



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ IRWIN ALTMAN MS 172 _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 26Q172 _____

PRINCIPAL: _____ JEFFREY D. SLIVKO _____ **EMAIL:** _____ JSLIVKO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ ANITA SAUNDERS _____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jeffrey Slivko	*Principal or Designee	
Rick Lewis	*UFT Chapter Leader or Designee	
Carol Robinson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Margaret Borger	Member/MS 172	
Steven Levy	Member/MS 172	
Thomas Scarpinato	Member/MS 172	
Robert Zuzzolo	Member/172	
Margarita Matos	Member/PTA	
Rosa Shubert	Member/PTA	
Sharon Ray Dandridge	Member/PTA	
Jeanne Farrell	Member/PTA	
Betsy Paul	Member/PTA	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher capacity to develop and engage students in rigorous literacy and math tasks embedded in Common Core-aligned units of study.

By June 2012, all teachers will have participated in professional development and teacher teaming to develop rigorous literacy and math tasks embedded in CC-aligned units of study. Teachers will engage all students in at least one literacy and one math task aligned to selected Common Core standards

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The New York City Department of Education Expectations for the 2011-12 school year include an address to the implementation of the Common Core Learning Standards in which students are engaged in curriculum and curricular tasks that emphasize the development critical thinking skills and their application to rigorous performance tasks. An analysis of student performance and progress indicates that higher achieving students in MS 172 are demonstrating less progress than their lower achieving peers pointing toward a need for high level skills development and application. Professional development is needed for teachers to develop and revise curriculum that will provide students with CCLS -based performance tasks towards college and career readiness.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation
- Professional Development will be planned to provide teachers with materials and opportunities to further research NYS Common Core Learning Standards and toward looking at student work using a specific protocol.
 - Teachers “unpack the standards” – a comprehensive examination of the Literacy Standards for English language Arts and for Content Areas (History, Science, Arts and Technology and Mathematics Standards
 - Teachers learn to use the Tuning Protocol to examine student work;
- School-wide subscription to the on-line curriculum tool, Rubicon Atlas, is purchased; teachers are trained on the use of this tool and provided time for collaboration
 - Teachers develop curricular unit calendars
 - Curricular units include alignment to CCLS, articulating Enduring Understandings, identify Essential Questions, delineate Content and Skills, Assessments, Learning Activities, Resources and Differentiated Instruction
 - Teacher teams collaborate on Unit creation with ongoing discussion and feedback

- ½ day Professional Development/Teacher teaming days are planned and implemented (by SBO): 3 in the fall term (September, October and December,) and in the spring (pending an additional SBO vote.)
- Common preparation periods are programmed for all teachers by department and grade to facilitate teacher collaboration.
- Faculty and department conferences focus on the CCLS and implementation
- School teams participate in and turnkey Network professional development focused on 21st century curriculum development and mapping, integrated curriculum units, essential questions, data analysis and formative assessment.
 - Rubicon Atlas Webinar – November 8, 2011
 - Learning Systems Associates workshops with Dr. Marie Alcock- December 2011
- School teams participate in and turnkey Network professional development on the Common Core Learning Standards to focus on looking at student work through the lens of the CCLS and PARCC Assessments.
 - Americas Choice Workshop on looking at student work – January/February 2012
- School teams participate in and turnkey Network lab-site professional development focused on Writing Units of Study aligned to the CCLS:
 - CEI-PEA Professional Development workshop on looking at student work- summer 2011
 - Teaching Matters Writing Matters workshops on persuasive writing unit of studies- November 2011-January 2012
- Professional Development (at Departmental Conferences, Teacher Teaming ½ Days workshops, Chancellor’s Conference Days workshops, lunch-and-learns, network professional development workshops, etc.) for ELA, Social Studies, Science, Arts and Technology teachers will specifically address ELA and Content Area literacy instructional outcomes in which students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
- Professional Development (at Departmental Conferences, Teacher Teaming ½ Days workshops, Chancellor’s Conference Days workshops, lunch-and-learns, network professional development workshops, etc.) for Mathematics will specifically address Mathematics instructional outcomes in which students will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. The focus in grades 6 and 7 will be on Ratio and Proportions and in grade 8, Expressions and Equations.

Strategies to increase parental involvement

- MS 172 will conduct a Literacy Night on January 10, 2012 to showcase CCLS–aligned student work and to present information about the Literacy Standards
- MS 172 will conduct a Math Night on January 31, 2012 to showcase CCLS–aligned student work and to present information about the Math Standards
- PTA meeting presentations will address the new Common Core Learning Standards for Literacy and Mathematics.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 100% of teachers at Irwin Altman MS 172 are highly qualified- all teachers have licenses/NYS Certification appropriate for the subjects that they teach
 - Additional professional development opportunities (on-site and off-site) are provided for teachers working towards their Professional Certificates
 - Qualifications of candidates for vacancies are reviewed to insure appropriate certification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
New York City museums, parks, and historic sites will serve as curricular resources to provide students with authentic experiences related to informational text and applied mathematics.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Teachers have been programmed to provide students with a full complement of NYS and CCLS-aligned core academic subjects (ELA, Math, Social Studies and Science,) as well as Foreign Language, Arts and Technology.
- The CFN Network budget allocation includes monies dedicated to professional development
 - Network-based expenditures support off-site professional development for CCLS and Curriculum Mapping
 - School-based expenditures support off-site and onsite professional development (Rubicon Atlas training,) CCLS-aligned computer-based programs (Achieve3000, Renaissance Learning STARS Assessments, tools (Rubicon Atlas) and materials
- Citywide Expectation monies (SAM 72) are scheduled for per session for teacher teaming and collaboration of CCLS and Curriculum Mapping
- The literacy coach presents CCLS information and supports teachers in CCLS-aligned. curriculum map development and CCLS implementation

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue to increase teacher knowledge and practice of the use of differentiated instructional strategies across classrooms that provides learners with multiple entry points, support and extension in curricula with a focus on literacy skills.

By June 2012, 80% of all teachers working with SWD's and ELL's will be trained in the use of differentiated instruction strategies with a focus on SWD's and ELL's as measured by participation in professional development opportunities.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - An analysis of the school's State Accountability data and NYC Progress Report indicates the following:
 - For 2010-11:
 - All students achieving at Levels 3 and 4 in ELA in grades 6, 7 and 8 respectively: 75%, 67% and 58%
 - SWD's achieving at Levels 3 and 4 in ELA in grades 6, 7 and 8 respectively: 36%, 25%, 16%
 - ELL's achieving at Levels 3 and 4 in ELA in grades 6, 7 and 8 respectively: 25%, 0% and 0%
 - All students achieving at Levels 3 and 4 in Math in grades 6, 7 and 8 respectively: 92%, 84%, 80%
 - SWD's achieving at Levels 3 and 4 in Math in grades 6, 7 and 8 respectively: 66%, 59%, 49%
 - ELL's achieving at Levels 3 and 4 in Math in grades 6, 7 and 8 respectively: 78%, 54%, 53%
 - For 2009-10 and 2008-9 similar performance differences were noted
- With the exception of SWD's and ELL's, all NCLB subgroups demonstrated 10-15% difference in performance on the NYS ELA and Math Tests from All Students tested. The large discrepancy demonstrated by the ELL and SWD subgroups indicates a continued need to provide differentiated instruction for these students towards closing the achievement gap.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- All general education ELA teachers working with SWD's and ELL's, Special Education teachers and ESL teachers will be trained in the use of the *Achieve3000* Reading Program for struggling readers. Professional development will focus on the integration of this program with curriculum aligned to the CCLS.
 - Achieve3000 training – October 14 2011
 - Special Education /ELL Institute for the ESL teacher, school psychologist and parent coordinator

- All ELA teachers (general education and Special Education) have been trained in the use of the Renaissance Learning STARS Assessment and Reading program to engage in ongoing assessment of all students' reading skills and plan and implement differentiated instruction in literacy
- School teams participate in and turnkey Network professional development focused on the Common Core learning Standards and meeting the needs of English Language Learners and Students with Disabilities through providing general education teachers with a foundation in the research on and application of strategies to support these students in the classroom.
 - America's Choice Workshops focused on meeting the needs of SWD's and ELLs-m March 2012
- School teams participate in and turnkey Network professional development focused on Guided Reading to support struggling readers in the ELA and Core classrooms (and in all content area classrooms- Network Literacy Cycle – Spring 2012)
- School-wide licenses for *Achieve3000* for all SWD's and ELL's are purchased.
- School wide licenses for Renaissance Learning STARS Assessment and Reading Program are purchased
- The UFT Teacher Center teacher will conduct professional development on differentiation of instruction; the Teacher Center will provide resource materials on differentiated instruction in the content areas.
- The UFT Teacher Center teacher and ESL teacher will conduct workshop sessions in using ESL strategies.
- Teacher teaming and collaboration during extended time (early dismissal – September 23, October 19 and December 6, spring dates TBD- *shortened* days through SBO.) Chancellor's Conference Days
- Inter-visitations are scheduled for teachers within the school and network for observing and sharing best practices of differentiated instruction
- The Title III ELL enrichment program (differentiated by ESL levels and individual student needs)is focused on:
 - Intensive vocabulary development in Mathematics; additional opportunities for ELLs to practice using the language of mathematics; mathematics instruction to insure concept and content comprehension
 - Reading and writing in the content area; content area language acquisition and practice; individual support for students towards completion of comprehensive Social Studies and Science projects
- Development and creation of language specific (Spanish, Punjabi, Hindi, Malayalam, Gujarati) ELA and content area glossaries for ELL's
- Enlist the CFN Instructional Coach as resource for providing on-site professional development and support focused on universal design for learning.

Strategies to increase parental involvement

- Parent-to-parent workshops (for parents of SWD's) are scheduled and implemented by the Parent Coordinator
- After school Parent Workshops for parents of ELLs:
 - “English Language Learners and Math”, November, 2011
 - “How Parents Can Help English Language Learners At Home” -January, 2012
 - “Looking at your Child's Work” -April 2012
- Translation services to support parent understanding of curricular and school information

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 100% of teachers at Irwin Altman MS 172 are highly qualified- all teachers have licenses/NYS Certification appropriate for the subjects that they teach
 - Additional professional development opportunities (on-site and off-site) are provided for teachers working towards their Professional Certificates
 - Qualifications of candidates for vacancies are reviewed to insure appropriate certification; dually certified teachers (content area/SWD) are actively sought

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Title III monies are scheduled to provide enrichment in language acquisition and development

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- The CFN Network budget allocation includes monies dedicated to professional development (see above)
- Per session monies are scheduled to provide differentiated AIS instruction in ELA, Math, Science and Social Studies
- OTPS monies were used to purchase subscriptions for the Achieve3000 Reading Program and Renaissance Learning Star Assessment Program

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve teacher effectiveness by developing a shared understanding of instructional excellence.

By June 2012, Principals and APs will conduct an increased number of informal observations for each teacher using selected components of a research-based rubric (e.g. Danielson,) to provide meaningful feedback. The research-based rubric will be used for developing all teachers.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Research has shown that there is no greater influence on a student's success than the quality of his or her teacher. Current education research demonstrates the connection between teacher effectiveness and student achievement. That teacher effectiveness is critical in all schools and gains an increased importance in schools with high student achievement that needs to be accompanied by commensurate student progress- the continued growth of each student. An examination of the NYS test data for the past three years indicates that while student performance on the NYS ELA and Math tests is higher than city and state levels, all students are not meeting predicted levels (as indicated by Teacher Data Initiative data, have even lost ground as evidenced by decreasing average student proficiency rates. In order to increase student achievement, teacher effectiveness must be examined and an address made to specific teacher practice.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- School leaders set up and follow a schedule for teacher observation and feedback using the standards of best practice as outlined in the research-based rubric.
 - Observations are short and with increased frequency
 - Teachers are provided with observational evidence (low inference) and asked to reflect on the data
 - Professional development conversations acknowledge teacher strengths and recommend “next steps,” for teacher practice to improve student outcomes
- Professional development workshops that integrate a review of rubric components and elements and their interconnection will be conducted for all teachers; teachers review the teacher effectiveness rubric and other PD materials (video clips, books, handouts,) to “norm” their understanding of effectiveness.
 - Individual PD session focus on specific teacher practice and the connection to other practices
 - Teachers engage in collegial conversations about viewed instructional situations
- Teachers are provided with pertinent documentation relevant to the teacher effectiveness rubric toward an examination of and collegial conversation about teacher performance at the proficient/effective and distinguished/highly effective levels. Texts include, but are not limited to

- Enhancing Professional Practice- A Framework for Good Teaching (Danielson)
- Danielson Framework 2011
- Teachers work in collaborative teams to plan and prepare instruction that meets high levels of achievement on the teacher effectiveness rubric, with a focus on the examining student work and creating rigorous curriculum and tasks.
 - Professional development provided for using a protocol to look at student work
 - CCLS “bundles” provide teachers with examples of rigorous curriculum tasks
- The school will participate in Network professional development that includes training for supervisors on guiding teacher improvement through observations and conducting professional conversations that promote reflective teacher practice as well as the changes in teacher evaluation being developed by NYS.
 - Principals Conferences (monthly)
 - Subject specific Assistant Principal Conferences
- Differentiated Professional Development plans will be developed collaboratively with teachers toward achieving high levels of teacher effectiveness to include:
 - Onsite (individual and small group conferences, “lunch and learns,” after school UFT Teacher Center) and offsite professional development workshops
 - Teacher intervisitation will offer teachers first-hand observation of “best practices”
- Teachers share of best practices and specific successful instructional strategies
 - Teacher Teaming and collaboration ½ days
 - ARIS Learning Community

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be provided with specific curricular information and information about CCLS so that they can partner with the school in guiding their children’s school work.
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Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 100% of teachers at Irwin Altman MS 172 are highly qualified- all teachers have licenses/NYS Certification appropriate for the subjects that they teach
 - Additional professional development opportunities (on-site and off-site) are provided for teachers working towards their Professional Certificates
 - Qualifications of candidates for vacancies are reviewed to insure appropriate certification
 - Differentiated professional development is planned for beginner and experienced teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- State and City teacher effectiveness mandates, based on the Race to the Top federal guidelines are referenced,

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- OTPS monies are used to purchase teacher effectiveness materials.
- Supervisors collaborate to develop schedules of observation and initiate professional development plans.
- Teacher Center teacher provides coaching for new teachers and for other pedagogical staff.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To continue to increase and improve communication with parents regarding curriculum content and school expectations.

By June 2012, the school will provide parents with at least three communications about information on the content and expectations for core curriculum subject areas (ELA, Math, SS and Science, general subjects and physical education, promotional criteria and curricular alignment to the CCLS).

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

A review of the 2008-9, 2009-2010 AND 2010-11 NYC Learning Environment Surveys for MS 172 highlights parents' desire for increased communication about curriculum and school expectations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teacher teams will continue to develop rigorous coherent curriculum and common assessments
- Teacher teams will revise content area curricula descriptions vis-à-vis the development of CCLS units and tasks and the alignment to CCLS.
- Curriculum synopses will be revised and edited toward implementation and alignment to the CCLS; these documents will be sent home to parents three times this year (covering the 1st and 2nd marking periods, 3rd marking period and 4th marking period.)
- Curricular information will be posted on the school website
- Administration and Parent Coordinator will collaborate to plan parent meetings, timely communication (written and electronic) and parent feedback
- School-wide and grade specific parent meetings are scheduled as well as and ongoing item discussions at PTA and SLT meetings.
- Schedule curriculum specific events that highlight student performance and achievements to include Curriculum Showcase, Literacy Night, Math Night, Science Fair, Social Studies Fair,

Strategies to increase parental involvement

- Parents will be sent communications specific to all subjects, promotional criteria and Common Core Learning Standards
- Parent workshops will be scheduled to provide parents with curricular and CCLS information and the opportunity for parents to ask clarifying questions.
- MS 172 will conduct a Literacy Night on January 10, 2012 to showcase CCLS–aligned student work and to present information about the Literacy Standards
- MS 172 will conduct a Math Night on January 31, 2012 to showcase CCLS–aligned student work and to present information about the Math Standards

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - 100% of teachers at Irwin Altman MS 172 are highly qualified- all teachers have licenses/NYS Certification appropriate for the subjects that they teach
 - Qualifications of candidates for vacancies are reviewed to insure appropriate certification.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- The MS 172 PTA is instrumental in supporting the school toward reaching all professional, academic and parent involvement goals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- OTPS monies are used for duplicating and distributing parent information and for the School Messenger notification service.
- Per session monies are scheduled (pending available funding) session to extend teacher team work and for website revision and updates

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	117	58	0	0	16	0	2	0
7	113	104	0	0	16	0	2	0
8	148	100	29	0	11	0	3	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	In-class flexible grouping / differentiated materials and instruction. After school and Saturday small-group instruction with leveled groups using AIS materials to focus on reading comprehension, fluency and accuracy, writing skills and test-taking skills. In-school pull out classes to provide small-group and one-to-one interventions. Interim assessments and informal teacher assessments will be used to monitor student progress. Rally <i>Reading Essentials</i> used in after school program.
Mathematics	In-class flexible grouping / differentiated materials and instruction. After school and Saturday small-group instruction with leveled groups using AIS materials to focus on mathematics skills and test-taking skills. In-school pull out classes to provide small-group and one-to-one interventions. Interim assessments and informal teacher assessments will be used to monitor student progress. <i>Coach Test Prep</i> used in the after school program.
Science	In-class flexible grouping / differentiated materials and instruction. After school and Saturday small-group instruction with leveled groups using AIS materials to focus on mathematics skills and test-taking skills. In-school pull out classes to provide small-group and one-to-one interventions. <i>Big 8 Science Review</i> used in the after school program.
Social Studies	Small group intervention through in-school pull-out and after school classes concentrating on DBQ's and test taking strategies
At-risk Services provided by the Guidance Counselor	Discuss study skills, organization and time management. Assist the student in setting goals and identifying obstacles to achievement.
At-risk Services provided by the School Psychologist	When applicable: 1:1 counseling sessions center around discussion of affective issues – in-school and outside toward more appropriate social And academic behaviors.

At-risk Services provided by the Social Worker	1:1 counseling sessions center around discussion of affective issues – in-school and outside toward more appropriate social and academic behaviors.
At-risk Health-related Services	Nurse monitors/assists students in dealing with heart disease, allergies, asthma and ADHD.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Debra Maldonado/Mae Fong	District 26	Borough Queens	School Number 172
School Name Irwin Altman Middle School			

B. Language Allocation Policy Team Composition [?](#)

Principal Jeffrey Slivko	Assistant Principal Maureen Brady Rodriguez
Coach Debbie Campisi	Coach
ESL Teacher Robert Zuzzolo	Guidance Counselor Marcia Kasner
Teacher/Subject Area Kayla McCaffrey	Parent Carol Robinson
Teacher/Subject Area	Parent Coordinator Debra Hochrad
Related Service Provider Jennifer Mabanta	Other
Network Leader Mae Fong	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	977	Total Number of ELLs	27	ELLs as share of total student population (%)	2.76%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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. Students coming into MS 172 for the first time begin at the main office. In the office the Pupil Accounting Secretary, assisted by a licensed pedagogue, hands the parent/guardian an admit packet. Pupil accounting secretary, with the assistance of a trained licensed pedagogue, instructs the parents how to complete each document aiding them when needed. The Home Language Identification Survey (HLIS) is included in this packet and is available in Chinese, Punjabi, Bengali, Spanish, Urdu, Russian and Arabic. Staff members who speak other languages may be called upon to assist if further clarification is needed. During this process the licensed pedagogue, certified in English as a Second Language (ESL) or a trained licensed pedagogue performs an informal oral interview with the child and parent/guardian to clarify the content of the information provided on the HLIS. Students who have already been apart of the NYC Educational System, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the licensed ESL teacher, to determine eligibility for ESL services. Students with New York State English as Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient or students with Language Assessment Battery Revised (LAB-R) scores with the LEP decision marked “Yes” are immediately added to the ESL roster and given a schedule for their appropriate services. Students new to NYCDOE are administered the LAB-R by the ESL teacher within the first 10 days of admittance. LAB-R test scores are immediately hand recorded by the teacher to determine ESL eligibility. The identification process is ongoing throughout the year. Students who have already registered in the NYC Department of Education, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the certified ESL teacher, to ascertain eligibility for ESL services. Students with New York State English as Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient or students with Language Assessment Battery Revised (LAB-R) scores with the LEP decision marked “Yes” are immediately added to the ESL roster and given a schedule for their appropriate services. Students new to NYCDOE are administered the LAB-R by the ESL teacher in a comfortable environment. LAB-R test scores are immediately hand recorded by the teacher to determine ESL eligibility. Native Spanish speakers, who did not pass the LAB-R are administered the Language Assessment Battery in Spanish to ascertain Native language literacy. Each score is cross referenced with the LAB-R cut scores provided by the NYCDOE testing administrators. Each score is cross referenced with the LAB-R cut scores provided by the NYCDOE testing administrators in Assessment Memorandum Students who score higher than the cut score on the LAB-R are considered ineligible for ESL and are sent nonentitlement letters. Students scoring at or below the lowest cut score are scheduled for 360 minutes a week of ESL. Students scoring greater than the lowest cut score and lower than the highest cut score are scheduled for 180 minutes a week of ESL service. Eligible students are also given Entitlement letters to be signed and brought back to the ESL teacher. Once eligibility is determined services immediately commence. ELLs who have scored proficient on the NYSESLAT are given nonentitlement notices to be sent home. All letters and other information are stored in a secure, accessible location in the ESL teachers room. RLER reports are checked often for confirmation that hand scores and computer scores from the testing center match. RNMR and RLAT reports from ATS are used to determine areas of strength and weaknesses for each ESL student in each modality. Returning English Language Learners (ELLs) are identified based on their previous NYSESLAT scores, as per RLAT/RNMR reports. Students with Advanced scores are scheduled for four (45 minute) periods and students with Intermediate and Beginner scores are scheduled for 8 - 45 minute periods. Current and prior NYSESLAT scores are evaluated and analyzed to determine gains and weaknesses in all four skill areas (Listening, Speaking, Reading, and Writing). After the Lab-R has been administered to new admits, if students have scored below the cut scores provided by Assessment Memo #2

from the NYC Department of Education, ELLs are given entitlement letters in their languages, as well as a notice for the first Parent Orientation meeting for ELLs. Prior to this meeting, an internet link for the New York Department of Education Orientation video is given to each parent to view at home within the first 10 days of their ELL eligibility determination. If student does not have access to the internet a DVD is provided. If neither of the two forms of media are accessible to the parents, the ESL teacher or the Parent Coordinator will arrange a viewing in school. The initial Parent Orientation meeting for ELLs is held within the 10 day grace period allowed and is meant to review the content on the orientation video and answer questions and concerns, as well as explain the program choices of all ELLs. Translators and translations of all materials are available during each meeting. Within 10 days letters of entitlement and non entitlement are sent and the Parent Orientation meeting is held by a licensed pedagogue. During this meeting surveys and program selection forms are handed in, documented, copied by the licensed ESL teacher and sent down to the main office to be placed in students cumulative file. Unresponsive parents are called immediately. If phone calls prove to be ineffective two notifications are mailed home. A third letter is sent by certified mail. Alternative dates and times are given to provide best possible opportunity for a meeting to take place.

2. The Parent Orientation meeting is facilitated by the licensed ESL teacher, the parent coordinator, an administrator, and/or any translators needed. The opportunity is given to each parent to view the orientation video in their home language. After parents are informed via Parent Orientation Video, of the three program choices available to them in the NYC school system and time for questions and concerns is allotted, parents fill out and hand in their program selection letter and parent surveys. Questions and discussion are encouraged to clearly define the choices parents have in the education of their child. The Transitional Bilingual and Dual Language Programs are described. It is explained because we do not meet the criteria for these programs at this time that they are not offered in this school, however parents are free to choose whichever program they want and if there are more than 15 students who choose the same program in one or two contiguous grades that program must be created in MS 172 to fulfill their requests, as per ASPIRA Consent Decree. We keep a running total of the parents that request and alternate ESL program and will inform parents if there are the requisite 15 to create an additional program. (Parents wanting additional information about Transitional Bilingual and Dual Language programs are given a list of schools that offer each program. If a parent/guardian wants to explore these options further a list of schools with the program of their choice is given to them by the licensed ESL teacher. The licensed ESL will assist this transition with frequent correspondence between parent and the personnel of the schools that the family is interested in. Upon completion of these documents the licensed pedagogue informs parents about academic schedules, State exams, test modifications, grading policies, and supplemental programs. It is explained that we run a Push-in/Pull-out Freestanding ESL program. Translators and translated materials are used.

3. Entitlement letters, surveys and program choice letters are collected at Parent Orientation meetings or from the ELLs in the classroom. Letters not accounted for are diligently sought after through second and third letters home, phone calls to the house using information from emergency blue cards and finally a scheduled meeting with the licensed ESL teacher, parent coordinator and/or administrator. All letters are kept on file by the licensed ESL teacher until the student is officially discharged from the school. Failure to respond to these letters and meetings defaults to a selection of a Transitional Bilingual program.

4. Each year, one or two general education classes are allotted seats to house ELLs for returning ELLs, transfer students, and new admits. This allows for effective push-in and pull-out scheduling. The licensed ESL teacher acts as a liaison, during the year, to promote ongoing communication between parent and content area teachers, as well as during Parent-Teacher conferences and ESL meetings. MS 172 also plans a parent orientation night in September to meet their child's teachers and obtain answers to any questions they might have. Translators and translated materials are given if requested.

5. After reviewing the Parent Survey and Program Selection forms from the past four years, parents choose the Freestanding ESL program offered in our school. MS 172 has had approximately 35- 50 ELLs each year since 2006. Out of that average 70% - 80% of our ELLs speak languages native to India (Punjabi, Hindi, Malayalam, Tamil, Telugu, and Gujarati). As per the ASPIRA consent decree if 15 students of the same language group in one or two contiguous grades whose program selection show Transitional Bilingual Education or Dual Language programs chosen, it can be seen that our school does not meet the criteria to create said programs as of yet. In the past five years at least 90% of parents have chosen Freestanding ESL as their preferred program.

6. Programs are aligned with the requests of the parents. Parents are informed of every option to their child and in the past five years only one student transferred to a Transitional Bilingual Program in which case the licensed ESL teacher assisted the family in choosing an appropriate program for their child. MS 172 keeps a running account of parent program selections on a school survey data sheet to keep track of any trends, which is updated after each Parent Orientation meeting given during the year.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In								2	4	2				8
								1	0	1				2
Total	0	0	0	0	0	0	0	3	4	3	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	27	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20	1	1	6	0	4	1	0	0	27
Total	20	1	1	6	0	4	1	0	0	27

Number of ELLs in a TBE program who are in alternate placement:

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	
	EL L	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							1	0	2					3
Chinese							1	0	0					1
Russian							0	0	0					0
Bengali							1	0	2					3
Urdu							2	0	1					3
Arabic							0	1	0					1
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	0					0
Punjabi							3	3	1					7
Polish							0	0	0					0
Albanian							0	0	0					0
Other							6	2	1					9
TOTAL	0	0	0	0	0	0	14	6	7	0	0	0	0	27

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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)?
 - 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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - 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).

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. MS 172 follows a push-in/pull-out model for the instruction of ELLs. The pull-out model is designed to gather students at the same grade level for whole group instruction. Depending on the number of ELLs in each grade more than one class can be created. Newcomers in all grades with beginning or intermediate English skills are pulled out together, as well as with their grade level peers. The ESL teacher also pushes into content area classes to support ELLs to help support topics in content area classes, to develop academic language and English language proficiency.

1b. ELLs are grouped in a heterogeneous setting by grade. ELLs are programmed to receive ESL instruction as per their mandated minutes a week (180 minutes for advanced and 360 minutes for Intermediate and Beginner ELLs). ELLs who possess intermediate and beginner English skill levels are pulled-out or pushed into for an additional 180 minutes of mandated service to total 360 minutes a week as per CR 154. Classes include block (for 1 special ed class push-in, 1 special ed class pull-out and 1 gen ed class push-in;) ungraded for the 1 7/8 grade mixed class, heterogeneous for 6, 7 and 8 ESL classes and homogeneous for beginners.)

2a. During each year ATS reports are frequently run to ensure each student eligible for ESL services are identified. Once ELLs have been identified with the LAB-R or RLAT reports on ATS, or from reviewing students' IEPs, they are scheduled the appropriate minutes by the certified ESL teacher. Schedules are submitted to principal and supervisor for review. Students scoring at or below the lowest cut score on the NYSESLAT or the LAB-R are scheduled for ESL. Students scoring greater than the lowest cut score and lower than the highest cut score are scheduled for 180 minutes a week of ESL service. The certified ESL teacher creates a schedule and begins service and while waiting for waiting to submit LAB-R and Spanish LAB tests to be officially scored. RLER reports are checked often for confirmation that hand scores and computer scores from the testing center match. RNMR and RLAT reports from ATS are used to determine areas of strength and weaknesses for each ESL student in each modality. Returning English Language Learners (ELLs) are identified based on their previous NYSESLAT scores, as per RLAT reports. Students with Advanced scores are scheduled for four 45 minute periods and students with Intermediate and Beginner scores are scheduled for eight 45 minute periods.

2a All instruction is delivered in the English language, including the English Language Arts (ELA) classes within the push-in model we adhere to. In addition to the mandated minutes of Freestanding ESL program provided by MS 172, ELA is programmed for six to eight periods a week for each student. The ESL curriculum is standards-based and uses interdisciplinary materials to teach core academic content. A thematic approach is used and a workshop model is incorporated. The materials are age and level appropriate. The content area textbooks are written in sheltered English. Copies of classroom textbooks are used for tutoring and also to teach ELL's how to navigate the texts. There is a class library of High Interest Low Readability books catered to the needs of ELLs which also includes books on tape. Nonfiction books are also present to promote project based tasks that are linked to the Common core State Standards. There are also native language books in several languages and content area glossaries to support the needs of all ELLs. A reading center motivates ELL's to read a "just right book" and respond to the reading in a variety of venues. A listening center that accommodates sixteen (16) ELLs is used for reinforcement, enjoyment, and as a tool for differentiating instruction. The classroom has a computer center with five computers and one printer used for writing and to develop research skills. Students are provided with computer assisted instruction (CAI) through programs that include Achieve 3000, Rosetta Stone and Accelerated Reader (used both in the ESL classroom and in ELA classrooms.) Additionally an interactive SmartBoard is used for modeling and student practice.

3. Our ESL program is a standards-based pull-out / push-in program. The ESL teacher uses the thematic approach. It is inter-

A. Programming and Scheduling Information

disciplinary and each lesson contains content vocabulary, grammar, phonemic awareness, and functional language. All four language skills are integrated into the lesson - listening, speaking, reading, and writing. Hands-on activities, visuals, realia, graphic organizers, and drawing are used to scaffold the learning. A print-rich environment is maintained including a word wall with content and functional language and definitions. Instruction is differentiated according to needs. The Balanced Literacy Approach is used as well as the Writing Process. Sheltered content area textbooks are implemented to bridge gaps to the students' prior knowledge for each subject area. The Writing Process is built upon the units of study in their content area classes. There are technology-based skills centers: Listening, Reading, and Writing. Informal and formal assessments including, but not limited to current student work, conference notes, Periodic assessments, Predictives, and NYESLAT results drive instruction.

4. Due to the fact that MS 172 does not have a Transitional Bilingual Education or a Dual Language program evaluating students throughout the school year in their native language has not become necessary. At this time the Spanish LAB assessment is the only test given to determine native language proficiency.

5. MS 172 differentiates and designs instruction to accommodate a variety of students with many different needs.

5a. SIFE students are given the required amount of ESL periods, as well additional small group instruction by the licensed ESL teacher. Reading interventions focusing on sight words and phonics are implemented. They are also tested for The WADE assessment to identify if they need to learn decoding skills and determine if they may require Wilson reading program classes. After school functions such as one on one tutoring in the library, AIS, Title III and Beacon programs are strongly encouraged to the parents and student to attend.

5b. The ESL is an inter-disciplinary and each lesson contains content vocabulary, grammar, phonemic awareness, and functional language. All four language skills are integrated into the lesson - listening, speaking, reading, and writing. Hands-on activities, visuals, realia, graphic organizers, and drawing are used to scaffold the learning. A print-rich environment is maintained including a word wall with content and functional language and definitions. Instruction is differentiated according to needs. The Balanced Literacy Approach is used as well as the Writing Process. Sheltered content area textbooks are implemented to bridge gaps to the students' prior knowledge for each subject area. The Writing Process is built upon the units of study in their content area classes. There are technology-based skills centers: Listening, Reading, and Writing. Informal and formal assessments drive instruction.

5c. ELLs with four to six years of ESL service are offered many different services. Test scores and grades and analyzed formally through ARIS and Acuity, as well as NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. ELLs with four to six years of service are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

5d. More extensive evaluation is necessary for Long Term ELLs. Often times family and education background checks are made as to ascertain the level of education received in their country of origin. Recommendations for formal evaluations in the students' native language are made, in order to determine if other services are needed. The ESL teacher meets with content area teacher and these students frequently to make sure Long Term ELLs are on track in their content area classes. Test scores and grades and analyzed formally through ARIS and Acuity, as well as NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. Long Term ELLs are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

6. M.S. 172 currently follows recommendations for the least restrictive environment placement for Special Education students. Ongoing assessment is used to monitor student progress and recommendations are made toward appropriate services for ELL's in Special Education. ELLs with special needs are offered the same programs as other ELLs, however their IEPs are reviewed in the beginning and during the year to ensure goals and modifications are met for each ELL. Special needs ELLs are serviced in a 12:1 situation or a Collaborative Team Teaching (CTT) class. They are pulled out of classes to meet with the ESL teacher for their required amount of time in a heterogeneous setting. Test scores and grades and analyzed formally through ARIS and Acuity, as well as NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. ELLs with special needs are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

A. Programming and Scheduling Information

Instructional strategies and grade level materials used by teachers of ELLs and Students with Disabilities that provide access to content areas and accelerate English language development are embedded in the differentiation techniques in daily lessons of the licensed teacher. Within each content area students are grouped by their strengths and weaknesses as per the results of the formative and summative assessments each licensed teacher gives. Within these groups students are challenged with relevant content area based material from the classroom textbook or from the supplemental book collection located in each teacher's library. This supplemental library contains books directly linked to each unit in the curriculum and are presented in various reading levels to target the needs of their students and differentiate instruction. Also teachers are able to differentiate instruction while also ensuring the acceleration of English language development by utilizing Achieve 3000. All ELLs and SWDs and their teachers are given access to this program, which can be used to search a database of nonfiction articles based on specific topics written by the Associated Press. Teachers determine appropriate nonfiction articles and send them via email through the Achieve 3000 system. Because each student's reading level is predetermined by a formal pre-assessment the student will receive each article in their specific lexile reading level. Students will then gain access to new subject specific vocabulary, links for related articles, and will be evaluated by a quiz and a writing assignment, which is graded by a licensed pedagogue.

7. MS 172 uses curricular, instructional, and scheduling flexibility to meet to the diverse needs of ELL-SWDs within the least restrictive environment by way of frequent communication between the administration, licensed general education, special education, and ESL teachers. In terms of scheduling, each May after guidance have completed their visits to MS 172's feeder elementary schools articulation meetings commence between said parties to determine the appropriate class for each student for the following year. A general education class in each grade is predetermined to parallel a self-contained special education class to ensure students' needs are being met. ELL-SWDs are considered for mainstreaming in areas of strength in order for growth and the opportunity to acclimate to a general education setting. During the course of the school ongoing communication between licensed teachers and the administration occur to ensure proper student placement. Common planning periods are embedded in the school program as a means for meaningful conversations about all

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
100%	100%	100%	100%
75%	75%	75%	75%
50%	50%	50%	50%
25%	25%	25%	25%
0%	0%	0%	0%
	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; include ELL materials used to support students with disabilities)?

B. Programming and Scheduling Information--Continued

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

8. Our targeted intervention programs are provided for all ELLs, including newcomers, Pre Long Term ELLs, Long Term ELLs, ELLs with special needs and Former ELLs. All ELLs have the opportunity to participate in the Title III supplemental program after school. Our Title III program is geared towards improving English in the content areas, as well as preparing students for the upcoming Math and ELA State Exam. All ELLs are targeted to participate in AIS for all content areas. Achieve 3000 will be provided to all ELLs and is given in class during group instruction and where the classroom teacher sees fit. It is also given in the ESL pull out class where corresponding reading and writing skills are explicitly focused on.

9. Congruence meeting between the ESL teacher and content- area teachers further serves to provide for alignment of instruction. ELL's are provided with AIS services in ELA, Math, SS and Science through our after school and Saturday AIS program and through out Title III enrichment program which focused on language acquisition through the content areas as well a specific focus on mathematics. Transitional support for ELL's reaching NYSESLAT proficiency is provided through the Title III program, the schools pull-out reading program and AIS program (Tier I and Tier II.) The ESL teacher coordinates with the AIS supervisor and the reading teacher in order to identify former ELLs that are in need of transitional services. Also the ESL teacher works with the testing coordinator to ensure all ELLs and former ELLs get the appropriate testing modifications. Our main goal is to provide the knowledge and skills needed for meeting all content area standards. The ESL teacher meets regularly with classroom teachers to develop congruence and to discuss the progress and needs of the ELLs. The ESL teacher provides data to the classroom teachers in order to facilitate the identification of needs and literacy profiles.

10. The Accelerated Reader tool STAR has been purchased for the year 2011-2012 and will be available to all students. The STAR program is designed to help students and teachers become aware of the appropriate books and other reading material for each child. Teachers can identify struggling students, analyze problems and set goals for each child's need. By providing assessments geared toward each student's goal, it can be determined whether the intervention was effective or not, in order to make necessary adjustments.

11. At this time no programs have been discontinued for the 2011-2012 school year.

12. All ELLs at MS 172 have equal access to the programs offered in the building. ELLs have the opportunity to participate in our Title III program which focuses on cultural enrichment, bridging the gap in the content area and preparing for the ELA, Math and NYESLAT State exams. ELLs are assigned to an AIS class in Math, ELA, Social Studies and Science and encouraged to go to after school peer tutoring during lunch hours and after school in the library. Beacon and the C.H.A.M.P.S program are also available to them for homework help or participating in athletic activities. ELLs are welcomed to tryout for cheerleading, basketball, volleyball and softball teams during the year. Currently there are no programs that have been discontinued for ELLs.

13. A variety of materials are implemented to instruct ELLs. In the ESL classroom ACCESS Newcomers, English, History, Science and Math are used to bridge the language gaps to help make understanding their content area subjects easier. A SMART board is used for mini lessons, modeling and other teacher directed instruction. Audio/video players are applied in the listening center, to differentiate instruction with one or small groups of students, as well as for classroom instruction. Computers in the content area classrooms, the ESL classroom, the computer lab, and the library are all available for instructing ELLs. The internet is used as a research resource for task performance assignments that are aligned to the common core standards.

14. Native languages are delivered in the Freestanding ESL model through in class libraries of age appropriate books. Native language support is primarily provided in the ESL classroom which also serves as a resource for general education classroom teachers. An ongoing individual flash card collection is created by the student to incorporate content area and everyday words in English and the native language word/picture that correlates. Independent reading books in the native language are selected from ESL teachers' classroom library. Also educational websites providing ELLs native language and English are incorporated in the ESL classroom. All students are provided with glossaries for each subject area. Also Spanish speakers are issued translated textbooks in each subject for the classroom and for home. Achieve 3000 contains bilingual reading material in Spanish, which provides translations of specific words and guided support for questions to assist students' understanding of the text read. Classroom libraries include books in Spanish and Bengali. The books in

B. Programming and Scheduling Information--Continued

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

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

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

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. The ELL teacher attends numerous workshops and conferences throughout the school year. Professional development workshop opportunities given by New York City Department of Education are sent to the Principal electronically often and are screened for relevance to the field of ESL. It is common practice that the certified ESL teacher attends at least four workshops and/or conferences relating to the field of ESL every year. The ESL coordinator (Assistant Principal) attends bi monthly Network Assistant Principal meetings (with the ESL teacher) specific to ESL/ELL Professional development. Professional development on ESL strategies and other ESL related issues is presented collaboratively by the ESL and Teacher Center teachers twice a year at Faculty Conferences and in special workshops on Chancellor's Conference days in November and June. Special Education teachers have formed a Inquiry team in collaboration with the ESL teacher who provides PD during biweekly Inquiry meetings. Topics addressed in the various workshops include Language/Vocabulary acquisition (with an address to ELL glossaries,) Reading Strategies for Beginners; Integration of Newly Arrived ELLs. Through the collaboration in the use of the Achieve3000 Reading program between ELA teachers who teach ELL's, Special Education teachers and the ESL teacher, additional specific focus is given to increasing teacher effectiveness in the delivery of reading instruction.

2. ELLs transitioning from elementary school to MS 172 are given a school orientation before the school year begins. During the months of May and June guidance counselors identify all ELLs and other special needs students in order to create an appropriate schedule for them. Student lists and articulation reports are sent to the certified ESL teacher for further analysis. Students are then grouped accordingly. Eighth graders transitioning to high school are provided with information about the school and guidance as to any questions and concerns by the student or parent. Also students are encouraged to attend the ELLs summer enrichment program in the district, as well the CUNY's Summer Intensive English Language Institute. The ESL teacher also researches and if needed contacts all high schools current eighth grade students will be attending to coordinate orientation dates, summer programs and summer reading requirements.

3. The certified ESL teacher presents professional development to new staff members at least four (4) times per year. Staff members who have already received their 7 1/2 hours of training are invited to participate in all workshops. The topics are continuous in order to make the training cognitively meaningful and applicable. Teachers receive a signed record of their attendance in order to fulfill the 7 1/2 hours (10 hours for Special Education teachers) of required ESL training. Staff development is an important component of our ESL program. We try to advocate for our ELLs through these training sessions as well as provide ideas and strategies for working with the ELL's in the content area classroom. The following are projected dates and the target audience for this year's ESL Staff Development Program:
 September 7, 2011--Cultivating Awareness for ELLs in MS 172 (New staff members and Parent Coordinator
 September 22, 2011-- ESL Strategies for Classroom Teachers - Special Needs of ELLs (New staff, content area/common branch/special education teachers, and parprofessionals
 October 19, 2011-- ESL Strategies for Differentiating Instruction – Implementing Achieve 3000 (New staff, content area/common branch/special education teachers and parprofessionals
 June 7, 2012 -- ESL Strategies to Enhance Study Skills (New staff, guidance counselors, special education teachers

Native Language Usage and Supports

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Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the pa 75%	
4. How do you evaluate the needs of the pa 50%	

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. M.S. 172 recognizes the importance of parental and community involvement. We conduct Parent Advisory Committee meetings to inform and educate parents about the needs of the ELLs. We work with the Parent Coordinator to provide information concerning community resources. Parents of new entrants are offered an ongoing Orientation Meeting. A DOE video is shown in the respective languages to assist parents regarding their choice of placement for the ELL's. Parents are invited and encouraged to participate in PTA meeting and functions. For the parents convenience translators are available for all meetings, particularly during High School information sessions. Translated documents, brochures and flyers giving such as NYCDOE Discipline code, the "Guide to NYC Public Schools" for each grade are provided. Report cards are also translated upon request. All documents that cannot be translated by the translation unit in the NYCDOE are stamped with seal informing parents to have the particular document translated. We also have interpretation request signs located in the main office and security desk for interpretation services over the phone.

2. We run programs that teach parents how to help their children study and work at home in order to succeed at MS 172. There is an outreach through the PTA with the multicultural community. MS 172 also offers trips to expose parents to the Queens community and the arts.

3. MS 172 evaluates the needs of parents by distributing a survey at the beginning of the year. The Survey question answers act to gauge the parents' interest in different community/school related topics. The PTA also receives verbal or feedback in letter form about future topics needed to be discussed in future monthly meetings. Translated information is distributed where possible (our diverse Indian languages have presented a problem for providing timely translation in all situations.) Translators are enlisted from the staff (Spanish, Hindi, Punjabi) and the DOE Translation Unit is contacted for over-the phone translation when needed.

4. All activities and monthly meetings are created from the survey data. PTA meetings include speakers and mini-workshops requested by the parents. All workshops address the needs of the entire community. There is a monthly meeting with parents of students with special needs and/or with IEPs. This meeting circulates between 3 middle schools and 6 elementary schools each month. There is seventh grade readiness workshop, a 6th grade transition workshop, and a high school articulation meeting. Other workshops include stress management, bullying, parents role in Achieve 3000, learning computer applications, and developing research skills. Based on the survey and the feedback provide by the parents an overwhelming majority of the community's needs are being addressed. Any extraneous requests are met with one on one.

B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

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9. Concurrence meeting between the ESL teacher and content area teachers further serves to provide for alignment of instruction. ELL's

B. Programming and Scheduling Information--Continued

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

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9. Congruence meeting between the ESL teacher and content- area teachers further serves to provide for alignment of instruction. ELL's are provided with AIS services in ELA, Math, SS and Science through our after school and Saturday AIS program and through out Title III enrichment program which focused on language acquisition through the content areas as well a specific focus on mathematics. Transitional support for ELL's reaching NYSESLAT proficiency is provided through the Title III program, the schools pull-out reading program and AIS program (Tier I and Tier II.) The ESL teacher coordinates with the AIS supervisor and the reading teacher in order to identify former ELLs that are in need of transitional services. Also the ESL teacher works with the testing coordinator to ensure all ELLs and former ELLs get the appropriate testing modifications. Our main goal is to provide the knowledge and skills needed for meeting all content area standards. The ESL teacher meets regularly with classroom teachers to develop congruence and to discuss the progress and needs of the ELLs. The ESL teacher provides data to the classroom teachers in order to facilitate the identification of needs and literacy profiles.

10. The Accelerated Reader tool STAR has been purchased for the year 2011-2012 and will be available to all students. The STAR program is designed to help students and teachers become aware of the appropriate books and other reading material for each child. Teachers can identify struggling students, analyze problems and set goals for each child's need. By providing assessments geared toward each student's goal, it can be determined whether the intervention was effective or not, in order to make necessary adjustments.

11. At this time no programs have been discontinued for the 2011-2012 school year.

12. All ELLs at MS 172 have equal access to the programs offered in the building. ELLs have the opportunity to participate in our Title III program which focuses on cultural enrichment, bridging the gap in the content area and preparing for the ELA, Math and NYESLAT State exams. ELLs are assigned to an AIS class in Math, ELA, Social Studies and Science and encouraged to go to after school peer tutoring during lunch hours and after school in the library. Beacon and the C.H.A.M.P.S program are also available to them for homework help or participating in athletic activities. ELLs are welcomed to tryout for cheerleading, basketball, volleyball and softball teams during the year. Currently there are no programs that have been discontinued for ELLs.

13. A variety of materials are implemented to instruct ELLs. In the ESL classroom ACCESS Newcomers, English, History, Science and Math are used to bridge the language gaps to help make understanding their content area subjects easier. A SMART board is used for mini lessons, modeling and other teacher directed instruction. Audio/video players are applied in the listening center, to differentiate instruction with one or small groups of students, as well as for classroom instruction. Computers in the content area classrooms, the ESL classroom, the computer lab, and the library are all available for instructing ELLs. The internet is used as a research resource for task performance assignments that are aligned to the common core standards.

14. Native languages are delivered in the Freestanding ESL model through in class libraries of age appropriate books. Native language support is primarily provided in the ESL classroom which also serves as a resource for general education classroom teachers. An ongoing individual flash card collection is created by the student to incorporate content area and everyday words in English and the native language word/picture that correlates. Independent reading books in the native language are selected from ESL teachers' classroom library. Also educational websites providing ELLs native language and English are incorporated in the ESL classroom. All students are provided with glossaries for each subject area. Also Spanish speakers are issued translated textbooks in each subject for the classroom and for home. Achieve 3000 contains bilingual reading material in Spanish, which provides translations of specific words and guided support for questions to assist students' understanding of the text read. Classroom libraries include books in Spanish and Bengali. The books in

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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.

In order to further support our ELLs and their parents we have started to create spiral bound glossaries that cover the major content areas for students and teachers. Using glossaries provided by the New York City Department of Education, as well as school funds to translate material in other languages that are not provided, students will have a resource to refer to when needed. ELLs, who can read their native language, will be provided a book of glossaries for each major subject area in their language. Teachers will also be given a book that contains glossaries corresponding to their specific subject area in all languages. Teachers will then be able to highlight relevant words before each lesson or unit. Previously, ELLs carried individually, stapled, photocopies of glossaries for each subject, which were lost or damaged during the course of the year. By creating a bound book, their glossaries will be protected in one place. ELLs will be expected to carry these glossaries at all times and will be encouraged to use them during class and for homework.

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. The ELL teacher attends numerous workshops and conferences throughout the school year. Professional development workshop opportunities given by New York City Department of Education are sent to the Principal electronically often and are screened for relevance to the field of ESL. It is common practice that the certified ESL teacher attends at least four workshops and/or conferences relating to the field of ESL every year. The ESL coordinator (Assistant Principal) attends bi monthly Network Assistant Principal meetings (with the ESL teacher) specific to ESL/ELL Professional development. Professional development on ESL strategies and other ESL related issues is presented collaboratively by the ESL and Teacher Center teachers twice a year at Faculty Conferences and in special workshops on Chancellor's Conference days in November and June. Special Education teachers have formed a Inquiry team in collaboration with the ESL teacher who provides PD during biweekly Inquiry meetings. Topics addressed in the various workshops include Language/Vocabulary acquisition (with an address to ELL glossaries,) Reading Strategies for Beginners; Integration of Newly Arrived ELLs. Through the collaboration in the use of the Achieve3000 Reading program between ELA teachers who teach ELL's, Special Education teachers and the ESL teacher, additional specific focus is given to increasing teacher effectiveness in the delivery of reading instruction.

2. ELLs transitioning from elementary school to MS 172 are given a school orientation before the school year begins. During the months of May and June guidance counselors identify all ELLs and other special needs students in order to create an appropriate schedule for them. Student lists and articulation reports are sent to the certified ESL teacher for further analysis. Students are then grouped accordingly. Eighth graders transitioning to high school are provided with information about the school and guidance as to any questions and concerns by the student or parent. Also students are encouraged to attend the ELLs summer enrichment program in the district, as well the CUNY's Summer Intensive English Language Institute. The ESL teacher also researches and if needed contacts all high schools current eighth grade students will be attending to coordinate orientation dates, summer programs and summer reading requirements.

3. The certified ESL teacher presents professional development to new staff members at least four (4) times per year. Staff members who have already received their 7 1/2 hours of training are invited to participate in all workshops. The topics are continuous in order to make the training cognitively meaningful and applicable. Teachers receive a signed record of their attendance in order to fulfill the 7 1/2 hours (10 hours for Special Education teachers) of required ESL training. Staff development is an important component of our ESL program. We try to advocate for our ELLs through these training sessions as well as provide ideas and strategies for working with the ELL's in the content area classroom. The following are projected dates and the target audience for this year's ESL Staff Development Program:
September 7, 2011--Cultivating Awareness for ELLs in MS 172 (New staff members and Parent Coordinator

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September 7, 2011--Cultivating Awareness for ELLs in MS 172 (New staff members and Parent Coordinator)

September 22, 2011-- ESL Strategies for Classroom Teachers - Special Needs of ELLs (New staff, content area/common branch/special education teachers, and paraprofessionals)

October 19, 2011-- ESL Strategies for Differentiating Instruction – Implementing Achieve 3000 (New staff, content area/common branch/special education teachers and paraprofessionals)

June 7, 2012 -- ESL Strategies to Enhance Study Skills (New staff, guidance counselors, special education teachers)

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. M.S. 172 recognizes the importance of parental and community involvement. We conduct Parent Advisory Committee meetings to inform and educate parents about the needs of the ELLs. We work with the Parent Coordinator to provide information concerning community resources. Parents of new entrants are offered an ongoing Orientation Meeting. A DOE video is shown in the respective languages to assist parents regarding their choice of placement for the ELL's. Parents are invited and encouraged to participate in PTA meeting and functions. For the parents convenience translators are available for all meetings, particularly during High School information sessions. Translated documents, brochures and flyers giving such as NYCDOE Discipline code, the "Guide to NYC Public Schools" for each grade are provided. Report cards are also translated upon request. All documents that cannot be translated by the translation unit in the NYCDOE are stamped with seal informing parents to have the particular document translated. We also have interpretation request signs located in the main office and security desk for interpretation services over the phone.

2. We run programs that teach parents how to help their children study and work at home in order to succeed at MS 172. There is an outreach through the PTA with the multicultural community. MS 172 also offers trips to expose parents to the Queens community and the arts.

3. MS 172 evaluates the needs of parents by distributing a survey at the beginning of the year. The Survey question answers act to gauge

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3. MS 172 evaluates the needs of parents by distributing a survey at the beginning of the year. The Survey question answers act to gauge the parents' interest in different community/school related topics. The PTA also receives verbal or feedback in letter form about future topics needed to be discussed in future monthly meetings. Translated information is distributed where possible (our diverse Indian languages have presented a problem for providing timely translation in all situations.) Translators are enlisted from the staff (Spanish, Hindi, Punjabi) and the DOE Translation Unit is contacted for over-the phone translation when needed.

4. All activities and monthly meetings are created from the survey data. PTA meetings include speakers and mini-workshops requested by the parents. All workshops address the needs of the entire community. There is a monthly meeting with parents of students with special needs and/or with IEPs. This meeting circulates between 3 middle schools and 6 elementary schools each month. There is seventh grade readiness workshop, a 6th grade transition workshop, and a high school articulation meeting. Other workshops include stress management, bullying, parents role in Achieve 3000, learning computer applications, and developing research skills. Based on the survey and the feedback provide by the parents an overwhelming majority of the community's needs are being addressed. Any extraneous requests are met with one on one.

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)							1	1	1					3
Intermediate(I)							5	1	3					9
Advanced (A)							8	4	3					15
Total	0	0	0	0	0	0	14	6	7	0	0	0	0	27

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				
	I							1	0	1				
	A							7	3	5				
	P							4	0	0				
READING/ WRITING	B							1	0	0				
	I							5	1	3				
	A							6	0	3				
	P							0	2	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	3	2	0	7
7	1	8	0	0	9
8	3	10	0	0	13
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
5									0
6	0	0	3	0	4	0	3	0	10
7	0	0	6	0	4	0	2	0	12
8	2	0	6	0	5	1	1	2	17
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	3	0	8	1	2	2	0	0	16
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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 as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Early literacy skills are tested in a variety of methods. Initially the Writing, Reading Assessment Profile (WRAP) is administered to all students to judge the level of ELLs reading and writing proficiency. ELLs who were unable to read the lowest level of the test (2A) are identified with the Essential Skills Word Reading Benchmark. Students identified with this benchmark will be provided with additional support.

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.

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Part VI: LAP Assurances

School Name: <u>172</u>		School DBN: <u>26Q172</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeffrey Slivko	Principal		10/18/11
Maureen Brady Rodriguez	Assistant Principal		10/18/11
Debra Hochrad	Parent Coordinator		10/18/11
Robert Zuzzolo	ESL Teacher		10/18/11
Carol Robinson	Parent		10/18/11
Kayla McCaffrey FL	Teacher/Subject Area		10/18/11
Jennifer Mabanta IEP Tchr	Teacher/Subject Area		10/18/11
Deborah Campisi	Coach		10/18/11
	Coach		
Marcia Kasner	Guidance Counselor		10/18/11
Mae Fong	Network Leader		10/18/11
	Other <u>Related Service Prov</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 26Q172 **School Name:** Irwin Altman MS 172

Cluster: 5 **Network:** CFN 535

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.

The following information was used in the assessment of the written translation needs of MS 172:

Home Language Survey – new admits; ELL population review; Parent Coordinator survey of language spoken in the home; Ethnic Census data; PAC meeting attendance; ATS-Home Language Report; Teacher survey; Office/support staff survey; Parent requests,

The following groups, sources and methods were used to assess the need for oral translation services at MS 172:

- Results of survey from teachers, parent coordinators, counselors,
- Secretaries(Pupil Accounting Secretary,)
- Past requests from parents,
- Requests from teachers,
- ATS Home Language Report, Home
- Language Information Survey (HLIS),

The MS 172 student population (978 students) includes the following major language subgroups: Bengali (28,) Chinese/Cantonese (14) Gujarati (42,) Hindi (34,) Malayalam (34,) Punjabi (100,) Spanish (55,) and Urdu (41.)

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.

MS 172 acknowledges the need to outreach to our entire school community and to provide written documents in languages that can be accessed by all parents. Toward that goal we would provide translated versions of documents including PTA meeting notices, open school invitations,

- special event/ activity announcements,
- school newspapers,
- Principal's monthly letter and calendar,
- Parent Coordinator letters,
- PAC meeting notices information

The need for oral translation services that were specifically and generally identified include: Registration of new students where parents do not speak English

- Parent-teacher conferences – November and February; ongoing individual conferences
- Parent Coordinator events /conferences
- PAC meetings
- Guidance conferences
- School meetings and events
- PTA meetings

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.

Toward our goals to outreach to our non-English speaking community, we would provide translated versions of documents including

- PTA meeting notices,
- open school invitations,
- special event/ activity announcements,
- school newspapers,
- Principal's monthly letter and calendar,
- Parent Coordinator letters,
- PAC meeting notices

- Use of pre-translated DOE documents; parents bill of rights, report card explanations

We will use the DOE Translations & Interpretation Unit whenever possible. When necessary we will contract with outside vendors.

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

Oral translation is needed to assist parents with their communication with the school and in providing parents with the information that they need to assist and support their children including:

- during student admissions and ELL parent orientations
- PTA meetings,
- Open school
- Special events- school concerts, plays, presentations, activities,
- parent workshops,
- Group or individual parent meetings,
- Counseling, telephone communications
- Use the Translation & Interpretation Unit Phone Line Interpretation Services.

Interpretation services will be provided by both in house staff and outside vendor when necessary.

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>.

School will post signage prominently in the building indicating availability of interpretation services as provided by the Dept of education.

The website information will be provided to all parents; <http://schools.nyc.gov/Offices/translation/Tips and Resources/Default.htm>

Language Identification Cards are provided at both the security desk in the main lobby and in the main office.

The phone-line interpretation telephone number is readily available at the security and the main office of immediate language assistance.

The Parents Bill of Rights and all Department of Education official forms and documents will be readily available in the covered languages.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Irwin Altman Middle School 172	DBN: 26q172
Cluster Leader: Debra Maldonado	Network Leader: Mae Fong
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school * <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 27 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 * <input type="radio"/> 6 * <input type="radio"/> 7 * <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 6th and 7th grade promotional standards require ELL's (English Language Learners) to pass English and Math. 8th graders must pass all major subjects. They must also produce an "Exit Project" for Social Studies. Due to all these demands, we strive to give our ELL's a comprehensive content-based curriculum that includes ELA, Science, Social Studies and Math. However, there is not enough time available to work extensively and exclusively on these core subjects. The nature of the problem of understanding for ELL's in the content area classroom is lack of or the gaps in their prior knowledge. For ELL's to be able to interact, they need to be equipped with a repertoire of linguistic concepts and structures. Research by Steven Krashen, shows that there is a positive correlation between language skills and scholastic achievement. Krashen has also emphasized the importance of extensive reading in the content areas.

Due to the lack of prior knowledge in the language used in Social Studies, Math and Science classes, our students need additional support to succeed in their general education subjects. Reading and writing in the content areas will be an important part of our program, as the need for content area intervention is becoming more and more apparent. Phonetic and phonemic awareness as well as decoding skills will be emphasized with the Beginner and Intermediate level ELLs in our school. Reading skills and strategies will be focused in all lessons using the balanced literacy approach. An Extensive Reading Program will also be implemented, using "Just Right" books to help students read for fluency, rather than struggle with grade level books. These "Just Right" books will be chosen by the student with the assistance of the ESL teacher. 100% of these books will be supported by Accelerated Reader, which will be used to monitor the progress and understanding of each student. Lessons will be guided by incorporating reading, writing, speaking and listening skills, through the use of various forms of media and nonfiction content area texts. These classes will be held on two afternoons a week for one and a half hours after school from November to May (pending Title III funding.)

The 2010-11 NYSESLAT and LAB-R results show that we have 11.1 % Beginner Level ELLs, 33.3 % Intermediate Level ELLs, and 55.5 % Advanced Level ELLs . Nevertheless, ELLs, at all levels, have scored level 1 and low level 2 on the Math Assessments, as well the English Language Arts State Exam. This underscores the need for continued intensive Math vocabulary development and for more practice using mathematical language in a variety of ways to develop authentic acquisition of the content language. ELLs need additional opportunities to practice using the language of Mathematics and thereby "acquire" it, beyond the situations in the regular math classroom. Many ELLs are able to succeed in the structured setting of the classroom, but, when left on their own cannot navigate the content-specific language of math texts and standardized Math tests.

This proposal, therefore, is to continue a program that targets the needs of 6th, 7th, and 8th grade

Part B: Direct Instruction Supplemental Program Information

ELL's who have scored a Level 1, 2 and lower 1/3 level 3 on the NYS Math Test. This is due primarily to lack of content language skills, not computation skills. This program would supplement the work that we do in the regular school day program. It will provide in-depth learning and remedial intervention of math skills needed for each grade. The math teachers involved in the program will collaborate weekly with the ESL teacher in the lesson planning and in the assessment of the individual needs of the ELLs. Instruction will be differentiated to meet the needs of each student. Ongoing assessment (informal and formal) and looking diligently at student work will guide the planning. By providing more time on the tasks of math skills, particularly word problems ELL's will gain in content reading stamina as well as in ways to apply that language to mathematical skills. Many ESL students have a wealth of prior knowledge in the area of Math. They only need more time and practice to make those connections with the target language.

This class will meet after school (two 1.5hr class/week for each of three classes,) for 12 weeks, November – May. 2 Math certified teachers (1dual certification for Special Education) and 1 ESL certified teacher(s) will serve approximately 20-25 of ELLs who have scored at Level 1, 2 and low level 3 on the 5th, 6th and 7th grade NYS Math test (Spring 2011.)

1. By June 2012, 100% of the targeted 6th, 7th, and 8th grade ELL's will gain in their use of oral language through a planned program of dialogue, play, and oral presentations using Math, Social Studies and Science content, as measured by an increase of one level on the NYS Math Test, and the NYSESLAT.
2. By June 2012, 100% of the targeted 6th, 7th, and 8th grade ELL's will gain in their understanding of numbers and operations, Geometry and Measurement, Algebra, Statistics, and Probability, and Problem-solving and Thinking, through a planned program of Mathematics, as measured by an increase of one level on the NYS Math Test
3. By June 2012, 100% of the targeted 6th, 7th, 8th grade ELL's will gain in their reading and writing skills through a planned program of reading and writing using content area themes and content, as measured by an increase in at least one reading level.

ACTIVITIES:

The ESL and Math teachers will present one mini-lesson per class in each of their respective classes After modeling the skill to be learned, the teacher will provide practice opportunities and will conference with individual students and small groups to check for comprehension and to re-teach if necessary. In the Math class hands-on materials will be provided to enhance the learning and the Math teacher will differentiate according to the individual needs of the ELLs. Math Journals will be maintained in the Math classroom while Reading and Writing Notebooks will be maintained in the ESL classroom. Math and ESL Portfolios will serve to monitor the progress.

The ELL's will write in their Math Journals to assess their learning experiences as well as to identify what they did not understand. They will create their own word problems using the vocabulary presented in the lessons. They will work cooperatively to solve problems and to create presentations

Part B: Direct Instruction Supplemental Program Information

that will reinforce the learning as well as provide an opportunity for oral skills development. In the ESL classroom reading and writing activities will serve as extensions to the learning in the Math classroom. Students will read stories, articles, biographical pieces on famous mathematicians, and internet downloads on topics at hand in the Math classroom. A shared word wall will ensure opportunities for repetition so crucial to ELLs in language acquisition. Students will have opportunities to independently work with language acquisition programs on the computer and will have a SmartBoard for whole-group interactive technology-based learning.

The ESL teacher will focus on the development of content and academic vocabulary in the context of the content area curriculum as well as through small group conversations in which students practice listening and speaking skills. Additionally, students will be provided with opportunities for independent work using research-based Computer Assisted Instruction to improve their content area and academic vocabulary reading comprehension and writing skills.

Part C: Professional Development

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

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

Begin description here: Professional development will be provided during the course of the program. Once every week, for one half hour after school, the ESL and the Math teachers will meet to plan lessons and discuss the ongoing assessment of each student, using the appropriate data. Teachers will address the needs of the ESL students in terms of what they are working on in the classroom. The ESL teacher will mentor the Math teachers for the duration of the program. This teacher/mentor will serve as an objective observer of the process and give key insights into what the teacher is doing. He will collaborate in the design of the activities and offer advice on materials and effective connections to literacy. Additionally, instructional staff will participate in professional development provided by ESL staff developers on-site and off-site to be determined by MS 172 staff availability and identified PD programs

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: Parents are an essential part of the success formula for all students. The needs of ELLs, however, require that parents be aware of the difficulties they encounter in their learning process as well as what is expected of them. With their support, we have been able to accomplish more success at MS 172. There will be three Parent Workshops for this program. Each workshop will be one hour. The first workshop, "English Language Learners and Math", will introduce the Program and explain why their children have been chosen. It will be held in November, 2011 from 3:00 P.M. to 4:00 P.M. The teachers will explain about standardized testing, performance and promotional standards. There will also be an introduction to the Impact Math program and to using bilingual math glossaries. The second workshop, "How Parents Can Help English Language Learners At Home", will be presented to provide ideas for helping the ELL's at home. This workshop will be presented in January, 2012 from 3:00 P.M. to 4:00 P.M. The third workshop will be presented in April, 2012, 3:00-4:00pm- "Looking at your Child's Work."

All written materials will be provided, whenever possible, in the respective native languages. Efforts will also be made to provide translators for the workshops for all the languages represented in the population being served in the program.

The ESL and the Math teacher will provide materials and instruction in strategies that will prepare the ELLs to succeed on the Standardized tests for Math.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	9545.22	Per session for ESL and General Ed teacher to support ELL Students: 143 hours x \$50.06 (current teacher per session rate with fringe) = 7659.18 <ul style="list-style-type: none"> • 3 tchrs x 1.5 hrs x 24 sessions x 50.06= 5406.48 (instruction) • 3 tchrs x .75 hrs x 16 weeks x 50.06 = 1802.16 (PD) • 3 tchrs. X 1hrx3 workshopx \$50.06=450.54 1 supervisor x 1.5 hrs x 24 weeks x 52.39 = 1886.04
Purchased services <ul style="list-style-type: none"> • High quality staff 	0	

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

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$473.78	Math materials Paper
Educational Software (Object Code 199)	\$1181	Math/ELA software for the SmartBoard
Travel		
Other		
TOTAL	\$11,200	