



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: 15K172

PRINCIPAL: G. JACK SPATOLA EMAIL: JSPATOL@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

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
G. Jack Spatola	*Principal	
Christina Zuccaro	*UFT Chapter Leader	
Alexa Aviles Naila Rosario	*PA/PTA Co-Presidents	
Elizabeth DeMaio	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Deborah Nikrad	Member/Teacher	
Rachel Dougherty	Member/Teacher	
Agnes Laird	Member/Teacher	
Desiree Rios	Member/Teacher	
Sandra Galvis-Pena	Member/Parent	
Jimmy Inca	Member/Parent	
Corlette James	Member/Parent	
Jillian Johnson	Member/Parent	
Martha Duran	Member/Parent	
Beverly Sommer	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

- Challenge all learners to perform with greater independence and perseverance in order to increase academic engagement and achievement and meet or exceed common core standards.

Comprehensive needs assessment

- The School's Leadership Team studied monthly progress reports such as reading levels, end of unit assessments, and on demand assessments, in addition to teacher conference notes, classroom observations by coaches and supervisors, as well as teacher feedback from the weekly professional development meetings. Challenges encountered by our students were in reading complex texts, solving open-ended math tasks, and/or answering higher level questions. It was noticed that in these settings they sought teacher guidance and often they became disengaged from the work entirely. Deeper analysis informed that students with learning disabilities and English Language Learners significantly struggled with stamina to stay on task and performed at greater literal levels than their counterparts. These ELLs and students with an IEP struggled to decode grade level texts, to recall and to use vocabulary which had been taught, to understand higher level or multi-step questions, and to develop inferences and interpretations around a text.
- Of course these findings led us to look much more closely at teacher instructional practices and at curricula choices. By studying classroom observation reports, pd cycles, and teacher conference notes, we found that the majority of teachers' instruction focused on literal comprehension of texts, and few addressed interpreting author's craft, author's purpose, or theme of the work. Further study of our math instructional practices revealed similar trends. During math workshops, teachers provided few opportunities for students to apply and extend their learning in the form of math projects and open-ended tasks.
- During Project based lessons that were observed, many students and consistently our ELLs and students with learning disabilities struggled with completing the tasks. Closer analysis reflected a greater need for support with understanding the language and concepts behind open-ended questions, becoming flexible problem solvers, and applying concepts learned to new situations. Additionally, we found that math conferences mainly focused on remediating or re-teaching basic concepts within the unit. Questioning across all instructional components was teacher-directed and focused on basic skills. Overall, questioning practices limited opportunities for students to apply or extend learning. The questioning rarely led to in-depth discussion of the task or text being studied.
- When we analyzed the reading levels across the last two years, we found a discrepancy in student growth across the school. Between 2011 and 2012, our Kindergarten, first grade, third grade, and fourth grade all made significant gains. In Kindergarten we saw an increase of 4% in students reading at or above grade level, from 92%-96%. Grade one increased by 23% from 41% to 64%, grade three increased by 14% from 50%-64%, and grade four saw an increase of 10% from 35% to 45%. While the majority of our grades experienced terrific gains in the double digits, grade two and grade 5 saw little or negative growth in the number of students at or above grade level. Grade two improved by 2% from 50%-52%. Grade five dropped by 5%, from 58% to 53%. Upon further analysis we found that the reading levels on grade two (J,K,L) and grade 5 (S,T,U) required new and deeper thinking on the part of the reader as compared to levels in other grades. Books in the JKL band require that readers make inferences in order to comprehend the text. A literal reading of the text is no longer sufficient because often the problem, solution, and character change are all inferred. Books at STU not only required inferring, but also interpretation. Without the higher order skill of interpretation, students miss the authors craft, purpose, and themes in the books, and they leave with a very surface understanding. This data indicated a great need for professional development and teaching of students in reading and interpreting complex texts.
- Although we saw some growth in grades 1 and 2 from Foundations word study program, our assessment data revealed that ELLs and students with learning disabilities in both grades still struggled with decoding and holding onto sight words-those students energies were used solely on decoding, never on inferring and interpretive work they might have done at those levels.

Instructional strategies/activities

- A focus group of teachers, coaches, and supervisors researched best practices in the teaching of complex texts and math tasks, then determined a plan to integrate this work into the curriculum as well as the school’s professional development goals.
- As a result of our research we developed a protocol for instructing students in tackling complex texts, as well as math tasks. First, students read the text independently. On this first read, they identify what makes the text difficult and they physically mark these phrases or sections. Then, teachers read the text with the students as an interactive read aloud, guiding students through strategies that will help them make meaning of those difficult parts. This is followed by multiple repeated readings of parts or the whole text, which focus on authors craft, author’s message, and theme. The session is concluded with a whole-class discussion where students are required to cite the text.
- We revised our reading and math curriculums to include complex reading and math tasks in every unit, and we revised our ongoing and en-of-units assessments to reflect this shift toward higher level thinking and application of skills.
- Intervention services were utilized in K-2 to provide a double dose of word study instruction and guided reading, while intervention services were used in grades 3-5 to provide instruction in understanding complex texts and guided reading.
- We instituted school-wide vocabulary instruction, which focused on actions words, character feelings, character traits, and academic vocabulary, allowing students to have deeper conversations.
- In the fifth grade we piloted an intensive word study remediation program 4 days a week after school for students who continued to struggle with decoding.
- Given the diverse group of learners in every classroom, we utilized a second teacher in every room to provide differentiated tasks and materials and appropriate questioning during mini-lessons. This strategy provided a more effective, cutting edge teaching and learning opportunity for students.
- The School Leadership Team developed a school-wide professional development plan that focused on best practices for reading complex texts and solving complex math problems.
- The School’s Leadership Team led school-wide presentations and teacher work groups during full-day professional days at the start of the school year as well as Election Day.
- The Assistant Principal and coaches conducted weekly grade meetings where teachers and intervention providers continued to study and select texts, revised protocol, and created a complex text curriculum with the goal of increasing students independent reading and perseverance in complex texts.
- The Assistant Principal and coaches also conducted monthly grade meetings where teachers and intervention providers developed performance-based math projects, as well as differentiated instruction for all students.

Strategies to increase parental involvement

- Share the data, goals, and action plan with parents in the School Leadership team as well as in Title I and Special Education committees.
- Coaches led parent workshops in September to share the purpose, protocol, and a few examples of complex text reading and math tasks.
- In addition to our Parents as Reading Partners and our Writing and Social Studies celebrations, we’ve invited parents to join classrooms to celebrate math projects showcasing student achievement in complex math tasks.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- **Several structures are in place at P.S. 172 to ensure that each student receives the right kind of instruction at exactly the right time. Teaching and learning is build on the foundation that instruction is to be differentiated and individualized to meet the needs of each student. That instruction is driven by all types of assessment, and shaped and sharpened by ongoing professional development.**
- **Instruction is also supported by a “Wellness Capsule” to ensure students’ social, medical, emotional, and dental needs. As such, the classroom teacher identifies each learner and shares the data with other teachers servicing the child as well as the counselor, the supervisor, the Principal, the SBST members with the inclusion, when appropriate of the nurse, the nutritionist, and the psychologist. These structures support each learners “wellness”, so important to meeting and exceeding academic standards.**

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

- All students in K-5 will engage in eight (8) literacy and in eight (8) math tasks embedded in our rigorous curriculum aligned to the CCS.

Comprehensive needs assessment

- The School's Leadership Team studied monthly progress reports such as reading levels, end of unit assessments, and on demand assessments, in addition to teacher conference notes, classroom observations by coaches and the Assistant Principal, and teacher feedback during weekly professional development meetings. An observation was made that when our students encountered tasks that required that they apply or extend their learning in new situations, they struggled to complete the task and sometimes weren't sure how to even begin. Upon further study, we noted that the students who struggled the most with open-ended tasks were ELLs and students with learning disabilities. Upon further study of grade conference notes and teacher feedback at end-of-unit reflection sessions, we discovered that many teachers were apprehensive themselves about posing students with open-ended or on-demand tasks. Our teachers were so accustomed to leading students through each step of a given task, they felt their students were unprepared to accomplish challenging tasks with independence. This led us to look closer at our units of study. This analysis revealed that students were not given measured opportunities across the units to complete tasks independently. Therefore, students never gained experience in approaching tasks all on their own, and teachers didn't instruct students in handling new challenges independently.

Instructional strategies/activities

- Developed periodic performance based on benchmarks such as grade-level reading assessments, on-demand writing, and open-ended math tasks and projects embedded in the units of study in literacy and math aligned to the CCS. These tasks were differentiated for all learners and were reflective of our goal that all students be able to utilize multiple approaches to problem-solving as well as interpret complex texts.
- Developed criteria to assess levels of understanding reflected in projects and on-going assessments, and made criteria transparent to students so that teaching and learning expectations were clear.
- Structured weekly 90 minute professional learning meetings to look at student work in literacy and math in order to assess student understanding at the independent level and inform teaching decisions.
- Periodically assessed teacher conference notes to reflect progressive growth in teaching practices, and how it informs next steps of pedagogical growth to support students' at standards performance.
- Selected lead teachers to attend outside professional development focusing on creating and assessing performance-based tasks in literacy and math.

Strategies to increase parental involvement

- Coaches led parent workshops in September to share the purpose, details, and student samples of performance based literacy and math tasks aligned with the CCS.
- In addition to our Parents as Reading Partners and our Writing and Social Studies celebrations, we've invited parents to join classrooms to celebrate math projects showcasing student achievement in complex math tasks.
- Revised report cards to reflect student achievement in on-demand and performance-based tasks.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- **Several structures are in place at P.S. 172 to ensure that each student receives the right kind of instruction at exactly the right time. Teaching and learning is build on the foundation that instruction is to be differentiated and individualized to meet the needs of each student. That instruction is driven by all types of assessment, and shaped and sharpened by ongoing professional development.**
- **Instruction is also supported by a “Wellness Capsule” to ensure students’ social, medical, emotional, and dental needs. As such, the classroom teacher identifies each learner and shares the data with other teachers servicing the child as well as the counselor, the supervisor, the Principal, the SBST members with the inclusion, when appropriate of the nurse, the nutritionist, and the psychologist. These structures support each learners “wellness”, so important to meeting and exceeding academic standards.**

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

- Support teachers' development with feedback and next steps from a strategic use of short, frequent cycles of classroom observation of student work/data, based on Danielson's Framework of Teaching.

Comprehensive needs assessment

- The School's Leadership Team studies student growth data, classroom observation reports, and notes from weekly grade level professional development meetings as well as coach and Assistant Principal professional development cycles and teacher feedback from these cycles. This analysis revealed again that across the school our ELLs and students with disabilities consistently struggle to meet Common Core Standards. Upon further discussion with the staff, we found that teachers were eager to engage in a deeper study of the stages of language development for English Language Learners, cognitive processing skills in all learners, as well as how the Universal Design for Learning might support more effective differentiated instruction. Furthermore, after studying teacher feedback from professional development cycles, we found that teachers were eager to receive even more frequent and individualized feedback on their instructional practices.

Instructional strategies/activities

- Based on student data, our research into best practices in teaching complex texts and math problems, as well as teacher feedback from grade planning meetings, the School's Leadership Team determined that the focus for our school's professional development would be to further investigate curricula and best practices in reading complex text and solving complex math problems.
- Our professional development program is under constant review. Data about the effectiveness of our professional development initiatives is collected from a variety of sources including: Our Principal's end of year individual teacher conferences, formal and informal observations, school cabinet meetings, weekly extended individual grade conferences, exit tickets, school achievement data including standardized test results, our DY0 periodic assessments, information gathered from our mid and end of unit assessments and teachers' conference notes. The data collected is used to develop and revise our school's professional development plan.
- The Leadership Team meets weekly to discuss student performance data and classroom observation reports as they relate to teacher effectiveness. During these meetings, individual and grade professional development focuses are shaped.
- Teacher professional development cycles are informed by the Leadership Team observations as well as teacher self-evaluations and reflections on student data. Cycles are 4-6 weeks long and are organized and assessed using the Danielson Framework. Each cycle consists of SMART goals, professional readings, demonstrations, observations, and intervisitations with the coach and other colleagues on the grade, as well as a mid and end of cycle evaluation by the coach and self-evaluation by the teacher. Additionally, the Assistant Principal conducts an observation at the end of the period to measure the effectiveness of the professional development cycle.
- The Leadership Team invited a network specialist in English Language Learning to conduct a study group with teachers to study the stages of language development as well as how the Universal Design for Learning can support differentiation for all learners, especially ELLs and students with learning disabilities.
- Teacher leaders on each grade attend professional development opportunities offered by Math in the City as well as Teachers College Reading and Writing Project. Teachers then present at the next grade conference to turn-key best practices learned.
- In addition, the Principal asks each staff member to develop his or her own pedagogical goals in conjunction with the coaches and supervisors. Support is provided each teacher throughout the school year to attain that goal. At the end of the year the Principal confers with each teacher to assess growth and outcomes of that work.

Strategies to increase parental involvement

- The principal reports monthly to the School Leadership Team to share the school’s professional development focus and the intended impact on student learning. Parents can ask questions and offer feedback at this time.
- Parents are invited into the classrooms at least once a month for student work celebrations or Parents as Reading Partners. By participating in lessons and projects, parents experience first-hand some of the revisions we’ve made in teaching practices and student work products.
- During monthly PTA meetings, teachers provide parent workshops to keep families up-to-date on curriculum revisions and the ways parents can support their students’ achievement at home.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Several structures are in place at P.S. 172 to ensure that each student receives the right kind of instruction at exactly the right time. Teaching and learning is built on the foundation that instruction is to be differentiated and individualized to meet the needs of each student. That instruction is driven by all types of assessment, and shaped and sharpened by ongoing professional development.
- Instruction is also supported by a “Wellness Capsule” to ensure students’ social, medical, emotional, and dental needs. As such, the classroom teacher identifies each learner and shares the data with other teachers servicing the child as well as the counselor, the supervisor, the Principal, the SBST members with the inclusion, when appropriate of the nurse, the nutritionist, and the psychologist. These structures support each learners “wellness”, so important to meeting and exceeding academic standards.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA Mathematics:</p>	<p>Classroom teacher, grade level intervention teacher, mandated service provider, coach and supervisor plan for individual students to ensure differentiation on a particular skill or strategy to accelerate learning. During the school day the intervention teacher pushes-in during the workshop by teaching the mini-lesson to a small group of same needs learners and then provides one-on-one conferring and small group strategy lessons and/or guided reading for the remainder of the workshop.</p> <p>Technology is used to strengthen work study with computer games. Students at risk are grouped in numbers of 6-8. Groups are flexible and group membership is defined by measurable results. These results are articulated in each student’s intervention plan which specifies both long and short range goals for each student and revises those goals along with the instructional skills and strategies that will be used to address them. Intervention teachers use visual and/or tactile aids in order for at risk learners to retain and apply knowledge. Skill and strategies more effectively. For example, the kindergarten learners reinforce letter/sound recognition with play-dough, glitter and sand, and use benchmark texts for fluency, accuracy and comprehension in reading, are used monthly to measure learning progress in attaining short range and long range goals. After school and Saturday classes for at risk students are offered year-round. The after school services are taught by the students’ regular school day teacher providing a true “extension” of learning.</p> <p>The program/strategy is used during readers and writers’ word study, guided reading, second read aloud with focus on deep conversations supported by appropriate vocabulary and language structure double dose of word study instruction to support challenges. Method- One-to-one small group push-in. Service is provided during the school day, after school and Saturday.</p>		
Science	<p>The Science lab provides AIS instruction during the school day. Science instruction will be part of the content area literacy support.</p>		
Social Studies	<p>Social Studies is integrated in our literacy work as well as connected with grade level arts daily during the school day</p>		

	and twice weekly in the After school program.
At-risk services provided by the Guidance Counselor:	Bilingual Crisis Intervention, bereavement counseling, behavioral modifications, short term therapeutic counseling related to issues interfering with academic performance and home life. Small group One-to-one
At-risk services provided by the School Psychologist:	Family counseling, individual and group counseling of students displaying academic difficulties. Address emotional and social factors. Management of students on medications of ADHA. Small group One-to-one
At-risk provided by the Social Worker:	Family crisis intervention, Social Services referrals for public assistance and immigration issues. Coordination of special education services including OT, PT, etc. Small group One-to-one
At-risk Health-related Services:	Counseling and health education sessions for asthmatic, diabetic, overweight children and respective families, are offered during the school day and after school. Students are assisted on how to understand and make sense of health issues.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Our school embraces the notion that the most effective way to improve the achievement of students is to improve the quality of teaching for all instructors to perform as highly qualified teachers. Our teachers are highly qualified as a result of our professional development program being curriculum area/instructional centered, standards based and a direct outgrowth of the school's goals developed by our leadership team and outlined in our Comprehensive Educational Plan.

P.S. 172's professional development program is multi-layered. In addition to the instructional leadership provided by school supervisors, four content area coaches are on staff. Two coaches work in the area of literacy and the other two in the area of mathematics instruction. Two coaches in Kindergarten through second grade and the other two coaches in grades three through five.

Coaches work with individual teachers in 4-6 week cycles. Coaches, like teachers, work using the "gradual release of responsibility method". As coaches begin work with teachers, they usually start by demonstrating a lesson. As teachers become more competent with the skill, strategy or the lesson architecture being demonstrated, the coach will take a step back into a co-teaching role, allowing the classroom teacher to take the lead. In the final stages of the cycle, the coach observes the lesson and provides feedback to the teacher, repeating this process until the goals for the cycle have been met. Supervisors observe both teacher and coach at predefined stages of the cycle to offer feedback and then once again at the end of the unit to consider the "next step" in that teacher's professional development plan.

In addition to our in-house professional development, P.S. 172 has maintained a long-time partnership with outside consultants. They provide in-house professional development as well as offers our staff the opportunity to attend subject and grade specific professional development workshops and summertime Teachers College "reading and writing" institutes and Math-in-the-City workshop.

Grade specific leaders in math, reading, writing and social studies as well as our school's science laboratory teacher, act as mentors to their fellow teachers on the grade. These curriculum leadership roles were awarded to teachers because of their demonstrated excellence in the specific subject area and are particularly useful for teachers who may not be currently involved in a professional development cycle but need help with a specific student or a specific lesson.

Study groups and inquiry groups are developed as an outgrowth of our professional needs. Our students' learning challenges as well as the pedagogical or content based challenges our staff face, generate the questions our study and inquiry groups are based on.

Our professional development program, much like our grade specific units of study, is under constant review. Data about the program comes from a variety of sources including individual teacher conferences, formal and informal teacher observations, professional development cycle outcomes as well as a review of class specific and standardized test assessment data.

PARENT INVOLVEMENT POLICY (PIP)

Title I Parent Involvement Policy

1. **P.S. 172, the Beacon School of Excellence and National Blue Ribbon School 2011, will take the following actions to involve parents in the joint development Plan.**
 - a. **By having two Title I school parent representatives participate in the monthly Parent Involvement Council.**
 - b. **The two representatives will participate in the monthly meetings of the school's PTA, of the PA Executive Board and in the Principal/PTA Executive Board consultations.**
 - c. **Share the Parent Involvement Plan with the school parents.**

2. **P.S. 172 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic assessment and Local Educational Agency and School Improvement of ESEA:**
 - a. **Have all parents including those of children with limited English proficiency (LEP) and with disabilities involved in the planning, review and improvement of our school wide program plan.**
 - b. **Use the monthly meetings of the School Leadership Team, PTA, Title I Parent involvement Committee as well as parent survey to gather needs data, share and assess the data, and develop a plan to successfully meet the students, parents and overall school needs.**
 - c. **Communicate with parents through multi-lingual letters, workshops in data analysis, curriculum learning and performance standards, curriculum nights, parent conferences, monthly writing publishing and quarterly social studies celebrations.**
 - d. **Have parents play an integral role in assisting their child's learning through such activities as Parents as Reading Partners and Learning Leaders, as well as through workshops that support parents' knowledge of the curriculum and standards.**
 - e. **Promote for parents opportunities for decision making and advisory input in committees and meetings which operate with the voting process.**

3. **As a Title I school wide school, P.S. 172 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies in all teaching/learning decisions. P.S. 172 will also involve our Title I parents in the district wide programs not present at P.S. 172. These District programs which include Head Start Parents as Teachers, and Pre-school youngsters will support parents by:**
 - a. **Using workshops on these programs' educational purposes, functions and performance data.**
 - b. **Facilitating inter-visits.**
 - c. **Providing all available literature.**

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

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

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

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

5. P.S. 172 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following by undertaking the actions described in this paragraph:
 - i. The State's academic content standards.
 - ii. The State's student academic achievement standards.
 - iii. The State and local academic assessments including alternate assessment.
 - iv. The requirements of Title I, Part A.
 - v. How to monitor their child's progress.
 - vi. How to work with educators.

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

- b. P.S. 172 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by holding workshops, classes and opportunities for parents to serve as learning leaders I the classroom.
- c. P.S. 172 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by providing all staff with professional development in the areas of Title I, ESL, CTT and general education requirements and by creating communication opportunities between the parents and teachers on how to assess and design instructional strategies for students, i.e.: portfolio sharing, celebrations planning and participation, etc...
- d. P.S. 172 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Pre-school Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by: All the parents of our Pre-Kindergarten will participate as all parents of students in Kindergarten through fifth grade. We do not have any of the other initiatives at P.S. 172, i.e.: Head Start, Reading First, etc..
- e. P.S. 172 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand: All letters, newsletters, forms, invitations, program definitions and handbooks are translated in the languages parent understand. At P.S. 172 the most prevalent language other than English is Spanish, with Arabic and Chinese, distantly at a lower degree.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by PTA Co-Presidents, Alexa Aviles and Naila Rosario.

This policy was adopted by P.S. 172 on June 19, 2012 and will be in effect for the period of 2012-2013 school year.

This school will distribute this policy to all parents of participating Title I, Part A children on or before September 20, 2012.

Principal – G. Jack Spatola
Date – June 19, 2012

SCHOOL-PARENT COMPACT

School Responsibilities

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

1. Our school exceeds state standards in reading and math with a child centered instructional program driven by assessment shaped by effective professional development and aligned with appropriate resources. The instructional program builds on the strong foundations established in the early grades. Skilled teachers implement the balanced literacy program, "living" the high scope philosophy and experiencing the integration of social studies and science with grade appropriate fiction and non-fiction rich literature. In the higher grades reduced class size with push-in intervention teachers in the areas of literacy and math provide developmentally appropriate instruction adapted to each child's strengths, needs and interests. Our teachers' competencies are strengthened by a comprehensive professional development program that includes Teachers College consistent exemplary practices.
2. Parent Teacher Conferences will be held twice annually: the week of November 13, 2012 and March 11, 2013. Additionally, Curriculum Days in September and monthly curriculum nights will provide greater opportunities for parent training and for compact evaluation.
3. The school will provide progress reports on individual children's performance as follows: report cards three times a year, monthly progress reports in the major academic areas of literacy and mathematics, quarterly conferences with parents, continuous assessment of homework, monthly writing celebrations, etc.
4. All staff is consistently available to consult with and be consulted by parents. Appointments requested by parents and/or by teachers will be established and consultations conducted on an "as need" basis.
5. Parents are the Educational Partners at P.S. 172. Information, training and decision-making opportunities are high priority goals. Parents are informed of school programs and services and particularly their child's curriculum and performance standards. Parents are offered learning opportunities on a year-long basis through workshops at twice-a-year Curriculum Days, monthly PTA meetings with workshops, monthly Parents as Reading Partners initiatives and twice-a-year Parents Learning Fairs. Additionally, parents are invited to observe the teaching/learning classrooms, monthly writing publishings, quarterly social studies celebrations.

Parent Responsibilities

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

- Making sure my child is on time and prepared everyday for school.
- Monitoring attendance.
- Talking with my child about his/her activities every day.
- Scheduling daily homework time.
- Providing an environment conducive for study.
- Make sure that homework is completed.
- Monitoring the amount of television my children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Participating in school activities on a regular basis.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate.

- **Reading together with my child every day.**
- **Providing my child with a library card.**
- **Communicating positive values and character traits, such as respect, hard work and responsibility.**
- **Respecting the culture differences of others.**
- **Helping my child accept consequences for negative behavior.**
- **Being aware of and following the rules and regulations of the school and district.**
- **Supporting the school's discipline policy.**
- **Express high expectations and offer praise and encouragement for achievement.**

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Corinne Rello-A/Alison Sheehan	District 15	Borough Brooklyn	School Number 172
School Name The Beacon School of Excellence			

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

Principal G. Jack Spatola	Assistant Principal Erika Gunderson
Coach Debbie Nikrad, ELA Coach	Coach Angela Ventura, Math Coach
ESL Teacher Maria DiRosa, ESL Teacher	Guidance Counselor Ivone Garcia
Teacher/Subject Area Jill Rogness, ELA & UFT Leade	Parent Ana Mabel Seboya
Teacher/Subject Area Rebecca Carrano, ELA Intervent	Parent Coordinator Annette Hendrickson
Related Service Provider Alexis Peters, Speech Provider	Other Barbara Rawlins, ESL Teacher
Network Leader Joseph Cassidy	Other Maria Zito, ESL/ELA Interventi

C. Teacher Qualifications [i](#)

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	0	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
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	1
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	587	Total Number of ELLs	177	ELLs as share of total student population (%)	30.15%
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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. At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an oral interview is given in English or native language. The ESL Teachers, Maria DiRosa, Barbara Rawlins, and Maria Zito review the HILS and administer oral interview to the parent and students in their native language; Barbara Rawlins or Mr. Spatola translate in Spanish. Parents and students are all accommodated in the language they speak. Our Parent coordinator, Annette Hendrickson, finds a translator in their Native Language. At the oral interview, we are able to determine if the student understands English or not, and their schooling history. Parents and students are asked if the student has ever attended school before. If yes, where and for how long. Parents and students are asked if they have ever lived in another country, and what language is spoken at home.

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

The complete Identification process is completed within 10 school days. Parents fill out the HILS, an oral Interview is administered, if needed Lab-R is given in English and/or Spanish, student is given an entitlement letter or non-entitlement letter, parents are invited to attend at Parent Orientation meeting explaining their rights, a selection form is completed, and selection forms are entered in ATS. Original forms are placed in the student's cumulative folder, and a copy in placed into the ELL folder.

In spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). Together our ESL teachers Maria DiRosa, Barbara Rawlins, and Maria Zito compile reports fro ATS and administer the NYSESLAT to the students. The RLER report from ATS (which determines the NYSESLAT eligibility) and the Projected Register Report (which gives a description of special education services students receive) are reviewed. A testing schedule is created, to ensure that each student is administered the speaking, listening, reading, and writing sections. In September the language allocation team and our ESL teachers, Maria Di Rosa, Barbara Rawlins, and Maria Zito, work together to realign our ESL program to meet the needs of our English language learners analyzes the results.

2. If the student is identified as an ELL, parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. ESL Teachers Maria DiRosa, Barbra Rawlins, and

Maria Zito, along with Mr. Spatola, Principal, who speaks Spanish, conduct the Parent Orientation. In September parents/ guardians attend the orientation session, where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ESL, are explained orally and in writing to the parents/ guardians. Support programs available for ELLs; after school, Saturday school and summer school; are also discussed at the orientation. The Parent Survey and Program Selection Form are completed and returned to the school after the parent/guardian attends the Parent Orientation. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated. If a parent chose a Transitional Bilingual or Dual Language program, and there aren't enough students to create a class, the parent is notified by a meeting. A list of students names are kept in the main office, once there are enough students to create a class, a class will be created.

3. Entitlement Letters are distributed to students who didn't test out of the LAB-R. A copy of the letter is filed into the students ESL folder and the original is sent home. Parents/ guardians are invited to attend an Orientation Meeting. Parents/ guardians, who do not attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing, and another Orientation Meeting date is given. If parents haven't replied after three days, a phone call is made and the parent/ guardian is asked to come into school. As a last resort, if the parent/ guardian still hasn't responded the child is placed in our Freestanding ESL Program and a letter is sent home. If a Bilingual class should open, the child will be placed in that Bilingual class. Thankfully, this has never happened in our school. Once Parent Survey and Parent Selection Forms are returned the ESL Teachers, Maria DiRosa, Barbara Rawlins, and Maria Zito secure them in a file cabinet. Each student has his or her own file, which includes a copy of his or her HILS, entitlement letter, and selection form. Original HILS and entitlement letter are kept in their cumulative folders.

4. An ELL is entitled to placement in a bilingual program if there is enough entitled ELL's with the same native language, in the same grade(s) in the school. The option to select a dual language program, a transitional bilingual class or a freestanding English as a Second Language program are discussed during the orientation, in a parent's native language. Historically, more than 90% of parents at PS 172 select a freestanding ESL program. For those that prefer a bilingual program, they are given the option of transferring to a nearby elementary school that offers a bilingual program. We keep a tally of requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated. Our Principal Mr. Spatola, who also speaks Spanish, explains this at the Parent Orientation session. As stated above, each student has his or her own file, which includes a copy of his or her HILS, entitlement letter, and selection form. Original HILS and entitlement letter are kept in their cum folders. As the student is promoted to the next grade, a copy of there continued entitlement letter, or a copy of non-entitled (tested out) is placed in their ELL folder.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, parent surveys indicate 100% of parents select Freestanding English as a Second Language Program as their first choice, rather than dual language or bilingual transitional programs. Parents are aware that they are given a choice. Each year the trend is reviewed and if necessary accommodations will be made. Once Parent Survey and Parent Selection Forms are returned the ESL Teachers, Maria DiRosa, Barbara Rawlins, and Maria Zito secure the original in the students cum folder and a copy in the students ESL folder. Each student has his or her own file.

6. The program models offered at P.S. 172 are aligned with parent requests. Currently at P.S. 172, all ELL students are placed in Freestanding English as a Second Language Program. Since 1986 parents have over whelmingly seen the benefit of ESL push-in services. The standardized test results continually support theses choices. In order to build alignment between parent choice and program offerings, we keep a tally or requests for a transitional bilingual program or a dual language program so that classes can be created if enough interest is generated.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	52	25	27	30	26	17								177
Total	52	25	27	30	26	17	0	0	0	0	0	0	0	177

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	137	Special Education	76
SIFE	0	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	137	0	45	40	0	31	0	0	0	177
Total	137	0	45	40	0	31	0	0	0	177

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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	47	20	25	29	26	15								162
Chinese	2													2
Russian														0
Bengali	1		1											2
Urdu														0
Arabic	2	4	1	1		2								10
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish		1												1
Albanian														0
Other														0
TOTAL	52	25	27	30	26	17	0	177						

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

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

Plan includes:

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

1b. P.S. 172 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency

A. Programming and Scheduling Information

level and grade level. The student's proficiency levels are based on the LAB-R and NYSESLAT results.

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

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

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

Our school uses sheltered English instruction within a structured immersion instructional format, allowing for more individualized instruction. ESL students are also provided with a "pre-teaching" outline prior to all content area lessons. These outlines are constructed by teachers and review vocabulary, provide students with visual supports for the lesson and include an overall review of the content. The benefit of these outlines is that they can be customized to meet the academic needs of each student, allowing our English language learners to participate more fully in the lessons.

4. At P.S. 172, we ensure that ELLs are appropriately evaluated in their native language, by screening them during the interview process. During the interview we are able to determine what language the child is fluent in.

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

5a. Though we do not currently service students with interrupted Formal Education (SIFEs), our plan provides for these students to receive after school and Saturday intervention programs to support additional academic enrichment. A structured immersion instructional program will allow for students to receive instruction that is tailored to specifically meet their needs.

5b. Like SIFE students, newcomers receive daily instruction using Methodologies and approaches such as Total Physical Response (TPR). A Whole Language is used to build social and academic vocabulary. Communicative Language Teaching will be used where the use of the student's native language is accepted during the early stages of language learning. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplements. For students expected to participate in ELA testing (after one year of English Language Instruction), intervention programs during the school day and after school and on Saturdays, address grade specific needs in reading, writing and listening.

5c. For 4-6 year ELLs, students are supported in their literacy skills as well as their skills in English language acquisition. Individualized intervention plans are developed to support their academic success. Much of what students work on here is in the area of writing. Our work here includes:

- Exploring text organization
- Developing complex sentences
- Integrating the teaching of language skills with subject matter content

A. Programming and Scheduling Information

- Expanding range of vocabulary through root and affix analysis.

5d Currently we do not service any long term ELLs. We do however have a program in place to support those students when the need arises. Long term ELL's continue to receive academic support through small group intervention and after school and Saturday school programs. A structured immersion instructional program will allow for students to receive instruction that is tailored to specifically meet their needs.

6. Teachers of ELL-SWD's have access to a variety of materials that specifically address the multi-sensory needs of ELL-SWD's. Grade level materials are created as a by-product of our annual grade level teams curricula mapping work. Charts, handouts or any curriculum related material can be transcribed and/or translated for students as part of their reading/writing toolkit.

Our kindergarten through third grade word study curriculum is a modified version of Foundations, a multisensory phonemic awareness program. Very often, our ELL-SWD take advantage of our "double-dose" foundations program which provides for more instructional time in an after-school setting or in small groups during the day.

The IEP's of our English language learners have the benefit of being co-created by our ESL teacher, our school based support team and classroom teachers. Instructions for both programs are provided using a push-in model.

Cricket Software, provides students with a link to writing grids, enabling them to write about what they learned while simultaneously providing high quality speech translation and a talking glossary for students in Science and Social Studies.

7. At P.S. 172 students are provided with differentiated instruction based on their individual needs as detailed in their IEP or intervention plans. ESL, intervention, and classroom teachers work collaboratively with related service providers to effectively plan for each student and to incorporate goals and objectives for the student that are reflective of their disability and their needs as English Language Learners. Teachers and services providers meet weekly at specific designated conference times to assess and revise, curriculum and schedules to meet the needs of all learners.

Programming for our ELL-SWD's is always created around a push-in model of instruction, allowing for maximum time spent with non-disabled peers. The IEP's of our ELL-SWD's with an integrated co-teaching placement, specifically list subject areas for which students are mainstreamed.

Courses Taught in Languages Other than English ⓘ

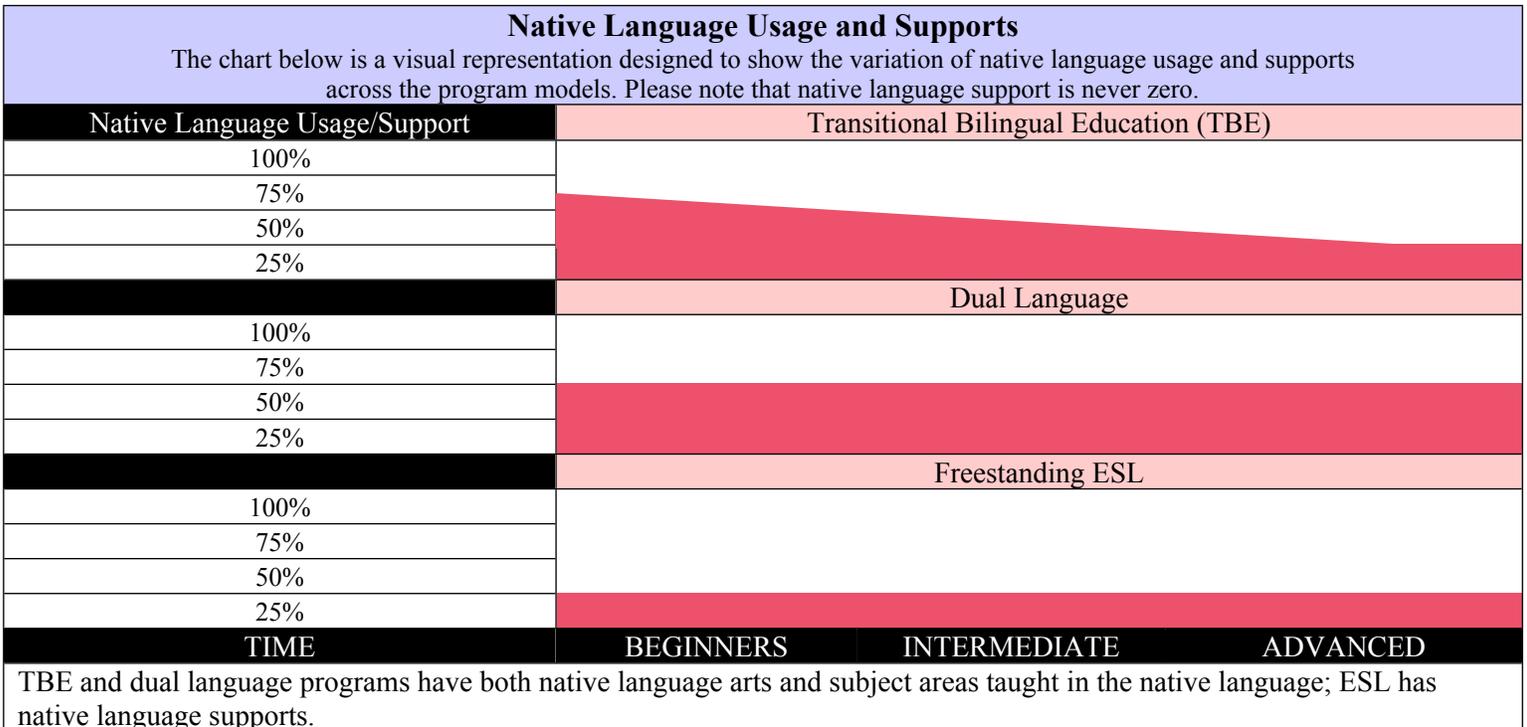
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

Examples of Targeted intervention programs are as follows:

ELA: earobics, lexia (primary and intermediate) Foundations, Wilson, Repeated Reading (for fluency), guided reading

Math: daily, push in small group intervention focused on integrating manipulative, math in the city, envision math, Marilyn

Burns

Content Area: Content area intervention is conducted as a push in service utilizing ELA skills as a venue for small group instruction

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

10. Our school has revised our current word study units in grades K-2 to better support our struggling readers and newcomers. The changes K-2 incorporated a more tactile approach to decoding and encoding unknown words. Last year, Kindergarten showed promise, 89% of all Kindergarten students, including 75 % of ELL's, left the grade reading guided Level D or higher. Our school is testing the viability of a multisensory approaching to teaching encoding and decoding modified version of Foundations.

11. Not Applicable

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

Parents are made aware of school based and after-school programs and school initiatives during PTA meetings and through letters sent home. Spanish translators are provided at every school meeting. And all letters are translated into Spanish. Parents that speak a language other than Spanish or English are provided with appropriate translation. Translation services are organized by our Parent Coordinator and staffed by parent volunteers.

Current programs include:

After school academic – 3 hours weekly (2 days) groups no larger than 10 students. Intervention in ELA and Math

After school recreation – 4 hours weekly (2 days) groups of 30 students

After school Dance - 3 hours weekly (2 days) groups of 10-15 students

After school chorus – 3 hours weekly (2 days) groups of 20-25

School Theater Program – seasonal (winter and spring) hours vary
 Saturday school – Academic program focused on literacy and math intervention -grades 3-5
 Latch Key Program – 5 days per week, 3 hours daily. 60 students (k-5)
 Summer school – 5 week program, Monday – Thursday, 3 hours daily - priority given to English Language Learners
 Word Study – mixed grade class, 6-12 weeks (depending on individual need) class is geared toward students requiring additional work in phonics and phonemic awareness activities.

*All programs are geared toward English Language Learners

13 and 14. Students at PS 172 are given access to books and magazines in their native language to support each child’s continued academic growth. Our school subscribes to an online-guided reading program (Reading A to Z) that provides guided reading texts in English and Spanish. We implement Foundations, a multi-sensory phonemic awareness program. Lessons in science and social studies are made as “hands-on” as possible and include experiments, school trips and a variety of tactile experiences meant to support not only English language learners but also all learners in our classrooms. Technology has become a major component of our instruction. Smartboards are in every classroom, grades K-5. Smartboards enable teachers to more easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELL’s vocabulary and concept acquisition. Parents are supported during monthly workshops following our PTA meetings. During these workshops, teachers discuss upcoming units of study and explore a variety of ways parents can be supportive of this work at home. Translators are present at every parent workshop, making this work accessible to all of our parents.

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

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

17. Not Applicable

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1. Because a majority of our student population speak a language other than English (or in addition to English) in their home, we consider most of our students English language learners, whether they are entitled to services or not. As such, professional development at our school is not geared toward the development of a professional development plan for ELL personnel. Rather, every teacher is considered a teacher of English Language Learners and as a school our focus for professional development is focused around differentiation of instruction. Differentiation and individualization of instruction have been a school-wide focus for more than 4 years. Each year our professional development plan may focus on a specific curriculum area or a specific teaching strategy but this plan is always viewed through a lens focused on differentiation. Some topics for differentiation as they specifically refer to ELL's in all curriculum areas include: building background knowledge, creating opportunities for students to practice using specific language and content vocabulary, using visual aids and realia etc... Currently, our school's inquiry team is engaged in the first phase of studying the effectiveness of our newly implemented word study program, Foundations. Our ESL providers, intervention teachers are studying the effectiveness of the program as it presents to English Language Learners.

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

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

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

The payroll secretary maintains all professional development agendas, course descriptions, and attendance records. Proof of ELL training requirements are maintained as part of each teacher's portfolio and as part of their personnel file.

E. Parental Involvement

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

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

2. Our school works closely with Lutheran Hospital in developing and maintaining an obesity clinic at our school and providing our parents with overall health and wellness support. A nurse practitioner, a dental clinic and school counseling are also offered. All of Lutheran's services are bilingual. Practitioners speak both English and Spanish and send home correspondence in both languages. Our partnership with Child Health Plus is another community-based organization providing our parents with invaluable information and resources surrounding our school's wellness campaign.

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

1. Through feedback during PTA meetings
2. Through parent participation on our school's leadership team
3. Feedback from parent surveys and questionnaires (i.e., childhood health issues I would like to learn more about, How well do I monitor my child's relationship with the internet? School environment survey)
4. Direct contact with our school's parent coordinator
5. Meetings and phone conversations with teachers

All surveys and questionnaires are written in both Spanish and English. A translator is always available at PTA meetings and to facilitate meeting and phone calls between parents and teachers. Our parent coordinator maintains all records of surveys and questionnaires and is responsible for arranging the workshops and speakers that the questionnaires and surveys indicate.

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

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)	13	4	1	1	0	0								19
Intermediate(I)	5	13	14	10	5	2								49
Advanced (A)	34	8	12	19	21	15								109
Total	52	25	27	30	26	17	0	0	0	0	0	0	0	177

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	0	0	0	0	0							
	I	2	6	0	0	0	0							
	A	0	12	18	12	22	6							
	P	0	6	9	18	4	11							
READING/ WRITING	B	3	3	1	1	0	0							
	I	1	10	14	10	5	2							
	A	0	9	10	18	19	15							
	P	0	2	2	1	2	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	1	0	2
4	1	10	14	0	25
5	0	4	13	0	17
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	1	0	0	0	1	0	2
4	0	0	0	0	19	1	6	0	26
5	0	0	0	0	5	0	12	0	17
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	5	0	11	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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. Our school uses TCRWP to assess the literacy skills of our students. When assessing the guided reading level of our ELL's we noted some interesting changes from last year's data. In grade one, the vast majority of students taking the NYSESLAT (as kindergartners not testing out of the program) still scored at the intermediate level. However, the vast majority of those scoring at the intermediate level are now reading a guided level E text in September as opposed to last year's data, which showed the majority of students reading at guided level C. The guided reading level growth of our Intermediate English Language learners continued in other grades. In grade 2, the average guided reading level of our Intermediate ELLs, is currently a level I as compared to last year's level G/H. In grade three, our intermediate students are now reading Guided level(s) K/L/M, one level higher than last year's average guided level(s) of J/K/L. In fourth grade and fifth grade however, the same guided reading level growth of our Intermediate English Language Learners was not seen. This years Intermediate guided reading levels remained consistent with the prior years scores. Grade 4 Intermediate ELLs continue to read at Guided Level L and our 5th grade Intermediate ELLs continue to read Guided Level N books.

Using guided reading level data along with NYSESLAT data allows us to recognize the strengths and weaknesses in our literacy program for ELLs. Clearly, our work last year in revising our word study program in grades k-2 to reflect a more multisensory approach to teaching phonemic awareness skills has paid off with higher guided reading levels. A program is now being designed to better support our third fourth and fifth grade students as they continue to tackle challenges with decoding and fluency. The program will be administered in an after school program for 40 minutes each day, 5 days a week in 6 a week cycle.

2. Proficiency level Data shows that students have grown in all areas tested on the NYSESLAT. Just like last year, as the grade level increases the number of students eligible for services shrinks. With that said, our data also points to the fact that an alarming percentage of students, still scoring as Beginning or Intermediate English Language Learners are students with IEPs.

Grade level	percentage w/ IEP
K	17%
1	17%
2	80%
3	54%
4	80%
5	100%

This data reveals that we must do much more to align our ESL and SETSS programs. To accomplish this, we have set aside one of four monthly grade level conferences to focus specifically on these students. At this meeting ESL teachers, special education teachers and intervention staff will work with the grade level team to coordinate services, align instructional content and offer suggestions for working with specific students.

3. Our students overwhelmingly score higher in listening/speaking than they do in reading and writing. When analyzing our assessment data from the NYSESLAT reading and writing portion, we notice that our ELL “beginners” are predominantly in grades 1 and 2, with few students labeled as “beginners” in grades 3,4 and 5. Intermediate level students fall predominantly in grades 1-3 and the majority of our advanced students come from grades 4 & 5. It is clear that the majority of our students are incorporating the skills they need to be proficient readers and writers in the early grades. However, we also noticed that writing is a particular challenge for the students in our school. Beginning last year, our school community has taken steps to remedy this situation by organizing our curriculum calendar to allow for specific genres of writing to be replicated 3 or more times. For example, in grade 3, 4 and 5, the first 3 units of study in writing are the personal essay, the character essay, and a document-based essay. All 3 units require students to develop their paragraph writing, including developing a topic sentence (or thesis statement) and evidence to support their idea. This modification to our calendar allows for not only repetition within a grade but for repetition across grades. We are in year 2 of implementing a multi-sensory phonemic awareness program in grades k-2 and are currently working to establish an upper grade after-school phonics program as a response to intervention. In reviewing our school based writing assessments, our grade level teams have concluded that a large portion of our English Language Learners require support with spelling, vocabulary and sentence structure. The programs recently established have been designed to better support our English Language learners with these skills.

4a. PS 172 uses a DY0 assessment system and therefore does not administer ELL periodic assessments. As discussed in questions 1 and 2, our school administers assessments in English only.

4b/c Our staff, including teachers (general ed., special ed. And ESL), supervisors and coaches examine our monthly end of unit assessments in reading, writing and math. In reviewing this data, we can clearly see deficits in English language learners, specifically in the area of writing. Our DY0’s are scored with teacher created rubrics. The assessment and corresponding rubric are standardized at the grade level and examine a student’s growth in a variety of skill areas. In reading we look at a students growth in inferring, making connections, visualizing, synthesizing, determining importance and monitoring for meaning. In writing we look at content, craft, spelling and mechanics. Furthermore, our ELLs are assessed in September and October using the NYSESLAT and our upper grade ELL’s are assessed using standardized tests in ELA and Math. Teachers use all of this data to consider curriculum calendars for the entire school year. Monthly assessments are studied and considered when making revisions to our yearlong curriculum calendar. These changes are made at the final grade meeting of the month, where assessment data is compared to goals for the unit and adjustments are made as appropriate.

5. Not Applicable

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

Additional Information

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

- Science scores are representative of our 4th grade students from last year (currently 5th graders). (Out of the 17 ELL students, 16 were present to take the exam.)
- Last year, 1 3rd grade ELL student was exempt from taking ELA exam.
- Social studies test is no longer administered.

Part VI: LAP Assurances

School Name: <u>The Beacon School of Excellence</u>		School DBN: <u>15K172</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
G. Jack Spatola	Principal		11/4/11
Erika Gunderson	Assistant Principal		11/4/11
Annette Hendrickson	Parent Coordinator		11/4/11
Maria DiRosa	ESL Teacher		11/4/11
Ana Mabel Seboya	Parent		11/4/11
Jill Rogness	Teacher/Subject Area		11/4/11
Rebecca Carrano	Teacher/Subject Area		11/4/11
Debbie Nikard	Coach		11/4/11
Angela Ventura	Coach		11/4/11
Ivone Garcia	Guidance Counselor		11/4/11
Alison Sheenhan	Network Leader		11/4/11
Barbara Rawlins	Other <u>ESL Teacher</u>		11/4/11
Maria Zito	Other <u>ESL/ELA intervention</u>		11/4/11
Alexis Peters	Other <u>Speech Provider</u>		11/4/11
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 15K172 **School Name:** The Beacon School of Excellence

Cluster: Corinne Rello-A **Network:** Alison Sheenhan

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

Part A: Needs Assessment Findings

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

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

There are 587 parents of ELL learners. Out of 177 parents 162 parents speak Spanish, 2 speak Chinese, 2 speak Bengali, 10 speak Arabic, and 1 speaks Polish. Out of 162 Spanish-speaking parents, 110 parents require a written and oral translation. When notices are sent home to parents, a translation letter is also sent home. These findings were shared in multi languages via letters to parents, presentations at PTA meetings and workshops assessed at School Leadership Team meeting and incorporated in the CEP, LAP and Title III plans.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Beacon School of Excellence	DBN: 15K172
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

As per the most recently administered Spring 2012 NYSESLAT and fall LABR results, one hundred and sixty (160) students in K-5 have been identified as English Language Learners (ELLs). Of these, a total of forty-two (42) ELLs in K-5 will receive supplementary instructional services funded by Title III. Of these 42 ELLs, twenty-six (26) are in grade Kindergarten through 2, and 16 are grades 3-5.

Twenty-six ELLs from kindergarten through grade 2 performed at the beginners level. These beginner ELLs will receive direct instruction and direct supplemental services from two teachers in our October through May after school program for a total of six hours weekly (3:10p.m. - to 4:40p.m. Monday through Thursday). Another sixteen intermediate level ELL performers in grades 3-5 will receive instructional services in our October through May Saturday program for a total of three (3) hours from (9 a.m. to 12 noon). These services will be funded by our Title III allocation. As such, the breakdown of the Title III after school and Saturday programs ELL participants is:

In Kindergarten 12 are beginners;

In Grade one 12 are beginners;

In Grade two 2 are beginners;

In Grade three 0 are beginners and 11 are intermediate performers;

In Grade four 0 are beginners and 3 are intermediate performers;

In Grade five 0 are beginners and 2 are intermediate performers.

Two teachers will provide the above services for a total of three hundred and sixty- seven (367) hours per session after school and one hundred and twenty (120) hours per session on Saturdays.

All our 3-5 English Language Learners perform extremely well in the standardized state ELA, Math and Science Exams and move rapidly through the English language acquisition levels as per the NYSESLAT results. This is due to our comprehensive regular school day academic instruction and a very individualized After School and Saturday programs for all our ELLs.

Both the regular day and the After School/Saturday programs contain a strong professional development component which focus is on differentiated teaching/learning strategies for ELLs.

According to the New York State School Report Card 2011-2012 Accountability and Overview Report, 99% of all ELL students in Grades 3, 4 and 5 were tested in English Language Arts and 99% in Mathematics. The performance index in ELA far exceeded the effective AMO of 115 with a performance index of 183 and in Math their performance index of 200 was the highest possible from the expected AMO of 132.

As per the spring 2012 New York State test results, a deeper analysis of our ELL students in English language arts breaks down as follows:

	Number of Students Tested	Level 1	Level 2	Level 3	Level 4
Grade 3	31	0	9 (29%)	21 (68%)	1 (3%)
Grade 4	24	0	3 (12.5%)	4 (87.5%)	0 (0%)

Part B: Direct Instruction Supplemental Program Information

Grade 5	16	0	0(0%)	4 (25%)	12 (75%)
Totals	71	0(0%)	12 (17%)	46 (65%)	3 (18%)

Further analysis generates the data that seven (7) of nine (9) third grade ELL students who scored at Level 2 have an IEP with two (2) mandating ICT services and five (5) for SETTS. In the fourth grade all three (3) students who scored at Level 2 have an IEP with an ICT mandated placement. It should be mentioned that in ELA our ELLs generated an additional credit of 1.06 in the school Progress Report's category Closing the Achievement Gap. Equally important is that all ELLs and Former ELLs performed at Level 3 and 4 in the State Math Exam and Science Exams, and additionally they generated extra points of 1.11 in math Closing the Achievement Gap category. These achievements are made possible by the differentiated services provided to our ELL students during the school day as well as in the after school and Saturday programs.

To more effectively prepare all of our students and particularly our ELLs who performed at Level 2 (17%) to meet and exceed the high standards, we will implement a structured multi sensory phonemic awareness Foundations program in grades K-2, and a second Read Aloud in all grades. The Foundations program will focus on letter-sound correspondence and applying that understanding to further develop their skills as readers and writers. In the upper grades several students are struggling with decoding in literacy and they are receiving individually needed phonics based or phonemic awareness based intervention. The second Read Aloud will focus on raising the student's cognitive skills from the lower levels of remembering, understanding and applying to the higher thinking skills of analyzing, evaluating and creating.

The above instructional approaches will augment our regular school day services to our ELLs. The Title III After School Program consists of one team teaching class four afternoons a week. In the after school services one teacher is certified in common branches, and the other is a certified bilingual education/ESL teacher. This team teaching model targets individual ELL students grades K-2 in literacy with particular support in developing academic language. The class is Monday through Thursday afternoons from 3:10 p.m. to 4:40 p.m. Additionally, another team teaching class targeting grades 3-5 ELL students is held on Saturdays from 9 a.m. to 12 noon for the English Language Learners identified as intermediate.

Students for the Extended Day and Saturday programs are selected based upon the results of the LABR, the N.Y.S. English as a Second Language Achievement Test (NYSESLAT), and their individual academic performance in the classroom. Activities are developed with regard to each student's language proficiency and academic performance levels. Furthermore, an analysis of conference notes, reading levels and end of units' assessments has shown the need to support our ELLs' cognitive academic language proficiency. Our programs' models of small group and one-on-one teaching/learning will focus on content curricula and language structure through computer programs, hands-on manipulative/activities, visuals, etc.

In the after school program the two teachers in the team teaching focus on the development and strengthening of English language skills in Literacy and Mathematics. Most beginning ELLs will strengthen their listening skills. Materials, approaches and teaching points will be directed to build vocabulary, language and communicative skills. Oral story-telling activities, language patterns and vocabulary will be integrated in interactive writing, shared reading and independent reading. Additional support will be provided through drama techniques, and visuals such as pictures, video projections and smart boards. Furthermore as part of our professional development each text used will be reviewed for sight words, vocabulary and sentence structure.

Part B: Direct Instruction Supplemental Program Information

Instructional materials to support the literacy development of our Title III student participants include rich literature texts like Beboop Books Multicultural series by Lee and Low Books, Inc.; Scholastic's Text Talk Program to build vocabulary and comprehension strategies; Time for Kids Lectures for Social Studies Academics in English and in Spanish by Harcourt, and the Great Americans for Children D.V.D. series by Schlesinger Media. The Lexia program will further support ELLs with an IEP five days a week.

In Math our Title III students will be supplemented by grade appropriate math books, games, manipulatives, software like Mighty Math Carnival Countdown, Math Adventures, Math Town, Tenth Planet Explores Math, Math Mysteries, as well as the Smart Board notebook.

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 or as we refer at P.S. 172 Collaborative Professional Growth is a most important component of our academic success at P.S. 172. It's a key element to the academic learning of our English Language Learners. The two (2) teachers in the Title III After School and Saturday funded services will receive support from the two (2) supervisors, from colleagues and from T.C. Specialists who regularly work with our professionals on effective strategies to differentiate teaching for ELLs. As delineated previously, literacy skills and content knowledge will be broken down on the basis of the analysis conducted of the LABR, NYSESLAT and end-of-units assessments results. Professional Development decisions will be made on the basis of the results. It is anticipated that specific areas of growth include: effective instructional approaches in the read-aloud, analyzing texts for sentence structure and vocabulary; phonemic awareness skills, assessment methods. Title III funds will be used for ten one hour sessions over the course of the eight month period of the programs.

Professional Development Schedule and List of Providers

Our two Teachers will participate in 10 sessions provided by Cory Gillette, Teachers College Language Arts Specialist.

The scheduled dates are from 3:10p.m. -4:40p.m.:

	Topics
<u>Wednesday, October 31, 2012</u>	<u>Writing with ELLs</u>
<u>Thursday, November 1, 2012</u>	<u>Vocabulary Development</u>
<u>Friday, November 2, 2012</u>	<u>Deepening Comprehension</u>
<u>Wednesday, December 5, 2012</u>	<u>Sentence structure writing</u>
<u>Wednesday, December 12, 2012</u>	<u>Persuasive writing Craft</u>

The other five days will be scheduled during the spring semester 2013.

Part C: Professional Development

Additionally they will participate in the monthly Professional Development sessions provided by Supervisors and Coaches.

Supervisors: G. Jack Spatola, Principal
Ericka Gundersen, Assistant Principal

Coaches: Megan Poliner, Language Arts, Grades Pre-K-2
Debbie Nikrad, Language Arts, Grades 3-5
Jill Smith, Math Language Concepts, Grades Pre-K-2
Angela Ventura, Math Language Concepts, Grades 3-5

The scheduled is dates are during lunch time (50 minutes):	Topics:
<u>Wednesday, October 17, 2012</u>	<u>Assessment Data Analysis</u>
<u>Wednesday, November 21, 2012</u>	<u>Common Core Learning Standards</u>
<u>Wednesday, December 19, 2012</u>	<u>Building Vocabulary</u>
<u>Wednesday, January 23, 21013</u>	<u>Comprehension Skills Building-up</u>
<u>Wednesday, February 27, 2013</u>	<u>Conferring with an ELL reader</u>
<u>Wednesday, March 20, 2013</u>	<u>Word Study Development</u>
<u>Wednesday, April 24, 2013</u>	<u>Using Math to increase vocabulary and reading comprehension</u>
<u>Thursday, June 6, 2013</u>	<u>NYSESLAT Results-Analysis and Curricular Design</u>

Part D: Parental Engagement Activities

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

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

Begin description here:

To further extend good learning practices at home for our ELLs, a Parent ESL class of twenty parents will be provided on 10 Saturdays from October 2012 through May 11, 2013 from 9a.m. to 10:30a.m. Instructional Materials for Parents' Literacy include Core Knowledge Series, videos, and software

Part D: Parental Engagement Activities

programs such as the Rosetta Stone Language Program.

The parents learning will be augmented by the Rosetta Stone Language Program, as well as the Core Knowledge series by Boutan Dell Publishing and How to Help Your Child with Homework by Free Spirit Publishing.

The following schedule is:

- October 20, and 27th in 2012,
- November 10, and 17th in 2012,
- December 1st, 8th, and 15th in 2012,
- January 5th, 12th, 19th, and 26th in 2013,
- February 2nd, and 9th in 2013,
- March 2nd, 9th, and 16th in 2013,
- April 6th, 13th, 20th, 28th in 2013,
- May 4th, 11th in 2013.

The teacher providing the workshop is Maria Zito, who meets the qualifications for teaching English as a Second Language. Parents are selected via the most in need. Letters of invitation will be directly sent to those parents who qualify, accompanied by a telephone follow-up.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		