



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: IRWIN ALTMAN MIDDLE SCHOOL 172

DBN (i.e. 01M001): 26Q172

Principal: JEFFREY SLIVKO

Principal Email: JSLIVKO@SCHOOLS.NYC.GOV

Superintendent: ANITA SAUNDERS

Network Leader: ELLEN PADVA

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
Jeffrey Slivko	*Principal or Designee	
Sarah Evens	*UFT Chapter Leader or Designee	
Barbara Dorcean	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Thomas Scarpinato	Member/ MS 172	
Steven Levy	Member/ MS 172	
Robert Zuzzolo	Member/ MS 172	
Abel Olivencia	Member/ MS 172	
Rosa Schubert	Member/ Parent	
Chris Franklin	Member/ Parent	
Hillary Senise	Member/ Parent	
Joselyn Smith-Greene	Member/ Parent	
Tarvinder Thind	Member/ Parent	
	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)
	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.

By June 2014, the students in the lowest third (which also includes SWD's & ELL's) in grades 6-8 will improve by 4% in their Median Adjusted Growth Percentile relative to our peer horizons schools as measured by the NYS ELA Assessment.

By June 2014, all teachers will have participated in professional development and teacher teaming to continue to develop and revise rigorous tasks and instructional strategies with multiple entry points that are aligned to CCLS in all content areas.

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.

After analyzing the data from the 2012-2013 Progress Report, we found that although the data showed 48.6 % of our students scored levels 3 & 4 in ELA, our lowest third of students were in the 43.6 percentile of the peer range.

Professional development is needed for teachers to develop and revise curriculum and provide multiple entry points for all students including SWD's and ELL's that will provide students with rigorous CCLS based performance tasks towards college and career readiness.

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. Students will improve reading levels based on STAR Assessment given throughout the year, targeting fluency, vocabulary and comprehension. In order to meet the Common Core Learning Standards' goal of having students read on the "high end" of "text complexity independently and proficiently", we have adopted the NYC Core Curriculum – Scholastic CODEX which is 100% Common Core aligned.
- B. Students will write purposefully in order to identify, analyze and evaluate big ideas while providing evidence and examples. They will exhibit improvement in paragraph organization, language conventions, mechanics, and sentence structure. They will complete four writing performance tasks using the CODEX Common Core aligned rubrics.
- C. SWD and ELL will improve reading levels and writing skills using the Achieve 3000 and Reading Horizons programs.
- D. Teachers will receive ongoing professional development through Scholastic as well as locally (department meetings, network professional development) in the implementation of CODEX. Teachers will also receive professional development in the use of Achieve 3000 and Reading Horizons for our SWD and ELL population.

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

- A. Teachers will attend workshops (Scholastic, Achieve 3000, Reading Horizons, Network & Teacher Center/UFT), departmental meeting, and team meetings, to gain and apply new skills for teaching analytical and critical thinking strategies in reading.
- B. Teachers will attend workshops (Scholastic, Achieve 3000, Reading Horizons, Network & Teacher Center/UFT), departmental meeting, and team meetings, to gain and apply new skills for teaching analytical and critical thinking strategies in writing.
- C. Teachers will attend at least 2 workshops for Achieve 3000 per year
- D. Teachers will attend 4 Scholastic workshops beginning in the summer of 2013 and ongoing through June 2014

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

- A. Teachers will administer the STAR Assessment four times per year to follow each student's progression using the scale score/grade equivalent as an indicator of improvement. Students will improve at least two months grade equivalent after each assessment.
- B. Teachers will administer the four writing performance tasks using the CCLS aligned rubrics as an indicator of improvement. Students will move up one half level in at least two areas of the rubric.
- C. Teacher will monitor the progress of students enrolled in Achieve 3000 and Reading Horizons using completed articles.
- D. Teachers will plan and implement the CODEX routines in the instructional units. Supervisors will observe these teaching practices and evaluate using the Danielson Rubric.

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

- A. Start Assessments – Sept/Oct, December, February, May
- B. Writing Performance tasks – one major writing task per marking period

- C. Achieve 3000/Reading Horizons – Ongoing Sept through June
- D. Teacher PD – Ongoing Sept through June

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

- A. Common planning periods, Departmental Meeting, SBO Professional Development days, Chancellor Professional Development days
- B. During the ELA periods
- C. During the ELA periods and at home
- D. Teachers will attend PD and Sub coverage will be provided, Common planning periods, Departmental Meeting, SBO Professional Development days, Chancellor Professional Development days

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).

- A. At the beginning of each CODEX unit, a parent letter is sent home describing the unit and performance tasks included in the unit.

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	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.

Math Goal – By June 2014, all students in grades 6-8 will improve by 3-4% in their Mathematics Median Adjusted Growth Percentile for our Peer Range of schools as measured by the New York State 2014 Mathematics assessment.

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.

According to our school's Annual Progress Report of 2012-2013, the data reveals the Mean Adjusted Growth Percentile for schools in our Peer Horizon to be at 24.7% for grades 6-8 for Mathematics.

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

- A. Based upon our school's instructional focus for the school year 2013-2014, our students will continue to strengthen the skill of using evidence to explain and justify their solutions in mathematical problem solving. This practice will in turn deepen student understanding. Students will continue to be challenged in their instruction to meet and exceed the Mathematics Common Core Standards by solving real-world problems.
- B. Student Mathematics portfolios will be kept in all classes to monitor student growth and conceptual understanding.
- C. Students will study the necessary content and academic vocabulary associated with mathematical problem solving.
- D. Teachers' lesson plans will include instructional strategies that include whole class, small group and individual instruction based upon the students' needs. Lesson plans will also indicate multiple entry points of instruction for all students in the top, middle and lowest third of their classes.
- E. Teachers will utilize formative assessments and all available data to drive their instruction including all periodic assessments (Baseline and Benchmarks) and Item Skills Analyses.
- F. Teachers, in their grade level teams, will adapt the Connected Mathematics Program (CMP3) and the current Engage New York lesson modules to fit the needs of their classes.
- G. Teacher Teams will follow a protocol during their meetings to review samples of student work to inform future instruction.
- H. Teachers will utilize the IXL on-line Computer Assisted Instruction program to reinforce concepts and math skills for SWD's and ELL's.
- I. Designated students are assigned to the AIS Mathematics after school and Saturday program. Student participation is monitored and followed up by parent contacts.

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

- A. Teachers will monitor and assess student work to include student justification and explanations in problem solving.
- B. Teachers will monitor student portfolio completion.
- C. Teachers will access the use of both academic and content vocabulary of their students.
- D. Teachers in teams will plan lessons based upon small group, whole class and individual instruction. Plans will contain differentiated instruction strategies that include tiering problems, manipulative use, graphic organizers, etc. based upon the ability levels of students. Additionally, teams will continue to confer and adjust task selection to include problem extensions for higher student achievers.
- E. Two data specialists from the Math department will assist teachers in accessing student data and utilizing it to drive instruction.
- F. Teacher teams will continue to select tasks aligned to the CCLS while adapting the CMP3 Program to fit the needs of their students.
- G. Teachers during team meetings will dedicate time to review student work according to the "Student Work Protocol."
- H. Teachers will monitor progress of students using the IXL Math Program and set goals with students for concept and skill mastery.
- I. Math teachers will design lesson plans based upon pre-assessments in each domain of each grade level of the Math CCLS designated for the AIS program. Classes will consist of small groups.

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

- A. The Assistant Principal will collect and review lesson plans for all formal and informal teacher observations.
- B. Math teachers will assess student portfolio tasks according to the provided rubric and provide next steps for all students. Portfolio samples will be viewed during pre-observation conferences.
- C. School administrators will evaluate classroom environments during observations according to the Danielson rubric.
- D. School administrators will review teacher lesson plans before formal and informal observations.
- E. Teachers will monitor progress of students using the Periodic Assessments. (Baseline & Benchmarks #1 and #2.)
- F. The assistant principal will attend team teacher meetings to provide support and assistance in evaluating rigorous tasks.
- G. Teachers will keep agendas and logs of their team meetings along with the sample of student work reviewed. Each teacher will rotate the role of the presenter.
- H. Teachers will assess and monitor student progress by tracking students' periodically on use of the IXL program.
- I. AIS students will be assessed by a post-test for each domain of each grade level in the Math CCLS.

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

- A. Teacher professional development will be ongoing from September 2013 through June 2014.
- B. Student IXL progress for SWD's and ELL's will be ongoing throughout the school year.
- C. Benchmark Assessment (Items Skills Analysis) November 2013: Benchmark Assessment #1- February 2014; Spring Benchmark #2- May 2014.
- D. Lead Math Teachers turnkey professional development information and practice on an ongoing basis.
- E. Teachers review of Benchmark #1 Item Skills Mid-February 2014 and Benchmark #2 Item Skills April 2014.
- F. Assistant Principal will attend team meetings monthly on an ongoing basis.
- G. Lead teachers will share team logs and sample student work with the Assistant Principal monthly.
- H. Teachers will access student progress on the IXL Program quarterly October, December, February and April
- I. AIS students will be assessed (during after school AIS class time) with post test unit exams on an ongoing basis through the NYS Math Exam.

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

- A. Teachers Weekly Grade Level Common Planning periods
- B. Pending SBO approvals, selected half/full day professional development.
- C. Monthly Faculty and Subject departmental Meetings.
- D. Funding needed to sustain a viable after school AIS program keeping class size at a workable level.
- E. During prep periods and common planning periods.
- F. Assistant Principal will earmark time to attend teacher meetings.
- G. Assistant principal will review teacher team logs monthly.
- H. During Prep periods and team meetings.
- I. AIS teachers during after school designated AIS time with designated funds.

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).

All Mathematics teachers will send home the CMP3 Parent Unit letter that describes the Math Common Core Standards.

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	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.

By June 2014, 100% of teachers will possess a normed understanding of the competencies and the rubric from Charlotte Danielson's Framework for Teaching included in the new teacher evaluation and development system improved pedagogy by focusing on lesson design, assessment, questioning, and discussion techniques to improve pedagogical delivery to improve student achievement for all students. Principal and Assistant Principals will conduct all required observations for each teacher using the 22 components of Charlotte Danielson's Framework for Teaching to provide meaningful feedback toward developing a professional development plan for 100% of all teachers.

Comprehensive Needs Assessment

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

Teachers are aware of and apply the expectations of the school's framework for teacher practice and the Depth of Knowledge (DOK) matrix; however the level of questioning across classrooms is inconsistent. The lack of clearly planned next steps and scaffolds to support learning does not consistently offer all students the opportunity to demonstrate their learning and exhibit their thinking through deep discussions and high quality work products.

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

- A minimum of 4 or 6 observations (1 formal, 3 informal for option 1 & 6 informal for option 2) to observe practices across Domain 2 & 3
- All teachers will complete at least one self-reflection regarding their practice within the specified domains of the Danielson rubric.
- All teachers will write and submit to supervisor a minimum of 4 highly effective lesson plans in accordance with the Danielson rubric with questions they plan to use.
- All teacher teams will evaluate student assessments a minimum of three times using a prescribed protocol for looking at student work developed during the 2012-2013 school year.
- Modifying lessons according to feedback received from the observations conducted in #1

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

- Principal and Assistant Principals will conduct the observations.
- Assistant Principals will meet with teachers to implement the Teacher Effectiveness Rubric
- Assistant Principals will hold monthly department meetings with all teachers in each department to discuss lessons and planning
- All teacher teams
- Assistant Principals and teachers

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

- By the end of the 2013-14 school year, administrators and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across Domains 2 & 3.
- Self-Reflections will be used after formal observations to measure the alignment between teachers' reflections and observed practice.
- Teachers will share their highly effective lessons during team meeting and departmental meetings.
- Teachers and data specialist will conduct an analysis of the results of the assessments (from looking at student work) and evaluate the alignment between classes and CCLS and adjust as necessary.
- 50% of lessons will increase their HEDI rating by one level from original lesson to the observation of the modified lesson.

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

- A. All teachers will be observed, both formally and informally a minimum of 4 to 6 times per year (depending on option chosen), and will engage in an end of year self-reflections and assessments.
- B. Ongoing from September to June 2014
- C. Ongoing from September to June 2014 using Common Planning periods, monthly departmental meetings, Chancellor PD days, SBO PD days
- D. Ongoing from September to June 2014 using Common Planning periods, monthly departmental meetings, Chancellor PD days, SBO PD days
- E. Modifications to lessons will be made between feedback meetings (pre-observation conferences, informal conferences) and the observation.

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

- A. All teachers have received a copy of Charlotte Danielson's *Framework for Teaching* book.
- B. There is no cost associated with this activity
- C. Common planning periods and departmental meetings.
- D. Common planning periods and departmental meetings.
- E. Common planning periods and departmental meetings.

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).

N/A

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	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.

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.

By June 2014 90% of all teachers working will receive continued and additional training in the use of instructional strategies to provide multiple entry point with a focus on SWD's and ELL's and high achieving students as measured by participation on professional development opportunities.

Comprehensive Needs Assessment

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

After analyzing the data from the 2012-2013 Progress Report, we found that although the data showed 48.6 % of our students scored levels 3 & 4 in ELA, and 54.2 % of our students scored levels 3 & 4 in Math our lowest third of students were in the 43.6 percentile in ELA and 23.6% in Math of the peer range. Professional development is needed for teachers to develop and revise curriculum and provide multiple entry points for all students especially SWD's and ELL's that will provide students with rigorous CCLS based performance tasks with support and multiple entry points towards college and career readiness.

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

- A. Teachers will receive ongoing professional development through Scholastic as well as locally (department meetings, network professional development) in the implementation of CODEX and CMP3 Math as well as support for multiple entry points for SWD's and ELL's.
- B. Teachers will also receive professional development in the use of Achieve 3000, IXL Math Program and Reading Horizons for our SWD and ELL population.
- C. UFT Teacher Center teacher will conduct professional development on differentiation of instruction

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

- A. Teachers will attend workshops (Scholastic, Achieve 3000, Reading Horizons, Network & Teacher Center/UFT), departmental meeting, and team meetings, to gain and apply new skills for teaching analytical and critical thinking strategies in all subject areas.
- B. Teachers will attend "in house" workshops for Achieve 3000, IXL Math and Reading Horizons

C. Teachers will attend PD at UFT Teacher Center
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
A. Teachers will turnkey new skills at departmental meetings and share during common planning periods. Teachers will administer the STAR Assessment four times per year to follow each student's progression using the scale score/grade equivalent as an indicator of improvement. Students will improve at least two months grade equivalent after each assessment. Math teachers will administer Math Baselines and benchmarks and follow the progression.
B. Teacher will monitor the progress of students enrolled in Achieve 3000, IXL Math Program and Reading Horizons using completed articles and problems.
C. Teachers will plan and implement the CODEX routines in the instructional units using multiple entry points. Supervisors will observe these teaching practices and evaluate using the Danielson Rubric.
4. Timeline for implementation and completion including start and end dates
A. Start Assessments – Sept/Oct, December, February, May, Math Baseline Oct, Math Benchmarks – January & March/April 2014
B. Achieve 3000/Reading Horizons – Ongoing Sept through June
C. Teacher PD – Ongoing Sept through June
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
A. Common planning periods, Departmental Meeting, SBO Professional Development Days, Chancellor Professional Development days
B. Scheduled during the school day
C. During the school day & Common planning periods

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).
N/A

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		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.											
E. Strategies/activities that encompass the needs of identified subgroups											
6.											
F. Key personnel and other resources used to implement each strategy/activity											
1.											
G. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1.											
H. Timeline for implementation and completion including start and end dates											
1.											

I. 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.											

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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Targeted Intervention for Level 1/Level 2 students (identified by NYS scale scores):CCLS Literacy skills-focus on non-fiction; differentiated instruction based on pre-testing using TCM <i>Targeted Instruction</i>	Small Group	After School & Saturday
Mathematics	Targeted Intervention for Level 1/Level 2 (identified by NYS scale scores): CCLS Math skills- focus on multi-step problem solving; differentiated instruction based on pre-testing using <i>Finish Line Math</i>	Small Group	After School & Saturday
Science	Targeted Intervention for students recommended to AIS; research skills and project based learning	Small Group	After School & Saturday
Social Studies	Targeted Intervention for students recommended to AIS; research skills and project based learning	Small Group	After School & Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Academic and Behavior Interventions	Small Group/ one-to-one	During the school day

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

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

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).

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.

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)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 26	Borough Queens	School Number 172
School Name Irwin Altman Middle School		

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 Jeffrey Slivko	Assistant Principal Maureen Rodriguez
Coach Debbie Campisi	Coach type here
ESL Teacher Robert Zuzzolo	Guidance Counselor Kristen Lavalle
Teacher/Subject Area Jaimie Restivo	Parent type here
Teacher/Subject Area Nicole Kirk	Parent Coordinator Deborah Hochrad
Related Service Provider Jennifer Mabanta	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	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	1	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)	966	Total number of ELLs	25	ELLs as share of total student population (%)	2.59%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE							9	11	6					26
SELECT ONE														0
Total	0	0	0	0	0	0	9	11	6	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	7	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	18	0	2	7	0	6	0	0	0	25
Total	18	0	2	7	0	6	0	0	0	25

Number of ELLs who have an alternate placement paraprofessional:

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	0	0					3
Chinese							0	1	0					1
Russian														0
Bengali							1	0	1					2
Urdu							0	2	1					3
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi							4	3	1					8
Polish														0
Albanian														0
Other							2	5	1					8
TOTAL	0	0	0	0	0	0	10	11	4	0	0	0	0	25

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	0					1

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)							1	5	0					6
Advanced (A)							8	6	4					18
Total	0	0	0	0	0	0	10	11	4	0	0	0	0	25

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					0
4					0
5					0
6	8	1			9
7	5	2			7
8	4				4
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
4									0
5									0
6	4		5						9
7	5		5						10
8	2		2						4
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		6		1		1		10
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:

1. 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.
Early literacy skills are tested in a variety of methods. Initially the Writing, Reading Assessment Profile (WRAP) is administered to all students to judge the level of ELLs reading and writing proficiency. There are several online educational programs that we utilize as well. Achieve 3000, Reading Horizons, and STAR programs provide teachers and administrators with lexile scores and early literacy proficiency. ELLs who were unable to read the lowest level of the test (2A) are provided with the Essential Sight Word Reading Program. Students' sight word recognition are assessed by reading high frequency words out loud. ELLs who score at a low level and present decoding issues are offered to participate in an online reading program called Reading Horizons. This program with the help of a trained teacher develops decoding, encoding, phonemic awareness skills and builds vocabulary. Reviewing the data of these assessments reveal possible SIFE's, in which further investigation is needed or more effective programming. The certified ESL teacher can determine homogeneous grouping to target students' specific needs. The ESL teacher will also inform the ELLs content area teachers of their findings, so that proper grouping and differentiation of instruction can be designed.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Test scores generally reflect the need for literacy skills development across the curriculum in all skill areas. This means that there needs to be a general focus on "comprehensible input" in the instruction of ELL's school-wide. To satisfy these needs will require more attention to teaching content-specific and academic vocabulary in the content areas. There specifically needs to be more emphasis on writing across the curriculum in order to reinforce the writing skills addressed in the ESL and English classrooms. Congruence meetings between the ESL teacher and the content teachers additionally need to focus on materials and strategies to improve all areas on the NYSESLAT skills area- Reading, Listening, Writing and Speaking- specific to content area classrooms.
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](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. At MS 172, due to the trend in native languages used there is a low percentage of students each year that take a test in their native language. Students who do take the State Math and Science test in their native language have rarely ever scored below a performance level of 2.

b. School leadership and the teaching staff use the ELL periodic assessment as just one piece of informative data on ELLs. It serves as an additional initial benchmark for the students, where the ESL teacher can help students create goals for the year and relay those goals to the content area teachers as well. The second ELL periodic assessment is examined through the lens of growth and areas where students still struggle. An item analysis is performed to determine any skills that may need to be reintroduced and reinforced.

c. The school is informed of any patterns that may exist in student development. It reveals specific skills students need to improve in and areas that growth is being made are closely examined. In order for continued success teachers are informed of what is working and items that need to be built upon after the ELL periodic assessment is analyzed.
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.](#))
n/a
6. How do you make sure that a child's second language development is considered in instructional decisions?
Addressing students' native language skills are achieved through use teacher/student created materials that include bilingual vocabulary cards (native language/English,) picture dictionaries in English and various languages (depending on the ELL population,) translated textbooks and textbook CD's in English and Spanish and independent reading books in their native language provided in the ESL classroom and general education classrooms. The bilingual Spanish component of Achieve 3000 is implemented to allow teachers to provide reading material in Spanish on the topics that are being discussed in class.
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?

Paste response to questions here:

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

MS 172 uses a variety of tools to determine the success of the ELL program. The school leadership team and ESL teacher evaluates the program by meeting whether or not AYP requirements are met. We also look at performance and progress on ELA and Math State tests. An increase or decrease in scale scores is measured. Annual Measureable Achievement Objectives (AMAOs) are carefully examined. NYSESLAT and LAB-R scores are broken down by modality and scrutinized through the lens of the RMNR report provided by ATS. School leadership and teachers determine growth by level (beginner, intermediate, and advanced) as well as growth by each modality. Promotional rates for eighth graders and passing rates in content area classes are also observed.

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](#).) Ms. Burke who is trained in administering the Home Language Surveys provides all necessary documentation and requirements for a child to be newly admitted to a New York City Department of Education school. Ms. Burke asks each parent or guardian if they need to communicate in a language other than English. On the occasion that they need to use another language, she will present them with a translated sign provided to determine what that language is. Parents/guardians are then provided translated versions of the Home Language Survey form. If there is still difficulty with communicating the translation hotline is called to help both sides communicate. Students new to the New York City school system who come in during preregistration before the start of school and are determined to be eligible to take the LAB-R, as per the information given on the Home Language Survey are asked to come back to the school on a specific date and time that the ESL licensed pedagogue will be present. In order to minimize individual testing and parent orientation meetings, newly admitted students and parents that arrive before the start of school are met with at the same time. The students are dropped off to take the LAB-R and are immediately scored afterwards. The parents of the children who will have to choose an English as a Second Language program as per the cut scores provided by Assessment Memo #2 from the NYC Department of Education will remain. The certified ESL teacher, Mr. Zuzzolo will show the Parent Orientation video in a computer lab in order for each parent to watch the video in their native language. A meeting with the ESL teacher will occur immediately afterwards. Students who successfully pass the LAB-R will be given their Non Entitlement letter at that time. The initial Parent Orientation meeting for ELLs is meant to review the content on the orientation video and answer questions and concerns, as well as explain the program choices of all ELLs. Mr. Zuzzolo also explains school procedures, policies, and state testing that the students will need to comply to. Promotional criteria, testing eligibility, and how to reach English proficiency is also discussed. Translators and translations of all materials are available during each meeting. Newly admitted students who arrive after preregistration are asked to remain in the office or come back at a time where Ms. Burke and Mr. Zuzzolo could meet with the family to determine eligibility for testing. Within 20 days of admittance the ELPC screen in ATS will be completed for each student in order to record parent's program choice. RLER reports on ATS are also reviewed on a weekly basis to determine LAB-R eligibility. When the eligible student is officially admitted to the school, they are tested immediately. After the Lab-R has been administered to new admits, students scoring below the cut scores provided by Assessment Memo #2 from the NYC Department of Education, are given entitlement letters in their languages, as well as a notice for a Parent Orientation meeting for ELLs. The initial Parent Orientation meeting for ELLs is held within 10 days of admittance and is meant to review the content on the orientation video and answer questions and concerns, as well as explain the program choices of all ELLs, as previously explained. Translators and translations of all materials are available during each meeting.

Unresponsive parents are called immediately. If phone calls prove to be ineffective two notifications are mailed home. The third letter is sent by certified mail. Alternative dates and times are given to provide best possible opportunity for a meeting to take place.

2. 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.
During the parent orientation parents watch the video in the presence of the ESL teacher within at least 10 days of the students' admittance. After the video, Mr. Zuzzolo debriefs the parents or the accompanying translator to further explain each program. Parents are also given the ELL Parent Brochure and the Parent Survey & Program Selection Form in their native language provided by the Office of English Language Learners. Questions are encouraged and fielded by Mr. Zuzzolo. Also lists of available transitional bilingual and dual language schools are provided to any interested parent. Any parent who indicates on the Program Selection form a program other than freestanding English as a Second Language, the ESL teacher will first note their preference and then assist the parents in finding an appropriate language learning setting for the child.
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](#)].)
All documentation which includes the Parent Survey, the Program Selection, and entitlement forms are distributed and submitted during the initial Parent Orientation. The ESL teacher provides all materials and answers to any questions that are asked in order for the parent to feel comfortable in signing all documentation. In the case that a parent needs more time to look over the documentation another meeting is scheduled or they can send the form in by mail. The ESL teacher will then record the missing documentation in the ESL binder and touch base with the parent via phone call in order to retrieve it. If necessary another parent meeting will be scheduled or if it is more convenient the ESL teacher will conduct a home visit. Failure to respond to the program selection form defaults to a selection of a Transitional Bilingual program. All documentation is stored in the students cumulative file and a copy is placed in the school ESL binder. All entitlement letters of returning students are given on the first day of school with the expectation that they will be returned and signed the next day. Phone calls will be made to collect any missing letters and if there is still no response a certified letter will be sent. Letters not accounted for are diligently sought after through second and third letters home, phone calls to the house using information from emergency blue cards and finally a scheduled meeting with the licensed ESL teacher, parent coordinator and/or administrator. All letters are kept on file by the licensed ESL teacher until the student is officially discharged from the school.
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.
During the Parent Orientation the Survey and Program Choice letters are distributed and explained in detail. Translators, translated materials are used. Questions and discussion are encouraged to clearly define the choices parents have in the education of their child. The Transitional Bilingual and Dual Language Programs are described. It is explained because we do not meet the criteria for these programs at this time that they are not offered in this school, however parents are free to choose whichever program they want and if there are more than 15 students who choose the same program in one or two contiguous grades that program must be created in MS 172 to fulfill their requests. Parents wanting additional information about Transitional Bilingual and Dual Language programs are given a list of schools that offer each program. It is clearly explained to them that even though they have the right to attend another program in another school they must provide the necessary transportation to their student so they can attend regularly. If a parent/guardian wants to explore these options further a list of schools with the program of their choice is given to them by the licensed ESL teacher. The licensed ESL will assist this transition with frequent correspondence between parent and the personnel of the schools that the family is interested in.
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.
Due to the schools' current identification process previously explained, all eligible ELLs are administered the NYSESLAT. The pupil accounting secretary alerts the ESL teacher of every student who is newly admitted in the school throughout the year. Based on testing history, eligible students are placed in an ELL program. Students who are eligible to take the LAB-R are tested. Prior to any official scoring of the LAB-R the teachers unofficial hand scores are used to determine eligibility. RLAT reports are also generated monthly as a precaution, so as to not overlook any eligible new admits. This process is ongoing. During the NYSESLAT testing window students are grouped by the roster provided by the RLAT report and by grade. A schedule is then created for each group to be tested for each modality. Parents of absent students are noted and called to determine the return of the student. Students who are hospitalized with the approval of the doctor, the parent, and the student are tested at the medical facility.
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. ①

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

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])?
 - a. ESL service is provided in a pull-out model. In some cases where it is programmatically possible the ESL instructor pushes in to English language arts classes.
 - b. Students are grouped heterogenously and by grade. Beginner and intermediate students are grouped heterogenously and in an ungraded setting in order to fulfill the required 360 minutes of service and to support basic language skills in all four modalities.
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)?

During each year ATS reports are frequently run to ensure each student eligible for ESL services are identified. Once ELLs have been identified with the LAB-R or RLAT reports on ATS, or from reviewing students' IEPs, they are scheduled the appropriate minutes by the certified ESL teacher. Schedules are submitted to principal and supervisor for review. The identification process is ongoing throughout the year. Students who have already been apart of the NYC Department of Education, OSIS numbers are identified, admit and discharge history, as well as exam history is checked on ATS by the certified ESL teacher, to ascertain eligibility for ESL services. Students with New York State English as Second Language Achievement Tests (NYSESLAT) scores below the level of Proficient or students with Language Assessment Battery Revised (LAB-R) scores with the LEP decision marked "Yes" are immediately added to the ESL roster and given a schedule for their appropriate services. Students new to NYCDOE are administered the LAB-R by the ESL teacher in a comfortable environment. LAB-R test scores are immediately hand recorded by the teacher to determine ESL eligibility. Native Spanish speakers are administered the Language Assessment Battery in Spanish as well. Each score is cross referenced with the LAB-R cut scores provided by the NYCDOE testing administrators. Students with who score higher than the cut score are considered ineligible for ESL. Students scoring at or below the lowest cut score are scheduled for 360 minutes a week of ESL. Students scoring greater than the lowest cut score and lower than the highest cut score are scheduled for 180 minutes a week of ESL service. The certified ESL teacher creates a schedule and begins service and while waiting for waiting to submit LAB-R and Spanish LAB tests to be officially scored. RLER reports are checked often for confirmation that hand scores and computer scores from the testing center match. RNMR and RLAT reports from ATS are used to determine areas of strength and weaknesses for each ESL student in each modality. Returning English Language Learners (ELLs) are identified based on their previous NYSESLAT scores, as per RLAT reports. Students with Advanced scores are scheduled for four 45 minute periods and students with Intermediate and Beginner scores are scheduled for eight 45 minute periods.

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 ESL program is a standards-based pull-out program. The ESL teacher uses the thematic approach. It is inter-disciplinary and each lesson contains academic and content area vocabulary, grammar, phonemic awareness, and functional language. All four language skills are integrated into the lesson - listening, speaking, reading, and writing. Hands-on activities, visuals, realia, graphic organizers, and drawing are used to scaffold the learning. A print-rich environment is maintained including a word wall with content and functional language and definitions. Instruction is differentiated according to needs. Universal Design for Learning (UDL) strategies are utilized by all content area teachers to ensure multiple entry points for all students. Sheltered content area textbooks are implemented to bridge gaps to the students' prior knowledge for each subject area. The Writing Process is built upon the units of study in their content area classes. In order to meet the Common Core Learning standards students are given frequent exposure to nonfiction reading and writing assignments. Writing assignments are based on the three reoccurring themes of the school. Narrative, argumentative, and informational writing is focused on and revisited throughout the year. Research, citing, and paraphrasing skills are explicitly taught and practiced ready students for high school and to promote college and career readiness. There are technology-based skills centers: Listening, Reading, and Writing. Informal and formal assessments including, but not limited to current student work, conference notes, the ELL Periodic assessments, Predictives, and NYESLAT results drive instruction. The AMAO also has become a focal point in discussions about student progress.

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

Native language tests provide an equal footing for student performance. However, due to the fact that translations are not available in the majority of languages MS 172 represents, students are provided with a glossary during state tests. Address to students' native language skills is achieved through use teacher/student created materials that include bilingual vocabulary cards (native language/English,) picture dictionaries in English and various languages (depending on the ELL population,) translated textbooks and textbook CD's in English and Spanish and independent reading books in their native language provided in the ESL classroom and general education classrooms. The bilingual Spanish component of Achieve 3000 is implemented to allow teachers to provide reading material in Spanish on the topics that are being discussed in class.

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

Speaking, reading, writing, and listening skills are incorporated throughout each lesson. Formal and informal assessments are used frequently and drive all instruction. Students are administered the Writing, Reading Assessment Profile at least 4-6 times during the year to establish a baseline, create benchmarks and individual goals, and measure progress. Listening is assessed by giving critical thinking and recall questions based on audio excerpts. Speaking is assessed in one on one and group conferences, as well as in the interaction with students and the teacher. Critical thinking questions are provided daily to promote student questioning and active discussions to discover possible answers. Presentations are also required of students at least three times during the school year. Achieve 3000 is also utilized to measure progress and to assess students reading, writing, and listening skills. Students are engaged in the writing process during the year. Informative, argumentative, and narrative papers are visited and worked on throughout the year to ensure alignment with the common core learning standards.

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).

a. SIFE students are given the required amount of ESL periods, as well additional small group instruction by the licensed ESL teacher. Reading interventions focusing on sight words and phonics are implemented. The essential Sight Word Reading assessment is administered to identify if they need to learn decoding skills and determine if they may require the use of reading intervention program. The Reading Horizons software is utilized in a small group setting with the guidance of the ESL teacher. Decoding, encoding, and vocabulary development, skills are focused on by the instructor. Students will then apply those skills with the Reading Horizons software online. After school functions such as one on one tutoring in the library, AIS, Title III and Beacon programs are strongly encouraged to the parents and student to attend.

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

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

d. More extensive evaluation is necessary for Long Term ELLs. Often times family and education background checks are made as to ascertain the level of education received in their country of origin. Recommendations for formal evaluations in the students' native language are made, in order to determine if other services are needed. The ESL teacher meets with content area teacher and these students frequently to make sure long term ELLs are on track in their content area classes. Test scores and grades are analyzed with ARIS and Acuity, as well as NYSELAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are

performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. Long Term ELLs are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

e. Former ELLs are identified by the ESL teacher each year and are placed in a general education class with other ELLs. This placement makes it programmatically possible to support the former ELLs by pushing into the classroom or pulling them out for more specific instruction. Each teacher is informed of the ELLs and former ELLs in the classroom and a summary of their performance. Teachers are made aware of the former ELLs' strengths and weaknesses in order for them to be able gear instruction towards specific needs. The ESL teacher and content area teachers during common planning periods, department meetings, or informally discuss both former ELL and current ELL progress. Recommendations for specific academic interventions and additional support are provided. Former ELLs are invited to the Title III program as well as any other after school program provided by the school.

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?**

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

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

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?**

MS 172 uses curricular, instructional, and scheduling flexibility to meet to the diverse needs of ELL-SWDs within the least restrictive environment by way of frequent communication between the administration, licensed general education, special education, and ESL teachers. Students' IEPs are used as the determining factor to program placement. In terms of scheduling, each May after guidance have completed their visits to MS 172's feeder elementary schools articulation meetings commence between said parties to determine the appropriate class for each student for the following year. A general education class in each grade is predetermined to parallel a self-contained special education class to ensure students' needs are being met. ELL-SWDs are considered for mainstreaming in areas of strength in order for growth and the opportunity to acclimate to a general education setting. During the course of the school ongoing communication between licensed teachers and the administration occur to ensure proper student placement. Common planning periods are embedded in the school program as a means for meaningful conversations about all students including ELLs-SWD. It is also a venue for departments and teams to design aligned coherent curriculum maps for all subject areas, which are accessible to every teacher and support staff in MS 172 through the computer

software Rubicon Atlas. As a result, the licensed ESL teacher is able to access all curriculum maps for all grades and all departments to determine the needs for all ELLs.

The diversity of our push-in/pull-out ESL program maximizes support for ELLs in their content area. The licensed ESL teacher and content area teacher are in frequent contact during the year to discuss progress, as per their IEP goals and determine appropriate supports and next steps to assist with each ELLs development. Content area teachers modify curricula based on their IEPs goals to suit the specific needs of ELLs-SWD by providing multiple entry points for ELLs-SWD. The school budget reflects funding for the needs of ELL-SWDs in the allocation of monies for the Achieve 3000 program, which is designed to presents students with nonfiction articles based on their pre-assessed lexile reading level.

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

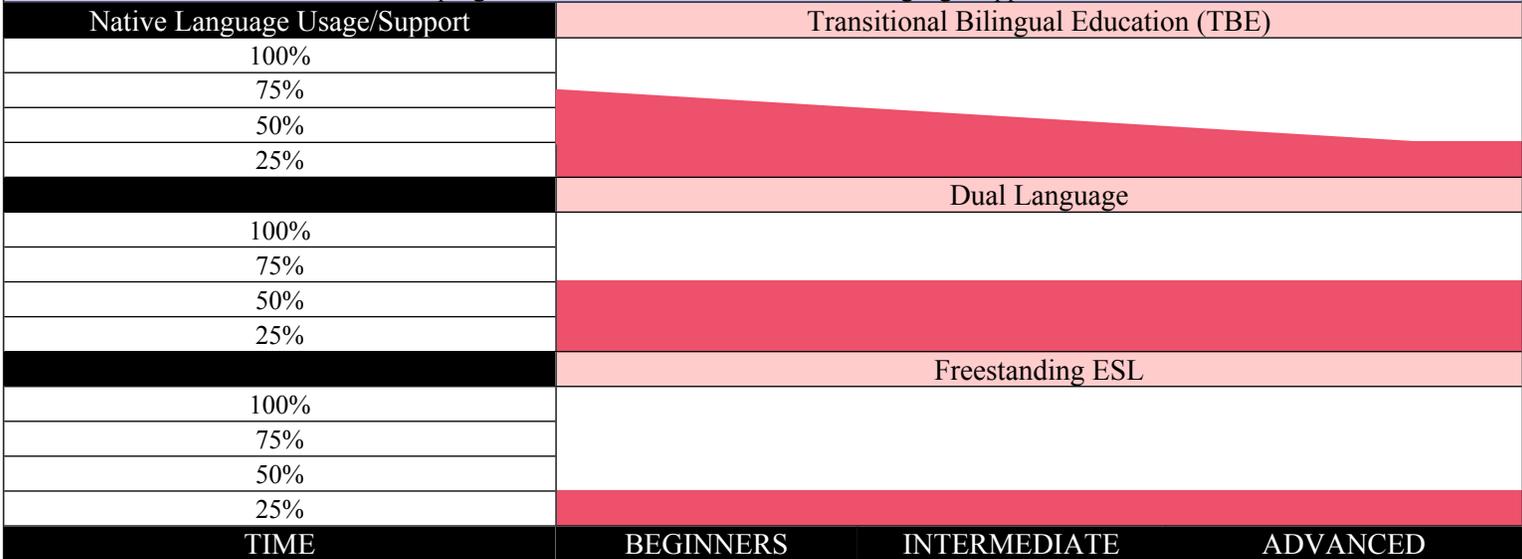
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

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

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

Our school measures the effectiveness of our ESL program by data from state exams and through close observation of student progress in the content areas. As per the 2012 AMAO report MS 172 is projected to be in good standing for measures of growth up until 2017. Over the past three have a greater than 30% proficiency rate on the NYSESLAT and at least 85-90% of ELLs have shown growth. On the New York State exams our school's pass rate was 17% better on the English Language Arts test and 22% better on the Math exam than the city average. The ESL teacher and content area teachers work together to support the individual needs of each student. The alignment of our curriculum has made this support system fluid and cohesive for all participants. ELLs are receiving their mandated services and have support in their content area subjects, which leads to developing a well adjusted child and yields a high promotion rate. After school programs such as AIS, our Title III program, CHAMPs, Beacon, the gifted and talent, and the participation from other community based organizations help support the growing linguistic, academic, and emotional needs of our ELLs.

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

New common core aligned textbooks entitled Language Power which are based on differentiated nonfiction units will be used. Three textbooks that have identical units and scope and sequence, but are separated by beginner, intermediate and advanced levels will be used. These new materials will help align instruction and create more heterogeneous grouping.

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

Due to budgetary reasons Accelerated Reader will not be purchased this year.

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

All ELLs at MS 172 have equal access to the programs offered in the building. ELLs have the opportunity to participate in our Title III program which focuses on cultural enrichment, bridging the gap in the content area and preparing for the ELA, Math and NYSESLAT State exams. ELLs are assigned to an AIS class in Math, ELA, Social Studies and Science and encouraged to go to after school peer tutoring during lunch hours and after school in the library. ELLs are also invited to participate in our Gifted and Talented program, which offers extracurricular classes such as chess, digital photography, healthy cooking, math games and more. They can join the math team as well. Beacon and the C.H.A.M.P.S program are also available to them for homework help or participating in athletic activities. ELLs are welcomed to tryout for cheerleading, basketball, volleyball and softball teams during the year.

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

A variety of materials are implemented to instruct ELLs. In the ESL classroom ACCESS Newcomers, English, History, Science and Math are used to bridge the language gaps to help make understanding their content area subjects easier. A SMART board is used for mini lessons, modeling and other teacher directed instruction. Audio/video players are applied in the listening center, to differentiate instruction with one or small groups of students, as well as for classroom instruction. Computers in the content area classrooms, the ESL classroom, the computer lab, and the library are all available for instructing ELLs. The internet is used as a research resource for task performance assignments that are aligned to the common core standards. Achieve 3000, IXL, and Reading Horizons and all online based educational programs that are provided to all ELLs. Achieve 3000 is a nonfiction orientated reading program that allows students to build real world prior knowledge at their specific lexile level. Reading Horizons is purchased to support SIFE, SWDs, and beginner ELLs who are emerging readers. Math support is also provided through IXL which students can access at home or in a small guided group. All programs are encouraged to be utilized at home as well as in the classroom.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native languages are delivered in the Freestanding ESL model through in class libraries of age appropriate books. Native language support is primarily provided in the ESL classroom which also serves as a resource for general education classroom teachers. An ongoing individual binder is created by the student to incorporate content area and everyday words in English and the native language word that correlates. Each binder contains content area glossaries and enough space for students to add on new words. Independent reading books in the native language are selected from ESL teachers' classroom library. Also educational websites providing ELLs native language and English are incorporated in the ESL classroom. All students are provided with glossaries for each subject area. Also Spanish speakers are issued translated textbooks in each subject for the classroom and for home. Achieve 3000 contains bilingual reading material in Spanish as well.

Native language is supported in our Freestanding ESL pull-out program by encouraging the use of it. Classroom libraries include books in Spanish and Bengali. Bilingual glossaries are housed in science and math classrooms for the convenience of each student. ELLs also receive copies of the science and math glossary in their language to keep in their possession for reference in school and at home. Bilingual content area picture dictionaries are also found in the ESL classroom in order to support ELLs in their major subjects. For speakers of Spanish and Haitian Creole the web based reading program utilized by MS 172, Achieve 3000, provides articles, with quizzes, academic vocabulary, and writing prompts in their native language. Language settings are designed to meet the individual students need. Beginners generally start with 100% of the content in Spanish. The licensed ESL teacher then will determine if the student can transition to a setting of only Spanish support of the English material and finally to 100% of the content in English.

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

All required services and resources are aligned to support the school curriculum in each content area. Supplemental materials that are translated into the students native language or are presented in English appropriate to the ELLs reading level are provided. All supplemental material contains content rich material and is used to support the instruction in the classroom. The library, the ESL classroom and all ELA classroom contain high interest low readability, age appropriate independent reading books, in order for all students to participate in the ELA curriculum with their peers. Online programs such as Achieve 3000, IXL, and Reading Horizons also offers nonfiction leveled reading that students can access to support instruction in their content area classes.

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.

At the beginning of the school year newly enrolled students are asked to attend an orientation meeting where many resources available to them are explained. Phone in translator conferences are utilized when needed. Parents without insurance are directed to contact 311 in order to obtain the necessary medical attention the family needs. The Parent Coordinator also connects parents with Metro Plus, which may provide no or low cost healthcare insurance depending upon the parents' qualifications. They are given direction to the three closest libraries in the neighborhood, where English classes are offered after school and on Saturday and Sunday. Other after school opportunities such as, Beacon, Title III and C.H.A.M.P.S are described to them as well. The student will be assigned a buddy who speaks their language to help them navigate and acclimate to their new school surroundings.

18. What language electives are offered to ELLs?

MS 172 provides Spanish courses for the 7th and 8th grades five times a week.

19. For schools with dual language programs:

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

Paste response to questions here:

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.

The ELL teacher attends numerous workshops and conferences throughout the school year. Professional development workshop opportunities given by New York City Department of Education are sent to the Principal electronically often and are screened for relevance to the field of ESL. It is common practice that the certified ESL teacher attends at least four workshops and/or conferences relating to the field of ESL every year. Topics include ESL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation, and meta-cognitive development. The ESL teacher also attends monthly ESL meetings held by Network leaders to discuss and obtain information on compliance and instructional issues the ESL teacher/coordinator needs to know.

All staff are informed of any workshops pertaining to incorporating the common core learning standards and the instruction of ELLs. This past year the school selected a team of teachers from different content areas including the ESL instructor and the principal in the ELL institute provided by the Office of ELLs. Our team analyzed the ELL data and created goals and a plan that best served the needs of our students. The ESL instructor provides all teachers of ELLs with current and relevant data about the ELLs in their classroom. Also instructional strategies and materials for all levels of English proficiency are provided. The ESL teacher uses teachers common planning periods that are embedded in the school program to discuss how to incorporate the common core standards with the ELLs. All teachers meet in these common planning periods each week. Common planning periods are scheduled by grade and content area. Periodically, during these meetings, ELL training is provided. Teachers are informed as to how to incorporate teaching strategies for ELLs into their daily lessons. The ESL teacher also updates content area teachers frequently about each of their ELLs progress and current needs and goals.

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

The certified ESL teacher is a leader on the school inquiry team and provides professional development to various groups during inquiry meetings, common planning times, and during professional development days. The topics are continuous in order to make the training cognitively meaningful and applicable. Teachers receive a signed record of their attendance in order to fulfill the 7 1/2 hours (10 hours for Special Education teachers) of required ESL training. All teachers are given the opportunity to participate in workshops given by the United Federation of Teachers, the Office of English Language Learners, as well private organizations. Staff development is an important component of our ESL program. We try to advocate for our through these training sessions as well as provide ideas and strategies for working with the ELL's in the content classroom.

Scheduled professional development for staff are as followed:

September 10th, 2013 "Your ELLs and the Available Resources and Supports"

October 23, 2013 "Incorporating Academic Vocabulary in the Classroom"

November 5, 2013 "Boosting Academic Vocabulary in the Content Areas"

January 6, 2014 "Using Read Alouds as Complex Listening and Note-taking Practice"

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. M.S. 172 recognizes the importance of parental and community involvement. The Parent Coordinator provides information concerning community resources. All Parents are invited and encouraged to attend the workshops held by the school and the PTA. When funding is available the parent coordinator arranges partnerships with outside organizations like museums and other nonprofit venues and plans trips for the parents. We hold a career day for parents to participate in and have a multicultural festival that is offered all students and their parents to attend. Parents of students coming from elementary school are given the opportunity to visit the school and its classroom. They are also encouraged to speak to the teachers and administration about specific concerns. Parents of seventh and eighth grade children are invited to attend any or all of our three workshops regarding high school placement and preparation. Parents of new entrants are offered an ongoing Orientation Meeting. A DOE video is shown in the respective languages to assist parents regarding their choice of placement for the ELL's. Parents are invited and encouraged to participate in PTA meeting and functions. For the parents convenience translators are available for all meetings. Several members of the school staff are able to and called upon to help translate to parents. If a language is not spoken by a member of the staff the Translantion Unit Hotline is called for further assistance. All important documents, such as report cards are translated if needed.
 2. We run programs that teach parents how to help their children study and work at home in order to succeed at MS 172. There is an outreach through the PTA with the multicultural community. MS 172 also offers trips to expose parents to the Queens community and the arts. A Beacon program is available to all students at MS 172 to get assistance with school work, interact with peers in nonthreatening environment, and participate in a variety of physical activities.
 3. MS 172 evaluates the needs of parents by distributing a survey at the beginning of the year. The survey question answers act to gauge the parents' interest in different community/school related topics. The PTA also receives verbal or feedback in letter form about future topics needed to be discussed in future monthly meetings.
 4. All activities and monthly meetings are created from the survey data. PTA meetings include speakers and mini-workshops requested by the parents. All workshops address the needs of the entire community. There is a monthly meeting with parents of students with special needs and/or with IEPs. This meeting circulates between three middle schools and six elementary schools each month. There is seventh grade readiness workshop, a 6th grade transition workshop, and a high school articulation meeting. Seventh grade parents are also provided with a series of informational meetings about high school. Translators are available upon request. Other workshops include adolescent behavior, stress management, bullying, and developing organizational and research skills. For the past several years parents have had the opportunity to participate in an English language learning class which is held a neighboring school. Based on the survey and the feedback provide by the parents an overwhelming majority of the community's needs are being addressed. Any extraneous requests are met on a one on one basis, however if a trend is seen more action is taken.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Irwin Altman Middle School

School DBN: 26q172

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **535**

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

- PTA meeting notices,
- open school invitations,
- special event/ activity announcements,
- school newspapers,
- Principal's monthly letter and calendar,
- Parent Coordinator letters,
- PAC meeting notices
- Use of pre-translated DOE documents; parents bill of rights, report card explanations

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

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

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

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

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

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

School will post signage prominently in the building indicating availability of interpretation services as provided by the Dept of education.
The website information will be provided to all parents; [http://schools.nyc.gov/Offices/translation/Tips and Resources/Default.htm](http://schools.nyc.gov/Offices/translation/Tips%20and%20Resources/Default.htm)
Language Identification Cards are provided at both the security desk in the main lobby and in the main office.
The phone-line interpretation telephone number is readily available at the security and the main office of immediate language assistance.
The Parents Bill of Rights and all Department of Education official forms and documents will be readily available in the covered languages.

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 or contact your ELL Compliance and Performance Specialist.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 6th and 7th grade promotional standards require ELLs (English Language Learners) to pass English and math. 8th graders must pass all major subjects. They must also produce an "Exit Project" for Social Studies and Science. Due to all these demands, we strive to give our ELLs a comprehensive content-based curriculum that includes ELA, Science, Social Studies and Math. However, there is not enough time available to work extensively and exclusively on these core subjects. The nature of the problem of understanding for ELLs in the content area classroom is lack of or the gaps in their prior knowledge, as well as their depth of understanding academic vocabulary. For ELLs to be able to interact, they need to be equipped with a repertoire of linguistic concepts and structures. It is also imperative that students are exposed to and are given a chance to use academic vocabulary as frequently as possible.

Due to the lack of prior knowledge in the language used in Social Studies, Math and Science classes, our students need additional support to succeed in their general education subjects. Reading and writing in the content areas will be an important part of our program, as the need for content area intervention is becoming more and more apparent. Phonetic and phonemic awareness as well as decoding skills will be emphasized with the Beginner and Intermediate level ELLs in our school. Reading skills and strategies will be focused in all lessons using a balanced literacy approach. An extensive reading program will also be implemented, using lexile-appropriate books to help students read for fluency, rather than struggle with grade level books. These books will be chosen by the student with the assistance of the ESL teacher. 100% of these books will be supported by the Accelerated Reader on-line program, which will be used to monitor the progress and understanding of each student. Lessons will be guided by incorporating reading, writing, speaking and listening skills through the use of various forms of media and nonfiction content area texts. These classes will be held on three afternoons (Wednesday, Thursday, and Friday) a week for one and a half hours for English instruction and two days (Wednesday and Friday) in math after school from November to May (pending Title III funding.) As there are no other programs running on Fridays, a supervisor will be present to oversee instruction.

The 2011-12 NYSESLAT and LAB-R results show that we have 18.75% Beginner Level ELLs, 25% Intermediate Level ELLs, and 56.25% Advanced Level ELLs. Nevertheless, many ELLs, at all levels, have scored level 1, level 2 and low level 3 on the NYS Math Assessments, as well the NYS English Language Arts Exam. This underscores the need for continued intensive math vocabulary and problem solving development and for more practice using mathematical language in a variety of ways to develop authentic acquisition of the content language. ELLs need additional opportunities to practice using the language of mathematics and thereby "acquire" it, beyond the situations in the regular math classroom. Many ELLs are able to succeed in the structured setting of the classroom, but when left on their own

Part B: Direct Instruction Supplemental Program Information

struggle to navigate the content-specific language of math texts and standardized math tests.

This proposal, therefore, is to continue a program that targets the needs of 6th, 7th, and 8th grade ELLs who have scored a Level 1, level 2 and low level 3 on the NYS Math and/or ELA exam. It will also support the 25% of our ELLs who are taking the ELA state test for the first time. After school ESL instruction will supplement the ELA program that occurs during the regular school day and support will focus on vocabulary acquisition, reading comprehension, and higher order thinking using appropriately leveled material. Students will also produce informative, narrative, and argumentative pieces to support the common core learning standards. Guided reading and guided writing groups with the Download and Everyday Literacy programs will be facilitated by the teacher and created based on student ability. Another focus will be the close study of academic vocabulary, with an attent words that are found on state test questions. In this way, we can minimize test questions that they do not understand, thus setting our ELLs up for success. Formal assessments will be given in the form of the Writing, Reading Assessment Profile, Reading Performance Series, and Achieve 3000 scores. Informal assessment will occur during class conversations, observations and one-to-one conferencing with student reading and writing assignments.

Low performing ELLs in math will also receive instruction after school. Their deficiencies are due primarily to lack of content language skills in math, not computation skills. This program would supplement the work that we do in the regular school day program. It will provide in-depth learning and remedial intervention of math skills needed for each grade using the Access Math student book. The ESL and the math teacher will co-teach the lesson for a minimum of 30 minutes and will subsequently break out into groups. The math teacher involved will receive professional development from the ESL teacher. They will collaborate on a weekly basis before school to work on lesson planning and the assessment of the individual needs of ELLs. Instruction will be differentiated to meet the needs of each student based on student and teacher goals. Ongoing informal and formal assessment including looking diligently at student work will guide the planning. By providing more time on the tasks of math skills, particularly word problems ELLs will gain in content reading stamina as well as in ways to apply that language to mathematical skills. Many ELLs have a wealth of prior knowledge in the area of math. They only need more time and practice to make those connections with the target language.

This class will meet after school. The ESL teacher will meet ELLs after school on three days for 1.5 hours a class each week. The math teacher will meet with ELLs for two 1.5 hour classes each week. The program will run from November – May. 1 Math and 1 ESL-certified teacher will serve approximately 25-32 of ELLs who have scored at Level 1, 2 and low level 3 on the 5th, 6th and 7th grade NYS Math and ELA test (Spring 2012.)

1. By June 2013, 90% of the targeted 6th, 7th, and 8th grade ELL's will improve in their use of expressive language through a planned program of dialogue and oral presentations using Math, Social Studies and Science content, as measured by an increase in the component scores on the NYSESLAT.
2. By June 2013, 90% of the targeted 6th, 7th, and 8th grade ELL's will gain in their understanding of numbers and operations, Geometry and Measurement, Algebra, Statistics, and Probability, and Problem-solving and Thinking, through a planned program of Mathematics, as measured by an increase

Part B: Direct Instruction Supplemental Program Information

in score on the teacher-constructed pre and postassessment.

3. By June 2013, 90% of the targeted 6th, 7th, 8th grade ELL's will make a 15% gain in their literacy skills through a planned program of reading and writing using content area themes and content, as measured by the Renaissance Learning Star Assessment.

4. By June 2013, 90% of the targeted 6th, 7th and 8th grade ELL's will acquire 25% more academic vocabulary, as measured by teacher created pre and post-tests.

ACTIVITIES:

The ESL and math teacher will team teach and present one mini-lesson as a whole group for at least 30 minutes a session. After modeling the skill and academic vocabulary to be learned, the teacher will break out into groups and provide practice opportunities. They will conference with individual students and small groups to check for comprehension. Teacher will determine if re-teaching or presenting material in a different way is necessary. In the math class hands-on materials will be provided to enhance the learning and the math teacher will differentiate according to the individual needs of the ELLs. Math journals will be maintained in the math classroom while reading and writing notebooks will be maintained in the ESL classroom. Math and ESL portfolios will serve to monitor the progress. The ELLs will write in their math journals to assess their learning experiences as well as to identify what they did not understand. They will create their own word problems using the vocabulary presented in the lessons. They will work cooperatively to solve problems and to create presentations that will reinforce the learning as well as provide an opportunity for oral skills development.

In the ESL classroom reading and writing activities will serve as a means of intervention and language development to build on instruction during school. Students will read and respond to stories, articles, biographical pieces, and internet downloads based on the common core curriculum learning standards. Word walls will ensure opportunities for repetition and reinforcement of academic vocabulary. Students will have opportunities to independently work with language acquisition programs on the computer and will have a Smartboard for whole-group interactive technology-based learning. The ESL teacher will focus on the development of content and academic vocabulary in the context of the content area curriculum as well as through small group conversations in which students practice listening and speaking skills. Additionally, students will be provided with opportunities for independent work using research-based computer assisted instruction to build on their academic vocabulary, reading comprehension, and writing skills.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Professional development will be provided during the course of the program. Once every week, for forty five minutes before school, the ESL and the Math teachers will meet to plan lessons and discuss the ongoing assessment of each student, using the appropriate data. Teachers will address the needs of the ELLs in terms of what they are working on in the classroom. The ESL teacher will mentor the math teacher for the duration of the program. This teacher/mentor will serve as a co-teacher and objective observer of the process and give key insights into what the teacher is doing. He will collaborate in the design of the activities and offer advice on materials and effective connections to literacy. Additionally, instructional staff will participate in professional development provided by ESL staff developers on-site and off-site to be determined by MS 172 staff availability and identified PD programs. The MS 172 ESL team will be attending the on-going ELL institute provided by the Office of English Language Learners at no cost to Title III. Teachers will responsible for turn-keying any important methodologies and teacher strategies to fellow teachers at faculty meetings and department meetings. Our focus this year is to continue to develop classroom strategies with the staff to build students' academic vocabulary.

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: Parents are an essential part of the success formula for all students. The needs of ELLs, however, require that parents be aware of the difficulties they encounter in their learning process as well as what is expected of them. With their support, we have been able to accomplish more success at MS 172. There will be three parent workshops for this program. Each workshop will be one and a half hours. The first workshop, "Making the Most Out of the Internet", will introduce the Program and explain why their children have been chosen. It will be held in November, 2012 from 3:05 P.M. to 4:35 P.M. The teachers will explain about standardized testing, performance and promotional standards. There will also be an introduction to the Impact Math program and to using bilingual math glossaries. The second workshop, "How Parents Can Help English Language Learners At Home using IXL", will be presented to provide ideas for helping the ELLs at home. This workshop will be presented in January, 2013 from 3:05 P.M. to 4:35 P.M. The third workshop will be presented in April, 2013, 3:05-4:35pm- "English Language Learners and the State Tests."

All written materials will be provided, whenever possible, in the respective native languages. Efforts

Part D: Parental Engagement Activities

will also be made to provide translators for the workshops for all the languages represented in the population being served in the program.

The ESL and the Math teacher will provide materials and instructional strategies that will prepare the ELLs to succeed on the standardized state tests for math, ELA, and the NYSESLAT.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$8,636	Per session for ESL and General Ed teacher to support ELL Students: 204 hours x \$50.19 (current teacher per session rate with fringe) = <ul style="list-style-type: none"> 1 ESL tchr x 3 days x 1.5 hrs x 15 wks x 50.19= \$3,388 (instruction) 1 math tchr x 2 days x 1.5 hrs x 15 wks x 50.19= \$2,259(instruction) 2 tchrs x .75 hrs x 18 weeks x 50.19 = \$1,355(PD) 2 tchrs. X 1.5 hrs x 3 workshopsx 50.19=\$452 1 supervisor x 1.5hrs x 15 x 52.52=\$1,182
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	0	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly 	\$2,564	Access Math workbooks Download Guided Reading set Everyday Literacy program Paper

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	0	
Travel		
Other		
TOTAL	\$11,200	