority of grade 5 ELL's scored at the advanced level on the NYSESLAT, and these student were overwhelmingly leveled at guided reading level O. This level placed our 5th graders "at-risk" for not meeting grade standards as well.

Using guided reading level data along with NYSESLAT data allows us to recognize the strengths and weaknesses in our literacy program for ELLs. Clearly, our work in building quality talk during read aloud and extending the read aloud to a full 45 minute instructional period has had some impact on our students.

Data shows that students have grown in all areas tested on the NYSESLAT. As the grade level raises the number of students eligible for services shrinks.

2. Clear patterns emerged when looking at data that considered grade level, LAB-R & NYSESLAT proficiency levels and guided reading level in September

Grade 1 beginners	level C
Intermediate	level C/D
Advanced	level D/E

Grade 2 beginners	level F
Intermediate	level G/H
Advanced	level I

Grade 3	
Intermediate	level J, K, and L

Grade 4	
Intermediate	level L
Advanced	level M

Grade 5	
Intermediate	level N
Advanced	level O

3. Our students overwhelmingly score higher in listening/speaking than they do in reading and writing. When analyzing our assessment data from the NYSESLAT reading and writing portion, we notice that our ELL "beginners" are predominantly in grades 1 and 2, with no students labeled as "beginners" in grades 3,4 and 5. Intermediate level students fall predominantly in grades 1-3 and the majority of our advanced students come from grades 4 & 5. It is clear that the majority of our students are incorporating the skills they need to be proficient readers and writers in the early grades. However, we also noticed that Writing is a particular challenge for the students in our school. We have taken steps to remedy this situation by organizing our curriculum calendar to allow for specific genres of writing to be replicated 3 or more times. For example, in grade 3, 4 and 5, the first 3 units of study in writing are the personal essay, the character essay, and a document-based essay. All 3 units require students to develop their paragraph writing, including developing a topic sentence (or thesis statement) and evidence to support their idea. This modification to our calendar allows for not only repetition within a grade but for repetition across grades. We have begun to see results, particularly in our fifth graders writing because this is their second year participating in the three-cycle essay unit.

4a. PS 172 uses a DYO assessment system and therefore does not administer ELL periodic assessments. As discussed in questions 1 and 2, our school administers assessments in English only.

4b/c Our staff, including teachers (general ed., special ed. And ESL), supervisors and coaches examine our monthly end of unit assessments in reading, writing and math. In reviewing this data, we can clearly see deficits in English language learners, specifically in the area of writing. Our DYO's are scored with teacher created rubrics. The assessment and corresponding rubric are standardized at the grade level and

examine a student's growth in a variety of skill areas. In reading we look at a students growth in inferring, making connections, visualizing, synthesizing, determining importance and monitoring for meaning. In writing we look at content, craft, spelling and mechanics. Furthermore, our ELLs are assessed in September and October using the NYSESLAT and our upper grade ELL's are assessed using standardized tests in ELA and Math. Teachers use all of this data to consider curriculum calendars for the entire school year. Monthly assessments are studied and considered when making revisions to our yearlong curriculum calendar. These changes are made at the final grade meeting of the month, where assessment data is compared to goals for the unit and adjustments are made as appropriate.

5. Not Applicable

6. We evaluate the success of our programs for ELL's by analyzing NYSESLAT data, and looking at individual student progress as well as looking at leaps in proficiency levels among our students. We also analyze guided reading level data monthly and use NYS ELA and Math tests to look at student gains as well.

Additional Information

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

Science scores are representative of our 4th grade students from last year (currently 5th graders).
Social Studies test is no longer administrated.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		