



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PS 172 THE BEACON OF EXCELLENCE

DBN (i.e. 01M001): 15K172

Principal: G. JACK SPATOLA

Principal Email: JSPATOL@SCHOOLS.NYC.GOV

Superintendent: ANITA SKOP

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
G. Jack Spatola	*Principal or Designee	
Christina Zuccaro	*UFT Chapter Leader or Designee	
Alexa Aviles	*PA/PTA President or Designated Co-President	
Elizabeth Valentin -Demaio	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Deborah Nikrad	Member/ Teacher	
Rachel Dougherty	Member/ Teacher	
Agnes Laird	Member/ Teacher	
Daphna Gutman	Member/ Teacher	
Sam Alba	Member/ Parent	
Isabelle Draves	Member/ Parent	
Martha Duran	Member/ Parent	
Sandra Galvis-Pena	Member/ Parent	
Joanne Hyde	Member/ Parent	
Jimmy Inca	Member/ Parent	
Deidre Lambe	Member/ Parent	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

To have all learners meet or exceed common core standards in all curriculum areas by refocusing our instruction to be both content and process oriented.

Comprehensive Needs Assessment

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

The 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 and June planning written reflections. From this data, we determined the following information:

End of Year Reading Levels 2012 2013

Grade	% reading far below* grade level	% reading below grade level	% reading at grade level	% reading above grade level
Kindergarten	6	8	19	66
First Grade	6	17	52	25
Second Grade	1	39	39	20
Third Grade	25	29	46	0
Fourth Grade	28	37	28	5
Fifth Grade	21	24	48	7

*Below grade level= 1 reading level below grade standard

*Far below grade level= 2 or more reading levels below standard

We looked particularly at student progress in last year's goal, that we *challenge all learners to perform with greater independence and perseverance in order to increase academic engagement and achievement and meet or exceed the standards of the common core*. The observation was made that some students made little to no progress in persevering in complex text reading and complex math tasks despite our year-long instruction in these two areas. We then studied the subgroups within the "below and far below reading level" category, as well as subgroups that fell singly in the "far below grade level" category. The following tables display the data found:

Percentage of Students Reading Below and Far Below Grade Levels

Grade	Gen Ed	IEP only	ELL only	ELLs with IEPs
K	0	17	25	58
1	8	22	26	43
2	42	18	18	18
3	31	18	23	28
4	32	14	25	29
5	10	30	12	48

Percentage of Students Reading Far Below Grade Levels

Grade	Gen Ed	IEP only	ELL only	ELLs with IEPs
K	0	0	0	100 (3 students)
1	0	16	0	83
2	0	100 (1 student)	0	0
3	9	27	27	37
4	16	21	13	50
5	0	43	10	47

We then studied data from 2012-2013 standardized test scores, which indicate how well students persevere with complex reading and math tasks in the upper grades. The following conclusions were made:

2012 2013 Fourth Grade NYS English Language Arts Student Scores

	Gen Ed	ELLs		IEP			Total
	Gen Ed	Ell only	Former Ell Only	IEP Only	ELLs w/ IEP	Former Ells w/ IEP	Total
Level 4	13	2	9	0	0	0	24
Level 3	15	2	8	1	3	2	31
Level 2	8	1	0	4	3	9	25
Level 1	0	0	0	0	0	2	2
Total Students	36	5	17	5	6	13	82

2012-2013 Fourth Grade NYS Mathematics Student Scores

	Gen Ed	ELLs		IEP			Total
	Gen Ed	Ell only	Former Ell Only	IEP Only	ELLs w/ IEP	Former Ells w/ IEP	Total
Level 4	15	1	12	5	3	8	44
Level 3	17	4	4	0	1	4	30
Level 2	2	1	1	1	2	0	7
Level 1	1	0	0	0	1	0	2

Total Students	35	6	17	6	7	12	83
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2012-2013 Third Grade NYS English Language Arts Student Scores

	Gen Ed	ELLs		IEP			Total
	Gen Ed	Ell only	Former Ell Only	IEP Only	ELLs w/ IEP	Former Ells w/ IEP	Total
Level 4	4	0	0	1	0	0	5
Level 3	34	4	4	2	3	0	47
Level 2	8	0	2	5	9	0	24
Level 1	0	0	0	0	5	0	5
Total Students	46	4	6	8	17	0	81

2012-2013 Third Grade NYS Mathematics Student Scores

	Gen Ed	ELLs		IEP			Total
	Gen Ed	Ell only	Former Ell Only	IEP Only	ELLs w/ IEP	Former Ells w/ IEP	Total
Level 4	14	0	2	1	4	0	21
Level 3	27	3	4	6	10	0	50
Level 2	2	1	0	0	4	0	7

Level 1	0	0	0	0	0	0	0
Total	43	4	6	7	18	0	78

From this data we concluded that the overwhelming majority of students who continued to read below and far below grade level were ELLs with IEPs. When we further analyzed student work, teacher-created assessments, and performance tasks, it was observed that these students lacked the content knowledge as well as an understanding of process (why and how) for a given task. This led us to analyze our notes from teacher observations and PD cycles. It was observed that in many of our classrooms, teachers were delivering focused, direct instruction that did not include students in considering the purpose of the given strategy or lesson. Therefore, students were following directions in class, but were not engaging or taking ownership of the lesson’s objective. This led us to the conclusion that our instruction needed to become both content and process oriented. Furthermore, teachers needed concrete ways to involve students in every step of the process for any given lesson. That is, students may help determine the objective, or contribute to the particular strategy being presented, for instance naming the steps of how to do something, and/or explaining the purpose of that strategy and why it’s so important. Furthermore, it was determined that students required multiple opportunities across the year and across subject areas to apply knowledge and skills to real-life problems so they could integrate both knowledge and skills in a practical, meaningful way.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- A focus group of teachers, coaches and supervisors studied the different instructional structures we currently had in place; read aloud, mini-lessons, word study instruction, vocabulary instruction, strategy and guided reading groups, and individual conferences in literacy in math. After close teacher and student observation as well as teacher feedback, we revised the current structures in order to maximize student engagement and ownership over the content and processes required to excel in each of the subject areas. These structures were shared and further revised in grade conferences. One of the biggest shifts was made in the mini-lesson structure. Teachers will no longer follow a traditional mini-lesson format (present a teaching point, demonstrate a strategy, set up an active involvement, and close with a “link”.) Instead, teachers will pose the teaching point as a question, or elicit the teaching point from the students. Then, teachers will move directly into guided practice with all eyes on one text, where the students are naming the what, how, and why as they are engaging in the strategy. The teacher (or a student) will sum up the focus for that lesson by restating what, why, how, and when of the day’s skill or strategy. This structure will help ensure that students carry what they’ve learned previously to the day’s work, and the structure involves students engaged in their work for a larger portion of the time. Finally, the predictability of the what, why, how, and when of each strategy will help anchor the lesson.
- During weekly pd meetings, coaches and supervisors will model and practice conferring across subject areas with all classroom and intervention teachers. These professional development meetings will have two purposes. One, to ensure that all conferences address those key elements; what, why, how, and when, rather than teachers naming for the student what to work on without explanation of why it was important. Secondly, to share teaching moves that ensure students do the bulk of the work during these conferences, rather than teachers. For example, teachers ask students to explain their previous “job” and then demonstrate a part in their book or their

writing where they've successfully put it to use.

- Performance tasks and assessments across the year and across subject areas will provide opportunities for students to integrate what they've learned and apply it to new scenarios. These performance tasks will require that students create their own plans, explain their process to their peers and teachers, and reflect on their final product or performance.

B. Key personnel and other resources used to implement each strategy/activity

- Grade Level Leaders, 2 literacy coaches, 1 math coach, principal and assistant principal outlined new lesson structure after a series of Spring and Summer Planning Meetings (2013). Lesson structure and format will be revisited monthly during individual grade conferences throughout the year
- Grade level personnel(classroom teachers and intervention teachers), coaches, and administrators will meet weekly to continue to develop and refine conferring techniques and strategies
- Grade level personnel (classroom teachers and intervention teachers), coaches, and administrators will meet during weekly grade conferences to create and/or revise performance tasks and assessments.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Using Danielson's rubric for student engagement, 75% of all observed lessons will be deemed proficient or distinguished
- A large scale review of conference notes will be conducted 3 times during the school year. Teacher's notes will be graded for their clarity and their frequency to ensure a 10% increase in each of these areas from the first to the third review.
- Using Danielson's Framework for "Using Assessment in Instruction" 75% of all observed and/or reviewed performance tasks will be deemed proficient or distinguished

D. Timeline for implementation and completion including start and end dates

- Planning for lesson structure was completed during spring and summer planning in the 2012-2013 school year. New Lesson structure was put in place by September 2013 in all subject areas.
- Professional development will occur weekly for each individual grade level at regularly scheduled conferences.
- Observation and review of assessments will continue throughout the 2013-2014 school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Substitute teachers hired during the months of May and June to free up teachers for Spring planning work. Per-session money is used to continue work after school and throughout the summer.
- Common preps are arranged for 4 days a week for each grade level, allowing for weekly meeting times.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Curricular shifts will be shared with parents by classroom teachers during Parent Curriculum Teas.
- At a parent workshop after a PTA meeting, teacher will present "Why, When, and How Can Students Use Writing to Support Reading?" This presentation involves sharing texts across levels with parents, reading parts of the texts to highlight how they gradually became more difficult, and demonstrating ways in which students can use writing to really help them hold onto the most important parts of the story, as well as their thinking. This way, when students come home with individualized reading jobs, parents will understand that there is a purpose behind each job, and can expect to discuss this with their child.
- While we've always invited parents in as reading partners and to celebrate writing publications, we will extend the celebrations to reading, social studies, and math end of unit projects and performance tasks. Furthermore, we will make sure that the celebrations are not only focused on the work product, but that peer comments and suggestions as well as student oral presentations of work are a key component of each celebration.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

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

Annual Goal #2

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

To increase student ability to effectively apply the common core standards through eight literacy and eight performance based math tasks that are differentiated for individual learners.

Comprehensive Needs Assessment

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

The Schools Leadership Team studied monthly progress reports such as reading levels, end of unit assessments, and on demand assessments, conference notes, classroom observations by coaches and the Assistant Principal and teacher feedback during weekly professional development meetings as well as written reflections during June planning. The observation was made that when students engaged in Math and literacy tasks, students were confused about what was being asked as well as how to develop a plan to successfully address the task. Furthermore, we observed that teachers created one task for each grade that was not differentiated for different learning styles or preference. Upon further analysis of the data we found that the students who struggled the most completing these tasks were English language learners with learning disabilities. After studying student work samples and teacher conference notes, we found that many of these students lacked the academic vocabulary to interpret the task. In fact, many did not have a solid grasp on the content vocabulary related to the task, and so could not begin to develop a plan to address it. These same students struggled in explaining the content as well as their process. Those students who were independently able to perform the task had a difficult time articulating their process (steps they took, why they took them and whether they worked). Upon further study, it was determined that aside from the vocabulary and language challenges our students faced, these same students struggled with auditory processing, visual processing, and executive functioning which presented significant challenges to students organizing for and executing complex tasks. Teacher feedback and supervisor observations, as well as related service feedback indicated that teachers particularly struggled with differentiation for these particular learning needs. While technology can work in service of differentiating lessons as well as student independent work, teacher use of technology across the day was inconsistent or non-existent in classrooms. This led to the conclusion that while we had implemented eight literacy and eight math tasks for our goal in 2012-2013, teachers needed greater support in differentiating performance tasks for all learners.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- As a school, we have studied our own as well as exemplary samples of performance based tasks aligned to the common core to develop criteria for developing differentiated, rigorous tasks across all subject areas in every grade. Using this criteria, we revised and will continue to develop new periodic performance based 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 will be developed collaboratively by a team of teachers and grade-assigned intervention providers, as well as related service providers,

coaches and supervisors who provide guidance and embedded professional development in writing highly differentiated curriculum. These tasks will be differentiated for all learners by providing appropriate academic supports and challenges for each task, as well as opportunities for student choice.

- Develop rubrics to assess levels of understanding reflected in projects and on-going assessments. Use the rubric to develop clear and “student friendly” expectations for each assessment and task
- Structure 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. Intervention teachers, our ESL teacher and related service providers will be particularly helpful in ensuring that the “next instructional steps” for students are differentiated for all learning needs (i.e. students who struggle with language or executive functioning, visual processing, auditory processing, or a combination of these and other challenges or disabilities.
- Technology will become an integral part of our work in developing performance based tasks and assessments in math and reading. At faculty conferences, the school’s leadership team will introduce performance tasks on the computer, allowing teachers to experience completing a complex performance-based task on a lap-top or iPad. Teachers will be given the opportunity to reflect with colleagues on the content as well as technological skills required for all students to be able to successfully complete these and similar tasks.
- Create a school-based website for teachers providing links to websites, Smartboard technology, and iPad applications that will facilitate the design of performance based tasks and assessments. Time will be dedicated during weekly grade meetings for teachers to plan specifically how technology will be an integral part of the lesson as well as student tasks and assessments.

2. Key personnel and other resources used to implement each strategy/activity

- Grade level teams, coaches, related service providers and supervisors will work at weekly 90 minute grade conferences to design criteria and performance tasks
- Grade level teams, coaches, related service providers and supervisors will work at weekly 90 minute grade conferences to design rubrics
- Grade level teams, coaches, related service providers, ESL teachers and supervisors will work at weekly 90 minute grade conferences to review student work and design appropriate instruction
- School Principal, Assistant Principal, 2 literacy coaches and 1 math coach
- Assistant Principal, literacy and math coaches

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Using Danielson’s rubric 1F (Designing student assessment), 90% of all performance based tasks and/or assessments will be found to be proficient or distinguished.
- Using Danielson’s rubric 1F, expectations must be appropriate and clear for 90% of all tasks developed
- Using Danielson rubric 1e, 75% of teachers observations will demonstrate that lessons and tasks were organized intentionally and were appropriate to the learning needs of students
- Four of the total sixteen differentiated performance based tasks will utilize technology
- Website creation

4. Timeline for implementation and completion including start and end dates

- Planning for and creation of tasks were completed during spring and summer planning in the 2012-2013 school year. Tasks/assessments were put in place by September 2013 in ELA and math.
- Creation of rubrics began during spring and summer planning in the 2012-2013 school year and are revised as needed throughout the 2013-2014 school year.
- Review of student work will occur weekly for each individual grade level at regularly scheduled conferences
- Computer based performance tasks will be introduced to teachers by November of 2013.
- School based website will be completed by November 2013 and updated monthly throughout the 2013-2014 school year

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Use teacher approved SBO to create opportunity for 90 minute weekly grade conferences

- Substitute teachers hired during the months of May and June to free up teachers for Spring planning work. Per-session money is used to continue work after school and throughout the summer.
- Use teacher approved SBO to create opportunity for 90 minute weekly grade conferences
- Monthly faculty conference
- AP and coaches create website during weekly cabinet meetings. Website will be updated monthly.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Teachers will develop presentations for parents at Curriculum Teas 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, we will invite parents to join classrooms to celebrate student projects and performance tasks across all curriculum areas showcasing student achievement in complex tasks. Rather than simply showcasing their work, students will be asked to explain their process to their audience, using relevant expert vocabulary. Furthermore, for certain projects across the year, we will add an at-home component so that parents can be more involved with the process.
- Report cards will be further revised to reflect student achievement in on-demand and performance-based tasks.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

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

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

Comprehensive Needs Assessment

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

The school's leadership 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 assistant principal and teacher feedback during weekly professional development meetings. Additionally we looked at teacher's individual professional goals as well as coach and supervisor cycles developed with individual teachers and groups across the year. Finally, we looked at grade level professional development topics addressed in weekly grade conferences across the year. The observation was made that 75 percent of the teacher goals were curriculum based as opposed to methods based. Particular areas of the curriculum were being developed, but teachers weren't investigating how particular methods might lift the level of student engagement and understanding across all subject areas. We then studied formal and informal observations and feedback given by supervisors and coaches across the year. The observation was made that 80 percent of the time teachers were talking to the students, rather than the students talking. Questions were posed by the teacher, not the students, and often with predetermined correct answers. In classroom where there were two teachers lessons

were differentiated for the two groups but there was very little additional differentiated within each group. Furthermore, in classrooms with one teacher, particularly during read aloud, social studies and math periods, there was little or no differentiation for how the lessons were delivered, questions were posed and learning activities prepared for students. It was concluded the students who most needed differentiation - English Language learners with learning disabilities -were not getting the appropriate scaffolding to master basic skills or engage in higher order thinking skills. End of unit data and teacher reflections recognized that this was a problem but teachers struggled with how to address these issues. The school leadership decided to reflect on and revise our own teacher evaluation system. At the same time, the city initiated a shift to encourage all schools to utilize the Danielson Method of teacher observation and feedback cycles. We reached out to our network to learn more about how the Danielson Framework might better support teachers in three areas that we determined to be our greatest need. These were: designing differentiation lesson plans, using assessment to guide instructional decisions, and improving our questioning and discussion techniques to optimize students engagement. We found the “highly effective” portion of the Danielson Framework particularly helpful in identifying and articulating what was missing in our teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- The school leadership team reflected on our own feedback system, and also studied teacher evaluation resources. We invited a talent coach to confer with coaches and supervisors on how we might use the Danielson Framework to give effective feedback that focused on teaching methods and student performance. We conducted teacher observations as a leadership team using the Danielson framework and normed our feedback before sharing observations and recommendations with the teachers.
- We will begin the year with intense professional development around the three competencies: Designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction. These topics will continue to be the focus of grade conferences across the year.
- Coaches will confer with teachers to co develop yearly professional goals by first self assessing using the Danielson framework, then identifying particular areas of need. Teachers will develop year long action plan as well as measures of progress.
- Coaches will integrate teacher professional goals and supervisor’s observations of teachers in addition to their own observations to develop individualized professional development cycles.
- Supervisors and coaches will conduct brief and frequent low-inference observations using the Danielson Framework and provide feedback to teachers as well the leadership team.
- In order to support our teachers’ self-assessment, and particularly to highlight the differences between effective and highly effective teaching, we will provide time during the school’s professional development day to watch video clips of ELA and Math lessons and norm our assessments of teacher effectiveness using the Danielson rubrics.
- The schools’ leadership team will meet weekly to share observations and cycle feedback as well as student data and this information as well as teacher feedback will inform the schools instructional decisions as well as the professional development by grade and for the whole staff for the remainder of the year.

2. Key personnel and other resources used to implement each strategy/activity

- Supervisors, Coaches, Talent coach will meet during regularly scheduled cabinet meeting
- Coaches and supervisors during full day Professional Development opportunities in September, November and June
- Professional development cycles will be evaluated and/or revised during weekly cabinet meetings
- Coaches will meet with teachers during their prep period(s)

- Coaches and supervisors will schedule bi-monthly walk-through of all classrooms organized around the three selected competencies
- Coaches and supervisors during full day Professional Development opportunities in September, November and June
- Coaches, AP and Principal at Weekly cabinet meeting

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- By February 2014, the school leaders and math and literacy coaches agree with teacher ratings (based on Danielson's framework) 75% of the time.
- The effectiveness of the professional development work will be gauged in 2 ways: 1. A survey of teacher understanding of the 3 competencies using exit tickets and 2. Teacher observations
- Teachers will develop personal professional goals that will be evaluated at the end of the school year in a conference with the principal.
- Supervisors will evaluate the effectiveness of professional development cycles by observing teacher at the midpoint and end of the PD cycle
- During walk-throughs, supervisors and coaches will agree with competency rating 75% of the time
- The effectiveness of the full day professional development work will be evaluated by teachers via exit ticket
- Decisions made during weekly cabinet meeting are evident in each grade levels work as reflected in weekly grade level agendas

4. Timeline for implementation and completion including start and end dates

- Our work with the talent coach began in June 2013 and will be reflected at least one time per month during weekly cabinet meetings through June 2014.
- Full Day Professional Development sessions: September, November and June
- Professional development plans were to be completed on or before October 31, 2013 and followed up in June 2014 in a meeting with the school principal
- Each Professional development cycle lasts approximately 6 weeks. During that time 2 observation will be made by supervisors. One observation will be made at the three week point and the second will be made at the end of the six week cycle. This observation cycle will continue throughout the 2013-2014 school year.
- September 2013 through June 2014
- September 2013, November 2013 and June 2014
- September 2013 through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Weekly school cabinet meeting, talent coach contacted through CFN
- Supervisors and coaches will facilitate full day professional development sessions
- Teachers will meet with principal during self selected prep periods
- Teachers will meet with coaches during prep periods, substitute teachers are hired to offer opportunities for classroom inter-visitation or extended planning time as defined in each professional development cycle.
- 2 periods per month are scheduled for walk-through, no coverage needed.
- Full day PD takes place on NYCDOE designated days
- Weekly school cabinet meeting

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Teachers will share our schools focus this year on improving questioning and discussion during parent Curriculum Teas. They will also share suggestions on how parents could support questioning and discussion at home. Teachers will also share the benefits of frequent assessment to inform instruction. These assessments as well as the rubrics that delineate what constitutes far below, below, meeting or exceeding standards, will be sent home to be shared with parents along with differentiated support in areas of need.
- Parents will be invited into the classroom on a monthly basis for Parents as Reading/Math Partners. During this time, teachers will demonstrate questioning and discussion techniques, and parents will be given the opportunity to work alongside their child in a classroom where work will be differentiated to meet the needs of every child.
- Report cards will be revised to reflect student questioning and discussion skills. The student progress will be shared with parents at least three times a year when report cards are distributed.
- Detailed at-risk plans will be developed by the classroom teacher in collaboration with intervention and all related service providers 4

additional times a year. These plans will be shared with parents during a meeting, where the teacher will describe specific short-term goals and interventions put in place to meet those goals, as well as practice at-home suggestions for the parent. Coaches and supervisors review these plans before they are shared and executed in order to ensure that plans appropriately differentiate not only for language needs but all types of learning challenges. Coaches, supervisors, and all intervention and service providers will be given a copy of these intervention plans so that instruction is extremely focused for each child.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> Strategies/activities that encompass the needs of identified subgroups
1.
<ul style="list-style-type: none"> Key personnel and other resources used to implement each strategy/activity
1.
<ul style="list-style-type: none"> Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
6.
<ul style="list-style-type: none"> Timeline for implementation and completion including start and end dates
1.
<ul style="list-style-type: none"> Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>Our instructional decisions which reflect the programs and strategies used, the method of delivery and the time of service are generated from our continuous and meticulous gathering and analysis of student data. Teachers, teacher teams, support staff and supervisors together analyze state test results, in-school assessments such as mid and end-of-unit tests, conference notes and the “shared” spiral notepads maintained on each student in the areas of reading, writing, and mathematics, to make instructional and curricula adjustments. These “adjustments” contribute to the formation of the push-in small group services as well as the small group instruction after school and Saturdays. The goal is to bring each learner to the performance level of using rubrics to assess themselves and in many instances, their peers.</p> <p>During the school day the AIS services are provided by the intervention teacher pushing –in during the workshop by teaching the mini lesson to a small group of same needs learners followed by one-on-one conferring or 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</p>	<p>Small group and one-to-one push in</p>	<p>Service is provided during the school day, after school and Saturday.</p>

	<p>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.</p>		
<p>Mathematics</p>	<p>Our instructional decisions which reflect the programs and strategies used, the method of delivery and the time of services are generated from our continuous and meticulous gathering and analysis of student data. Teachers, teacher teams, support staff and supervisors together analyze state test results, in-school assessments such as mid and end-of-unit tests, conference notes and the "shared" spiral notepads maintained on each student in the areas of reading, writing and mathematics, to make instructional and curricula</p>	<p>One-to-one small group push-in.</p>	<p>Service is provided during the school day, after school and Saturday.</p>

adjustments. These “adjustments” contribute to the formation of the push-in small group services as well as the small group instruction after school and Saturdays. The goal is to bring each learner to the performance level of using rubrics to assess themselves and in many instances, their peers.

During the school day the AIS services are provided by the intervention teacher pushing-in during the workshop by teaching the mini lesson to a small group of same needs learners followed by one-on-one conferring or strategy lessons and/or guided reading for the remainder of the workshop.

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.

	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.		
Science	The Science lab provides AIS instruction during the school. Science instruction will be part of the content area literacy support.	Small group and one-to-one push in	During the school day and after school
Social Studies	Social Studies is integrated in our literacy work as well as connected with grade level arts daily during the school day and twice weekly in the after school program.	Small group and one-to-one push in	During the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Guidance Counselor – Bilingual Crisis Intervention, bereavement counseling, behavioral modifications, short term therapeutic counseling related to issues interfering with academic performance and home life</p> <p>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.</p> <p>Social Worker – Family crisis intervention, Social Services referrals for public assistance and immigration issues. Coordination of special education services including OT, PT, etc.</p> <p>At-Risk Health-related Services – Counseling and health education</p>	<p>Small group.</p> <p>One-to-one.</p>	During the school day and after school

	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.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Title I and Tax Levy Funds are consolidated to support the systems and structures that provide instructional scaffolding of each and every student to meet or exceed the Common Core Standards.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Pre-school teachers and paraprofessionals take part in the same school-wide professional development as the teachers in the elementary program – full-day professional development sessions focus on differentiating instruction and planning meaningful, rigorous units aligned to the common core. Our literacy coach meets weekly with Pre-K– 2 teachers, and these meetings focus on curriculum development, teaching methods, and analyzing student data to inform instruction. Focused parent workshops are offered each month by the literacy coach and pre-school social worker. These workshops build parent’s understanding of what students need to be successful in elementary school, and how they can support healthy development and learning at home. As such, curricula and appropriately effective teaching practices such as Read Aloud, Readers’ Workshop, Math Constructive Approaches are aligned to provide each learner a coherent transition throughout the school year and to the next grade. All data gathered throughout the year is passed on to the next year’s instructors as well as service providers.

Measures to Include Teachers in Decisions Regarding Assessments

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

Teachers are involved in all decisions about what assessment measures will be used. Since at our school all teachers participate in the creation of appropriately effective curricula for our different learners, they are consequentially the developers of the assessment measures. For example, Benchmark as well as mid and end of unit assessments are designed by teachers and coaches during the May, June and July maps of all curricula, which are then followed-up for effectiveness and accordingly “revised” during the 90 minutes weekly professional development meetings throughout the school year. Decisions are constantly assessed as teachers bring student work and data to these meetings to reflect on the effectiveness of our teaching, and, if needed, to create plans for reassessment of particular students or classes. Similarly, these weekly meetings are used for teachers and coaches to meet and discuss the results of assessments and the teaching decisions that must be made.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

Parent Involvement Policy (PIP) Template

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.
 - vii.

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 18, 2013 and will be in effect for the period of 2013-2014 school year.

This school will distribute this policy to all parents of participating Title I, Part A children on or before September 24, 2013.

Principal – G. Jack Spatola

Date – June 18, 2013

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 12, 2013 and March 10, 2014. 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 publishing, 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		

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 172
School Name The Beacon School of Excellence		

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

Principal G. Jack Spatola	Assistant Principal Erika Gunderson
Coach Debbie Nickrad, ELA Coach	Coach Angela Ventura, Math Coach
ESL Teacher Maria Zito	Guidance Counselor Ivone Garcia
Teacher/Subject Area Megan Poliner, ELA Coach	Parent Ana Mabel Seboya
Teacher/Subject Area Amy Pimentel, ESL	Parent Coordinator Annette Hendrickson
Related Service Provider AnnaMaria Rizzo	Other Christina Zuccaro, UFT Leader
Network Leader(Only if working with the LAP team) type here	Other Michele Yost, Intervention

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	564	Total number of ELLs	164	ELLs as share of total student population (%)	29.08%
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Part II: 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	Total #
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														
Push-In	4	2	2	1	2	1								12
SELECT ONE														0
Total	4	2	2	1	2	1	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	164	Newcomers (ELLs receiving service 0-3 years)	131	ELL Students with Disabilities	57
SIFE	0	ELLs receiving service 4-6 years	33	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	131		30	33		27				164
Total	131	0	30	33	0	27	0	0	0	164

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	42	30	25	15	22	11								145
Chinese	1	2												3
Russian														0
Bengali	1	1	1											3
Urdu														0
Arabic	6	1	2		1	2								12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	51	34	28	15	23	13	0	0	0	0	0	0	0	164

Part III: Assessment Analysis

Assessment Breakdown

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

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)	0	1	0	1	1	2								5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	11	8	2	17	3	0								41
Advanced (A)	23	29	13	25	14	25								129
Total	34	38	15	43	18	27	0	0	0	0	0	0	0	175

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	9	8	0	24
4	3	8	6	2	19
5	6	12	5	0	23
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		8		12	1	4		25
4	1		2	1	7		9		20
5	0		7	1	9	1	7		25
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3						16	1	20
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

Our school uses Fountas and Pinnell DRA 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, F, and G in October. 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) L/M/N, one level higher than the most recent written LAP (2011-2012) guided level(s) of K/L/M. In fourth grade, the average guided reading level of our Intermediate ELLs is N/O compared to the previous Guided Level L. We do not currently have any Intermediate students in grade 5. Our advanced level grade 5 ELLs are working in guided levels Q/R/S.

Using guided reading level data along with NYSESLAT data allows us to recognize the strengths and weaknesses in our literacy program for ELLs. Our continued work in revising our word study program in grades k-2 reflects a more multisensory approach to teaching phonemic awareness skills has continues to pay off with higher guided reading levels. Intervention programs continue to be designed to support our third, fourth, and fifth graders as they continue to tackle challenges with decoding and fluency, though there are few to no students with decoding issues in the third grade, due to the newly revised word study approach in K-2 developed last year. Across the school, read aloud has been revised to include more vocabulary support, utilizing pictures and videos to engage students in learning vocabulary. Vocabulary focuses on content words and words students can use in discussion of the book. We have also included word study in the vocabulary portion of read aloud, where students are learning the meanings of different prefixes and suffixes and applying them as we read. Read aloud has been extended 15 minutes to include the vocabulary work and writing practice at the end.

- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Analysis of Fall 2012 and Spring 2013 LAB-R & NYSESLAT Proficiency Levels

	Beginner	Intermediate	Advanced	Proficient	Total
Kindergarten Fall 2012 Proficiency Levels	35%	8%	57%		100%
NYSESLAT Spring 2013 Proficiency Levels	0%	30	62%	8%	100%
First Grade Fall 2012 Proficiency Levels	26%	31	43%		100%
NYSESLAT Spring 2013 Proficiency Levels	0%	21%	51%	28%	100%
2nd Grade Fall 2012 Proficiency Levels	6%	56%	38%		100%
NYSESLAT Spring 2013 Proficiency Levels	0%	13%	69%	18%	100%
3rd Grade Fall 2012 Proficiency Levels	4%	42%	54%		100%
NYSESLAT Spring 2013 Proficiency Levels	4%	65%	27%	4%	100%
4th Grade Fall 2012 Proficiency Levels	5%	15%	80%		100%
NYSESLAT Spring 2013 Proficiency Levels	5%	15%	50%	30%	100%
5th Grade Fall 2012 Proficiency Levels	8%	8%	84%		100%
NYSESLAT Spring 2013 Proficiency Levels	8%	0%	68%	24%	100%

Proficiency level Data shows that students have grown in all areas tested on the NYSESLAT. Just like last year, in general as the

grade level increases the number of students eligible for services diminishes. With that said, our data also points to the fact that an alarming percentage of students that continue scoring at Intermediate level in the third grade are students in ICT or with an IEP.

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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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. 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 3 of implementing a multi-sensory phonemic awareness program in grades k-2 and have established 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.

4. For each program, answer the following:
- 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?
- 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. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school has many systems in place to assess, track, and remediate for students not making adequate progress at any point during the year. First, units are designed with assessment in mind. Teachers use Fountas and Pinnell to track formal reading levels, but in addition they administer end of unit assessments each month, and keep detailed records on weekly conferences which are shared with all providers (intervention teachers, related service providers, etc). Word study and vocabulary assessments are given every week to monitor word knowledge, and students not showing progress are provided with a “double dose” of word study instruction during or

after school, as needed. Mid and end of unit math assessments, as well as daily exit tickets, inform teachers as to which students met the objective for the day, and this information is used to create groups as well as additional review homework or extensions. In writing, teachers plan for “checkpoints” across the unit to collect and assess student drafts, and they grade end of unit writing publications as well as “on-demand” writing across the year and across subjects. Assessment results are shared formally at weekly professional development meets, and are also submitted to coaches on a monthly basis.

At our school, we identify students at each tier at regular intervals across the year; October, January, April, and June. At this time, teachers develop formal at-risk plans with the input of all appropriate service providers for students at risk of not meeting promotional standards as well as students at risk of not meeting grade level standards. Teachers invite parents into the school to sit down for a formal meeting where the at-risk plans are discussed at length, and resources shared so that parents can also help at home. Teachers continually assess all students but especially those at risk to see that interventions are working and if not they are adjusted. Coaches meet on a regular basis with teachers to discuss the progress of these students, and are an integral part of developing the at-risk plans across the year.

6. How do you make sure that a child’s second language development is considered in instructional decisions?

We make sure that a student’s second language development is considered in instructional decisions by first making sure that all relevant information is made available and studied by classroom as well as all intervention and related service providers. For all new children, a trained ESL provider interviews the mother and child and reviews the Home Language Survey to collect information about the language and experiential background of the child. This information is then shared orally and passed on to the classroom teacher, as well as service providers. The documents from this interview as well as the HILS are kept in the child’s cumulative record for easy access. For the incoming student, we conduct the HILS but in addition we request report cards and relevant work or evaluations from the child’s previous school. Additionally, our ESL teacher conducts the incoming reading, writing, and math assessments so that she can share the language strengths and limitations as they relate to each subject area with the child’s teacher. For the ESL student that stays in our school, we track their language development and share this information in a few ways. All teachers, in consultation with intervention, related service providers and particularly our ESL teacher, complete a detailed articulation form to pass along to the next year’s teacher. This form describes not only the reading, writing, math, and social studies basic skills and knowledge, but also the student’s grasp on content and skill-based vocabulary and sentence structure in spoken and written language. In addition, the ESL teacher interprets and shares the growth (or lack thereof) indicated in each child’s NYSESLAT with the teachers so that up-to-date instructional decisions can be made.

Teachers use this information to differentiate for each learner across subject areas. These differentiations may include incorporating pre-reading strategies such as previewing, vocabulary support, picture walks, and other visuals to support content learning as well as comprehension. As needed, teachers provide sentence starters in conversation as well as in writing to develop proper syntax and understanding of how to compose a complete thought in a sentence.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

Not Applicable

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

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.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

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 informal oral interview is given in English or native language. In this interview, we ask about the family's language history. For instance, what language is spoken in the home, where the family has lived and for how long, what schools have the children attended in and outside of NYC and what language was spoken there, as well as the parents' or teachers' observations on how well the student acquired language (English and otherwise). Finally, in this informal interview we ask about the child's overall learning history, whether they excelled or struggled in schooling if they had any, and we collect any school documents the parents have.

The ESL Teachers, Maria Zito and Amy Pimentel review the HILS and administer the informal oral interview (described above) to the parent and students in their native language; Amy Pimentel 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 either through our parent community or through DOE's Translation and Interpretation unit. At the oral interview, we are able to determine if the student understands English or not, and their educational 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 reviewed. The ESL Teachers; Maria Zito and Amy Pimentel, who both speak English, review the HLIS. Amy Pimentel 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 teachers 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. Once 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. If students score as Beginning, Intermediate, or Advanced on the English LAB-R, and their home language indicates that Spanish is the primary language at home, the Lab-R is then administered in Spanish by a pedagogically trained Spanish-speaking teacher.

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.

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.

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 Zito and Amy Pimentel, 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 collected during the Parent Orientation meeting. 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. The original Home Language Identification Survey, along with the original Parent Survey and Selection Form, a copy of the Entitlement or Non-Entitlement letter, and the placement letters are placed in the cumulative folder. For students who are already ELL a copy of their Continued Entitlement letter or a copy of their Proficient letter is placed in their cumulative Folder.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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 Zito and Amy Pimentel to 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. 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.

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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In spring, ELL students are given New York State English as a Second Language Achievement Test (NYSESLAT). Together our ESL teachers Maria Zito and Amy Pimentel compile reports from 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 Zito and Amy Pimentel work together to realign our ESL program to meet the needs of our English language learners analyzes the results.

6. 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.) 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. 

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 Zito and Amy Pimentel secure the original in the students cum folder and a copy in the students ESL folder. Each student has his or her own file.

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 Freestanding ESL 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 V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

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

Plan includes:

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

1b. P.S. 172 has heterogeneously grouped classes in grades K-5. However, our ESL groups are arranged according to proficiency level and grade level. The student's proficiency levels are based on the LAB-R and NYSESLAT results. The ESL teacher pushes into each class for 50-minute periods everyday, usually the push-in is scheduled to occur during reader's workshop and writer's workshop, and it may also be scheduled around specific units in social studies and science. Teachers work with students in guided lessons, introducing vocabulary, building background knowledge, exploring words and word solving strategies and developing fluency and comprehension.

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)?

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 two ESL/Intervention teachers push in to work with every ESL student in a ratio of 13 students per teacher for multiple 50-minute periods each day in order to meet the mandated instructional time of either 360 or 180 minutes per week. Instruction takes place during readers, writers, and math workshop time. 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 highest quality of instructional support to scaffold each learner to meet and exceed English language standards.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our parents choose the Freestanding ESL model. At our school, this means that ESL, intervention providers, all other related service providers as well as classroom teachers collaborate daily to develop differentiated lesson plans that address content as well as the skills of common core. Instruction is delivered in English only. In order to make content comprehensible for the ESL student, materials and student interaction with materials are both differentiated. For example, teachers will scaffold a difficult text with a preview of vocabulary as well as content, and will help students connect the new information to something they already know. They will often select a similarly themed text on an easier reading level so students can more independently read for

information in the content areas. Teachers seek out videos as well as books and articles read aloud on the Ipad to present content information where student reading would be too frustrating for the English Language Learner. To support language development, teachers provide content as well as skill-based vocabulary (for example, vocabulary related to the Colonial Period, but also academic vocabulary that supports students discussion of cause and effect, sequence, comparisons, etc.) Teachers provide sentences starters for students in discussion as well as written work.

Because content area instruction is so interwoven into our English Language Arts program, some strategies that will be used are already 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.

English Language Learners participate in all school-created assessments that measure achievement of the CCLS. We ensure that students not only participate but meet or excel standards on these assessments by providing the scaffolding mentioned above during daily instructional times, but also by providing similar scaffolding for each assessment. For example, vocabulary will be previewed and clearly defined. Sentence starters may be provided. In addition, as for all students but particularly benefitting our ELLs, our school provides an element of student choice in performance assessments and projects, so each child has the opportunity to choose the content and the format used to demonstrate their learning.

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

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. English Language Learners are monitored monthly to better document their progress in the following areas: overall language performance, oral communication skills, reading skills, and use of comprehension strategies. Additionally, students are assessed at least 3 times across the year by native language screeners (teachers whose native language is Spanish, or an outside screener if the child’s native language is other than Spanish). For example, students are given book in their native language so that fluency, decoding, and comprehension can be measured.

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

Our instructional program bridges all four modalities for all students, including ELLs, and teachers as well as our ESL service providers assess student development in all areas. In reading and writing, as described previously, we administer formative and summative assessments in all subject areas in every grade. To measure listening and speaking skills, teachers note student participation and engagement during lessons and class discussions, as well as individual and small group speaking and learning opportunities. As a more formal assessment of listening comprehension, students produce written responses to informational and fictional read alouds on a weekly basis. If a teacher is concerned about the developing listening skills of a student, he/she conducts a one-on-one informal evaluation by holding a conference with the student asking simple questions or giving simple single then multi-step directions to see if the student is able to process these. In addition, we have 3 speech and language service providers in the school who meet on a monthly basis with all grades to advise teachers in best instructional practices as it relates to developing language.

Students’ oral language is assessed informally through individual reading, writing, and math conferences with the teacher, and formally during oral presentations prepared and delivered by students at least 3 times a year.

To assess the writing development of our English Language Learners, teachers collect and grade monthly writing using a rubric aligned to the common core. We collect end of unit publications as well as “on-demand” pieces, where students write in response to a prompt in a single 50 minute period. Furthermore, we’ve implemented a new structure in our writing curriculum

called “Weekend News,” specifically geared toward teaching and assessing sentence structure. Each Monday, in place of the traditional writing workshop, students in every grade write a short, focused piece highlighting one thing they liked (or disliked) about the weekend, then they elaborate on that event with details, examples, and thinking. Teachers collect and share this writing on a weekly basis, assessing for grammar, mechanics, and sentence complexity. The information collected from these samples, in addition to the lessons we’ve pre-determined from the common core, is used to inform each teacher’s decisions about what to teach next during Weekend News.

To assess reading development, teachers begin by conducting a Fountas and Pinnell assessment as a diagnostic tool. Across the year, teachers may use Fountas and Pinnell to reassess student growth, or they may assess using our “Benchmark Book Assessments.” These are books we’ve chosen as representative of the difficulties presented at each level, and they come with prepared questions that address key reading skills. These two formal assessments, in addition to grade level multiple choice assessments administered monthly, reading conferences conducted at least once a week per child and often 2-3 times a week for the ESL student, provide teachers with a thorough picture of what each child needs at every moment across the year.

In addition, for those students developing letter, sound, and word recognition, we administer a few assessments across the year. All Kindergarten students and incoming language learners are assessed for letter and sound recognition in September, then every month until mastery. Students’ mastery of word wall words and decodable words are assessed at the beginning and end of each year cumulatively, and then once a week to reflect our current word study curriculum.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. 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).

6a. 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.

6b. 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.

6c. 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
- Expanding range of vocabulary through root and affix analysis.

6d. 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.

6e. For students reaching proficiency, we will offer priority in after school programs as well as individualized educational plans. Furthermore, because PS 172 has such a high ELL population, our entire school's curriculum is geared toward and flexible for English Language Learners regardless of their classification, while still maintaining the high standards delineated in the common core. For example, even in grades 3, 4, and 5 where many of our students have tested proficient, we provide the same robust vocabulary program, the weekly grammar and sentence instruction during Weekend News, the intensive small-group instruction for any students in need of additional support but especially for our ELLs, in addition to a small-group Read Aloud in most classes so that when students are reading and/or listening to a complex text they are given the most support. 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, for up to 2 years after testing out.

7. 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?

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, classroom teachers and service providers. 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.

In addition, each classroom is equipped with a Smart-board, at least 3 I-pads, and at least 4 laptops. Teachers integrate technology into their daily lesson planning, but also into their plans for student independent and small group work. For example, a student just learning to read in English who can comprehend at higher level will listen to a book read to them on the I-pad for part of the independent reading period. On another day, they'll work with apps on the I-pad to develop vocabulary, sight words, or work on vocabulary as it relates to basic skills (sorting and categorizing) For example, they might sort pictures of living room vs. kitchen items into two categories, and as they sort each item it's read aloud to them.

For students who have received ELL instruction for more than 3 years, we provide I-pads and computers to continue reading and listening to texts slightly above their level in order to accelerate their exposure to vocabulary, sentence structure, and complex ideas. They conduct research not only through written texts, but through videos and podcasts. These resources provide access to content area information and research processes, but aren't limiting for the student still mastering the English language. This same technology is made available to ELLs, even as they test proficient in the language.

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

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. Placement is determined during the initial or annual review where teachers, intervention staff, ESL provider and all other service providers along with the SBST team determine whether the learning disability is delaying progress in academic areas as well as language acquisition such that sufficient progress cannot be achieved in a general education

setting. If this is the case, students are recommended for an ICT placement so that interventions can be carefully individualized and streamlined, and so students with the greatest need can receive small group instruction across all key subject areas (reading, writing, math, word study).

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	45 minutes per day	45 minutes per day	45 minutes per day

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

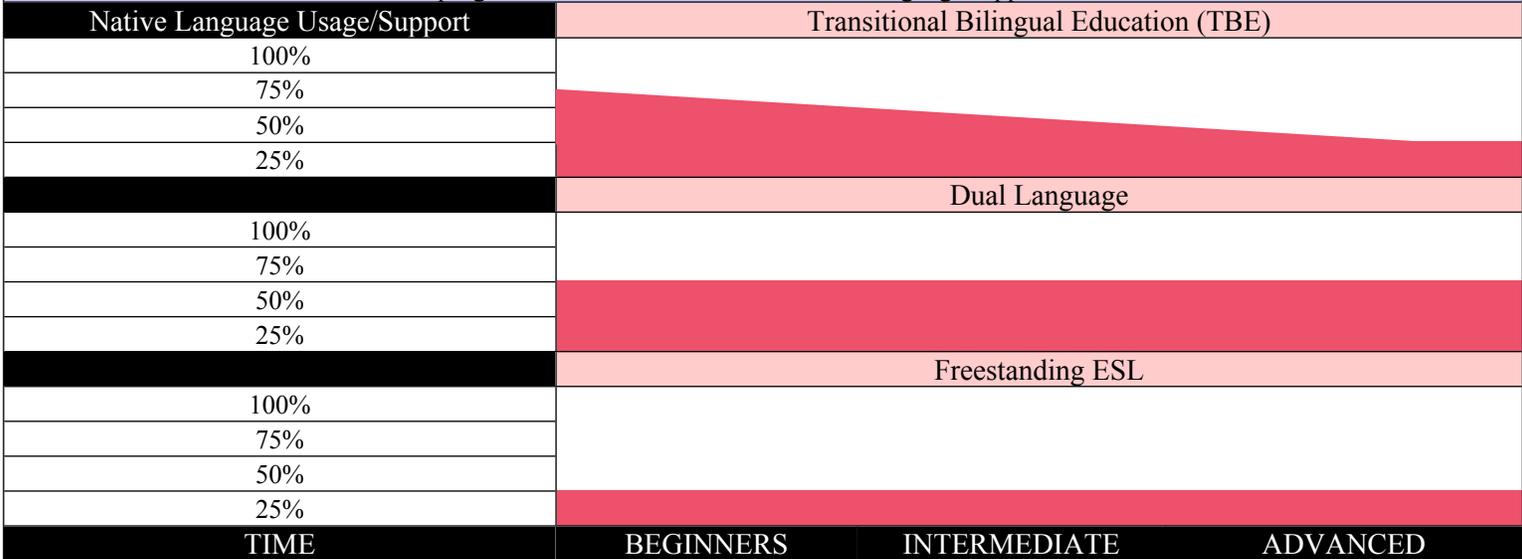
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Though we revise our programs each year to most precisely meet the needs of the particular students each incoming grade so that they all meet or exceed standards, we find our current program to be extremely effective. ELLs currently in our school are in need of content vocabulary and knowledge. Therefore, we've developed a more rigorous vocabulary curriculum where high-utility words are introduced with visuals and student-friendly definitions and examples during read aloud, math, writing, science and social studies. All teachers, including science, reader's theater, dance, physical education and music teachers, are provided intensive professional development focused on selecting, teaching, and reinforcing Tier I and Tier II vocabulary words related to their areas of study. Because ELLs benefit from repetition, words are not introduced once, but reintroduced each day across the unit, kept available and at eye-level across the day, and are used in daily conversation by the teacher. In order to address the content knowledge gap, we've improved a few components of our curriculum. First, the read aloud calendar across the entire school has shifted from largely fiction titles to half fiction, half content area/nonfiction themes. These build up across the grades, for example students learn about recycling in first grade, pollution in third grade, and fracking in fifth grade. Second, we've coordinated with our science cluster teacher so that classroom teachers build upon and extend the core science curriculum through class and student-driven research. Social studies units are thoughtfully planned with content knowledge but also skills in mind, and all classes plan academic field trips to expose students to information and experiences they may not have had the opportunity to have yet.

Our ELLs also benefit from explicit instruction in basic language development (grammar, syntax, etc). Therefore, in addition to providing supportive sentence starters across all subject areas to assist in appropriate, complete responses, we've developed a school-wide grammar curriculum that focuses on the core language skills needed by all students at every grade. Lessons are taught directly once a week, and reinforced on a daily basis during all writing opportunities across subject areas.

Finally, all student data and progress is transparent in our school, and discussed openly at grade meetings, to which grade teachers as well as cluster teachers attend. At the beginning of the year, in addition to articulation forms, all teachers have access to our school's online data drive, which indicates which students have IEP's and/or are ELLs. Hold overs and previous at-risk status is also available. All related service providers are invited to join monthly grade conference meetings to help assess student progress and advise and coordinate on intervention plans. Opportunities are available before and after school as well as during shared lunch periods for cluster and classroom teachers to collaborate, and coaches hold monthly meetings with cluster teachers to advise on unit planning and differentiation for all learners. Specific student needs are addressed at these meetings. All teachers update the assessment data on a monthly basis and this information is shared at grade meetings, and during the school's weekly Cabinet meetings with supervisors, coaches, and the school guidance counselor.

11. What new programs or improvements will be considered for the upcoming school year?

The school has revised our read aloud curriculum to become a Complex Text Read aloud period. That is, the students are engaged in reading, with the support of the teacher, texts that are significantly above their reading level, and are learning strategies to enable them to monitor for meaning and make meaning out from the text. We've provided intensive vocabulary instruction, significant time for focused rereading, and we've also dedicated our intervention personnel to this block so that all students, including our ELLs, have access to reading complex texts.

12. What programs/services for ELLs will be discontinued and why?

Not Applicable

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 addition work in phonics and phonemic awareness activities.

*All programs are geared toward English Language Learners

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Students at PS 172 are given access to books and magazines in their native language to support each child's continued academic growth. 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. This year, our work to support all learners in meeting or exceeding common core standards in really understanding complex text has pushed us to create PowerPoint presentation for all complex text read alouds in grades K-5. The slides focus are providing students with a visual/ auditory definition of words/phrases that are critical to understand complex text. 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. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In our ESL program, native language support is provided in a variety of ways. Classroom libraries feature books and magazines in Spanish as well as English. Our school also makes use of the International Children’s digital library which provided online texts for students in English, Spanish, Arabic, Chinese, Russian, and more. Upon entry into any class newcomers are assigned a group of buddies, which speak the child’s native language. These 2 or 3 “buddies” assist the students with locations, requirements, routines, and transitions when necessary.

16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.

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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. Newly enrolled ESL students are also invited to participate in activities throughout the school year. For example, our school offers after school groups which include recreation, music, dance, art, classroom after school, and Saturday school, which also includes recreation.

18. What language electives are offered to ELLs?

Not Applicable

19. For schools with dual language programs:

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

Not Applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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. Professional development for all teachers at P.S. 172 always incorporates ways to support English Language Learners in all of our professional development work. Through outside providers as well as our supervisors and coaching staff, we provide school-wide professional development on topics such as: Stages of Language Acquisition, Effective Vocabulary Instruction, and Utilizing Technology to Engage All Learners (Especially ELLs) Across Subject Areas to Meet the Demands of the Common Core. These school-wide presentations take place during monthly faculty conferences as well as full-day professional development days, and are always continued during weekly grade meetings, so that teachers can extend and develop curriculum based on their new learning. Furthermore, teachers often create study groups related to these presentations, and share their findings with the whole staff at faculty conferences. Finally, coaches and supervisors develop frequent, focused professional development cycles with individual teachers, and differentiating for ELLs is often an integral part of these 6-8 week cycles of learning.

3. 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.

4. 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 10 hours for special education, 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.

Specific professional development activities include: presentations by outside providers instructing all teachers on the Stages of Language Acquisition, presentations by the school's highly trained speech and language therapists to the entire staff on Differentiating Instruction to Support Language Development for Struggling Learners, Especially ELLs, grade-level professional development provided by coaches and supervisors focused on revising and differentiating lesson plans with ELLs in mind, as well as modeling highly differentiated lessons. Finally, our teachers develop their own curriculum each year in collaboration with coaches and supervisors. During this curriculum-writing, an incredible amount of embedded professional development takes place as coaches confer with teachers about how best to plan for vocabulary-rich, hands on learning experiences for all students, but especially ELLS.

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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

E. 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.

On page 5 of the LAP, the NYS ELA and NYS Math grades are provided in the charts. In grade 3, there was a total of 26 ELL students, 24 students were tested, 1 student was exempt from taking the ELA exam because of their new admit status in the DOE. A different student was exempt from the ELA and Math Exam, but instead took the NYSAA. In grade 4, there was a total 20 ELL students, however 1 student was exempt from the ELA because of their new admit status in the DOE. In grade 5, there was total of 25 students, however 2 students were exempt from the ELA Exam because of their new admit status in the DOE.

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		11/13/13
Erika Gunderson	Assistant Principal		11/13/13
Annette Hendrickson	Parent Coordinator		11/13/13
Maria Zito	ESL Teacher		11/13/13
Ana Mabel Seboya	Parent		11/13/13
Megan Poliner (ELA Coach)	Teacher/Subject Area		11/13/13
Amy Pimentel	Teacher/Subject Area		11/13/13
Angela Ventura	Coach		11/13/13
Debbie Nickrad	Coach		11/13/13
Ivone Garcia	Guidance Counselor		11/13/13
	Network Leader		
Christina Zuccaro	Other <u>UFT Leader</u>		11/13/13
Michele Yost	Other <u>Intervention</u>		11/13/13
Anna Maria Rizzo	Other <u>Related Services</u>		11/13/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15k172 School Name: The Beacon School of Excellence

Cluster: Doug Knecht 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 164 parents of ELL learners. Out of 164 parents, 145 parents speak Spanish, 3 speak Chinese, 3 speak Bengali, 12 speak Arabic, and 1 speaks Japanese. Out of 145 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		