

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

26Q172

School Name:

IRWIN ALTMAN MS 172

Principal:

JEFFREY D. SLIVKO

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 26Q172
School Type: Middle School Grades Served: 6, 7, 8
School Address: 81-14 257 Street / Floral Park, NY 11004
Phone Number: 718 831 4000 Fax: 718 831 4008
School Contact Person: Jeffrey Slivko Email Address: jslivko@schools.nyc.gov
Principal: Jeffrey D. Slivko
UFT Chapter Leader: Sarah Evens
Parents' Association President: Barbara Dorcean / Bobby Thind
SLT Chairperson: Jeffrey Slivko
Student Representative(s): N/A

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania Street / Bayside, NY 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: 718 631 6943 Fax: 718 631 6996

Cluster and Network Information

Cluster Number: 5 – CEI-PEA Cluster Leader: Ellen Padva
Network Number: CFN 535 Network Leader: Debra Maldonado

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.

SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**

The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jeffrey Slivko	*Principal or Designee	
Sarah Evens	*UFT Chapter Leader or Designee	
Barbara Dorcean	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Thomas Scarpinato	Member/ MS 172 CSA	
Robert Zuzzolo	Member/ MS 172 UFT	
Abel Olivencia	Member/ MS 172 UFT	
Ellen McCarthy	Member/ MS 172 UFT	
Bobby Thind	Member/ PTA	
Jocelyn Greene	Member/ PTA	
Rachel Ejsmont	Member/ PTA	
Jesse Gosein	Member/ PTA	
Soben Hak	Member/ PTA	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)

School Culture: Positive Learning Environment (1.4), High expectations (3.4)

Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

Step 1: Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.

Step 2: Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Step 3: Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

Step 4: Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).

Step 5: Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Irwin Altman MS 172 is a grade 6-8 middle school located in the Floral Park section of Queens, a suburban area of New York City approximately one half of a mile west of Nassau County. The school combines technology, a dedicated and experienced staff and a child-oriented, middle school philosophy in order to achieve our goal of academic excellence for all of our students. We celebrate a diverse student population that includes 14.2% Hispanic students, 0.3% American Indian students, 58.2% Asian students, 14.8% white students, 11.9% black students, and 0.3% multi-racial students.

Our mission at Altman MS 172 is to make this school the educational center of this community. We envision the parents, teachers, administrators and community organizations working together to provide a safe and secure educational environment to ensure that all of our children meet and exceed the standards in all subject areas.

Our shared beliefs reflect this mission statement. We believe that all children learn best when they are actively engaged in a respectful, meaningful and rigorous curriculum that incorporates critical thinking skills and connects to the real world.

The sixth grade curriculum consists of Core (the integration of language arts, social studies, reading and literacy), mathematics, science, general subjects which include art, instrumental music, vocal music, drama, and technology and physical education. The emphasis is placed on academic exploration and experimentation in the development of critical thinking. Even though middle schools are "departmentalized," movement in grade 6 is reduced so that the transition from elementary to middle school is easier. In the 2014-15 school year, two Gifted and Talented classes were introduced. The sixth grade is also where our partnership Global Scholars program is sited, allowing students to explore an internationally relevant theme and share their work with global peers.

In grades 7 and 8, students receive instruction in English Language Arts, Mathematics, Science, Social Studies, Spanish and in the general subjects. Qualified students may be enrolled in our SP program in grades 7 and 8. Grade 8 SP students take accelerated courses in Regents Living Environment and Regents Common Core Algebra. Many of our students receive credit toward their high school graduation by completing these high school level courses and passing the Regents examinations in Living Environment, Common Core Algebra and NYC Foreign Language Proficiency.

English Language Learners in all grades receive English as a Second Language instruction daily toward achieving proficiency in English. Service to these students is through both push-in and pull-out models to optimize all students' achievement. We also have intervention classes in reading and mathematics for those students who need support in those areas. Through our SETSS, Self-Contained, Integrated Collaborative Teaching and Related Services programs, MS 172 supports all students with special needs.

The computer lab and computer equipped media center enables students to learn how to use the most modern technology in their school lives. Teachers further integrate technology in content area classrooms through student use of laptop computers (with wireless internet connections,) interactive SmartBoards and document cameras.

MS 172 is in its third year of partnership with the Urban Advantage Middle School Science Initiative which is designed to improve students' understanding of scientific inquiry through collaborations between urban public school systems and science cultural institutions. We are continuing a five year partnership with Lincoln Center Jazz

to provide grade 8 students with curriculum-related cultural experiences. Through our now two-year partnership with LEAP, art classes have been creating murals that celebrate the MS 172 community and demonstrate students multiple intelligences. In partnership with the Samuel Field Y, we are able to provide additional after school and holiday activities through the Beacon program which operates in the school after 2:20pm, on Saturdays and various school breaks. 172 also collaborates with various arts including the Metropolitan Museum of Art, the Queens Museum, American Place Theater and Lincoln Center to provide arts enrichment for all students.

In addition to our regular programs, we have a dedicated and expert teaching staff which spends many additional hours with our students to work on diverse before and after school extra-curricular activities. For students who need targeted support, the MS 172 AIS program is designed for students who are academically at-risk, as well as to assist students in remaining at or above standards. Our Talented and Gifted after school program (and all students at MS 172 are Talented and Gifted,) provides enrichment through a wide variety of academic and recreational classes including Debate (with a partnership with the A.G.A.P.E Debate League,), Mock Trial, Digital Photography, Guitar, Jazz Band, Stock Market Game, Chemistry in Cooking, Bookmaking, Dance, Math League and Chess. We are also in our fourth year of a partnership with SAYA! (*South Asian Youth Action*,) in offering a Girls' Leadership Group. Through our extra-curricular Global Friendship through Space Exploration club we hope to send up to 20 students to Space Camp in Turkey this summer. In pursuit of students' physical well-being and the development of their collaborative skills, MS 172 is also continues a 7 year partnership with the DOE C.H.A.M.P.S. program and provides before and after school team and individual sports and sports-related activities.

Teachers are in continued Professional Learning that focuses on alignment of all content curriculum to the Common Core Learning Standards for Literacy in ELA and the Content Areas (Science, Social Studies, Technology and the Arts,) and CCLS for Math. In coherence with the best practices outlined in the Framework for Teaching, the MS 172 2014-15 Instructional Focus states: *Students will continue to strengthen the skill of using textual evidence to support high quality discussion and writing in all content areas to demonstrate deep and elaborate thinking.*

The results of this focus in the 2013-14 school year demonstrated that the school exceeded its target for achievement in ELA and Math with 50% of our students meeting standards in ELA (as compared to a city average of 27 %,) and 58% of our students meeting standards in mathematics (as compared to the city average of 29 %.) Ninety eight percent of students passed their classes in ELA, Math, Science and Social Studies (as compared to the city average of 91%,) and 98 % of our former eighth grades were on track for high school graduation by earning enough credit in 9th grade (as compared to the city average of 88%.) A challenge that the school faces is student progress for which we earned a fair rating for ELA and Math on the Middle School Quality Snapshot. Additionally we received a rating of Good for moving students with special needs to less restrictive environments. However, our students with special needs improvement in ELA and Math only rated fair and good. While the overall school environment survey indicated improvements, the school notes that 68% of students feel that the school offers enough variety of programs to keep them interested (which seems a disparate value considering the numerous extra-curricular programs the school offers.) Also noted is that 75% of students feel safe and 52 % of students say that students treat each other with respect. These latter three values do fall below the city averages by 2-10%. Student progress and an improved school environment will be area of focus in the 2014-15 school year.

MS 172 had the opportunity to participate in a Quality Review in 2013-14. Receiving an overall rating of Proficient, it was noted that in 1.1, 1.2, 2.2, 3.4 and 4.2, the school demonstrated its strengths in providing rigorous and coherent instruction, developing teacher pedagogy, aligning and using assessment to ensure student learning outcomes, establishing a culture for learning and engaging in structured professional collaborations. Areas of focus for the current school year, as outlined in the QR, include research-based effective instruction that yields high quality work and rigorous, engaging, and coherent curricula aligned to the Common Core Learning Standards.

Parent involvement is important at all stages of each student's educational career. MS 172 is fortunate to have an active and caring Parent Teacher Association which works in collaboration with our Parent Coordinator to outreach to all parents and to plan informational forums on pertinent topics. The PTA supports curricular and extra-curricular programs at 172 through fundraising and providing parent volunteers at many special events.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on a review of the 2013-14 School Quality Guide, the Quality Review and the school’s own formative assessments , the school determined that it needs to strengthen the alignment of curricula to the CCLS and the instructional shifts to offer meaningful, rigorous learning experiences and improve student achievement for all students. Additionally although teacher teams are meeting regularly, looking at student work, curricula and instruction as related to the CCLS and the instructional shifts, grading, rigor and coherence in units of study for SWD and English language learner students reflected in pacing charts and curriculum documents across all grades and subject areas were not evident in promoting college and career readiness for all students. Furthermore higher order thinking was not consistently emphasized across all subjects and grades resulting in fewer opportunities for students to demonstrate their thinking.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will have participated in continued professional learning and teacher teaming to develop rigorous tasks in ELA, Science, Social Studies and math tasks embedded in CCLS-aligned units of study as measured by attendance at professional learning and teacher observations specific to designing coherent and rigorous instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Using the Department of Education Chancellor’s Professional Learning handbook, the Professional Learning Committee will collaboratively plan and implement multiple and diverse learning opportunities for all teachers that will focus on rigorous and coherent instruction for all students with an increased focus on SWD’s and ELL’s	All students; all teachers	September 2014-June 2015	School supervisors, teachers, paraprofessionals, support staff
Teacher teams will attend, implement and turn-key training on Co-Planning/ Co-teaching that emphasizes a variety of pedagogical models and the use of targeted multiple entry points to provide	All teachers; SWDs; ELLs	October 2014-June 2015	School supervisors, teachers

access for all students in all classrooms with a priority focus on SWDs, ELLs.			
The school will plan and implement parent workshops and instructional/informational meetings with parents about CCLS in ELA and Mathematics to provide specific curricular information and grade appropriate expectations.	All parents	September 2014-June 2015	Supervisors teachers; Parent Coordinator
School administrators and teachers work collaboratively to be responsive to students needs through planning professional learning that provides strategies for teachers to provide targeted instruction. Teacher intervisitations will strengthen teacher practice that will include integration of peer assessment and peer tutoring. Teachers will also provide parents with information and strategies to enable them to support their children's at-home learning.	School administrators, teachers; students; parents	September 2014-June 2015	Supervisors teachers; Parent Coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
School budget allocations are reviewed and scheduled toward providing resources, materials and pedagogical tools to support the CCLS work: <ul style="list-style-type: none"> teachers collaborate on choosing of texts that are aligned to CCLS and provide access to all students in classrooms purchase of additional non-fiction complex texts (books, magazines, short texts) for ELA, Social Studies and Science classrooms; purchase of a school-wide license for Renaissance STARS Assessment to monitor student progress in reading, to identify learning gaps and assist teachers in planning CCLS aligned targeted instruction.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
<u>100% of all teachers will have participated in at least 5 professional development opportunities specifically targeting elements of coherent lesson design for rigorous instruction.</u> <u>Timeframe: ongoing from September –February.</u>				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-14 Quality Review and School Environment Survey:

- The school continues to provide multiple opportunities for meaningful engagement with classroom instruction that motivates all students to reach their highest potential with high level thinking and work products.
- Across classrooms instructional practices are informed by a common set of school beliefs about how students learn best.
- Although teachers were observed using these practices in addition to higher level Depth of Knowledge (DOK) questions, and serving as a facilitator in student discussions, these practices were not consistently evident to the same extent across all classrooms.
- Additionally, multiple entry points into curricula, including the use of an article in the student’s native language, as well as differentiated class and homework assignments to support English language learners and challenge the highest achieving students were observed in classrooms. (Some classrooms included high quality extensions and supports however overall the use of high quality extensions and supports for English language learners and Students with disabilities were not as prominent, in all classrooms, resulting in fewer opportunities for students to engage in challenging tasks.)
- 25% of students reported not feeling safe in the hallways and other common areas; 48% of students said that students do not treat each other with respect

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 100% school supervisors, teachers and support staff will work collaboratively to increase supports for all students, with a priority focus on SWDs and ELLs toward increased learning outcomes and implementing structures and programs that provide an improved positive learning environment as measured by the 2014-15 Learning Environment Survey and student learning outcomes.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Professional learning will include address to the social-emotional needs of early adolescents. (based on articles from Educational Leadership; Great Schools website; <u>School Climate 2.0</u>) guidance and other support staff will plan and implement large group and classroom presentations and lessons to include topics such as ant-bullying, cyberbullying, positive behaviors. The MS 172 Peer Mediation program (supervised by a DOE-trained teacher,) will provide students with the opportunities and strategies to engage in meaningful conflict resolution.	All students; all teachers; support staff; Peer Mediation Coach	September 2014-June 2015	Supervisors; teachers, support staff; Peer Mediation Coach
Multiple entry points, students' interests and cognitive challenge are addressed through the use of on-line learning that includes: Achieve3000 Teen Biz, iReady ELA and Math, IXL Math, myON Reading and Smart Science. (Teachers will be trained in the strategic use of these programs to ensure student learning.)	All students; teachers; paraprofessionals	September 2014-June 2015	Supervisors, teachers, paraprofessionals
Information about on-line learning is provided to parents through email and back-packed letters; additional information is provided at PTA and SLT meetings. The Parent Coordinator is the point person to answer parent questions. Teachers communicate with parents through email on the Skedula program and for targeted individual students, notes in daily planners	All parents	September 2014-June 2015	Supervisors, teachers, Parent Coordinator
Teachers collaborate with colleagues toward providing meaningful and comprehensive communication to parents; students are informed about and provided with multiple avenues of communication with teachers, support staff and supervisors which include intra-school mailboxes, open-door policy and guidance outreach. Parents receive and send emails through the Skedula program and the school website and telephone contact is available with all staff at appropriate times.	All parents, teachers, students, support staff	September 2014-June 2015	Supervisors, teachers, support staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monies to support professional development/Datacation Skedula; teachers; support staff (guidance counselor, OYSD coordinator; Parent Coordinator.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
CEI-PEA Professional development funding.									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.</p>
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A review of student progress using all above-mentioned tools will take place in February (and June.) A review of discipline and student support policies and procedures will take place on an on-going basis to include a review of OORS data, student communication and parent communication. It is expected that 60% of ELL's and SWD's will demonstrate academic progress as measured by multiple assessments.

Timeframe- September –February.

Part 6b. Complete in February 2015.

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-14 Quality Review although teacher teams are meeting regularly, looking at student work, curricula and instruction as related to the CCLS and the instructional shifts, grading, rigor and coherence in units of study for SWD and English language learner students reflected in pacing charts and curriculum documents across all grades and subject areas were not evident in promoting college and career readiness for all students. Furthermore higher order thinking was not consistently emphasized across all subjects and grades resulting in fewer opportunities for students to demonstrate their thinking. Additionally, the School Quality Guide indicates that there is a need for increased student progress and specifically with higher level students. Teacher observations identify both the strengths and needs of teachers in the areas of designing and implementing coherent instruction. To address these areas the school

- identifies specific professional learning opportunities to support teachers in designing and implementing strategic instruction
- the professional learning committee collaborates on the identification of professional learning based on teacher need, interest and expertise
- opportunities will be provided for teachers to work collaboratively in independent book study groups and inquiry teams to engage in professional learning that results in improved student learning outcomes.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% all teachers will collaboratively design and engage in continued and additional professional learning in the use of instructional strategies to increase learning outcomes for all students and to specifically provide multiple entry point with a focus on SWD’s and ELL’s and high achieving students as measured by participation in professional development opportunities

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Using research-based literature, including <u>Looking Together at Student Work</u> , <u>Using Data to Improve Learning for All Students</u> , <u>Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School</u> ; <u>Educating Gifted Students in Middle School</u> , as well as	Teachers;	September 2014-June 2015	Supervisors, teachers, UFT Learning Center Coach

<p>additional titles, teachers will create self-selected collaborative book study groups to investigate research, philosophies and instructional strategies to improve student learning outcomes.</p> <p>Monday Professional Learning will additionally focus on specific components from the Danielson Framework to provide teachers with an enhanced understanding of the Teacher Effectiveness Rubric and practical applications. Differentiated learning will be planned.</p> <p>Common planning time will be provided to all teachers to further their collaboration on planning and revising instruction, looking at student work and analyzing data</p>			
<p>A focus on co-planning/co-teaching (through MS 172's participation in a Teachers College Mini-Institute) will be expanded to include the collegial collaborative work between classroom teachers and all support teachers (SETSS, ESL, Speech, and Hearing) to increase co-teaching opportunities and authentic classroom-based situations for SWDs and ELLs.</p>	Teachers; students	October 2014-June 2015	Supervisors, teachers
<p>The School Leadership Team will review the needs assessment and action plan outcomes of this and all CEP goals to monitor for progress and implement revisions of the CEP if necessary.</p> <p>Teacher professional learning will be shared with parents at PTA meetings to provide information on the instructional strategies that are being used in classrooms and to engage parents in the instructional process t which can be supported at home.</p>	SLT members; all parents	December 2014-June 2015	Supervisors, teachers, SLT members PTA Exec Board members
<p>Teacher-generated intervisitations encourage teachers to share their best practices with their colleagues; these opportunities also generate enhanced conversations about specific student needs and the address to them. (Supervisory recommendations for intervisitations will be based on evaluative outcomes and through collaboration with participating teachers.)</p>	Teachers	September 2014-June 2015	Supervisors; teachers; Professional Development personnel(

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Monies for professional development workshops and materials books); workshop participants who will turn-key their training; coverage for teachers for intervisitations.</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>CEI-PEA Professional Development funding</p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Specify a timeframe for mid-point progress monitoring activities.</p>
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Teacher observations -2nd and 3rd round –January and February; Professional learning agendas and notes for September-February.

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the School Quality Snapshot, the School Quality Guide, the 2013-14 Quality Review and the 2013-14 Learning Environment Survey (with 43% of teachers responding,) the results indicate :

- 72%+ of teachers felt that the principal communicates a clear vision for the school, knows what’s going on in the classroom, makes clear his expectations for meeting instructional goals and is an effective manager who makes the school run smoothly; school leaders places a high priority on the quality of teaching and provide time for collaboration ; the school educates SWDs in the least restrictive environment appropriate, has a clear measure of progress for student achievement throughout the year, ensures that ELLs receive the same curriculum as their non-ELL peers with appropriate supports, teaches students the social-emotional skills needed to succeed in and be prepared for the next school level and teaches students the organizational and study skills needed to succeed in and be prepared for their next grade level.
- Areas of concern include teachers view of the principal’s participating instructional planning, ; school leaders providing regular and helpful feedback; professional development being sustained and coherently focused; teachers having opportunities to work productively with colleagues and providing content support in subject areas; teacher teams are not promoting college and career readiness for all students and not consistently emphasizing higher order thinking was across all subjects and grades resulting in fewer opportunities for students to demonstrate their thinking.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of the school leaders, in collaboration with teacher leaders and the Professional Development Committee, schedule and implement professional learning to support vertical / horizontal collaborative planning for the quality implementation of rigorous CCLS curricula that provides targeted goals to address the needs of all students and subgroups as measured by professional learning schedules and teacher participation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Through researched-based decision –making (<u>Leverage Leadership</u> <u>The Principal-Three Keys to Maximizing Impact</u> and other titles) the principal and other school leaders identify key pedagogical personnel	School leaders, teachers,	September 2014-June 2015	Principal; other school leaders

<p>for support and guidance toward professional advancement with opportunities to demonstrate emerging leadership skills.</p> <p>School leaders, in collaboration with teachers, identify professional learning opportunities that further enhance effective and highly effective teacher practice and/or provide professional learning in areas for additional skills and knowledge.</p> <p>Teachers are provided with ongoing scheduled time to collaborate in vertical, horizontal and interest-based teacher teams to develop skills and design coherent instruction to provide for the needs of all students, with a priority focus on SWDs and ELLs.</p> <p>School leaders both lead and participate in professional learning that supports pedagogical practice and content learning</p> <p>The principal implements a plan of distributive leadership that includes other school leaders and teachers.</p> <p>The principal meets with the Student Organization Executive Board monthly to listen to student concerns and ideas for changes in the school</p>	<p>school staff; students</p>		
<p>School leaders and teachers and support personnel collaborate on decision-making to provide the most appropriate and least restrictive environment for SWDs and ensure English language learners receive the same curriculum as their non-English language learner peers with appropriate supports</p>	<p>School leaders, teachers; students</p>	<p>September 2014-June 2015</p>	<p>School leaders</p>
<p>Shared decision-making is made transparent at School Leadership Team meetings through providing SLT members with information documents toward the creation and revision of the CEP and budget alignment to schools goals. SLT meeting information is shared publicly with the school community through the SLT report at PTA meetings and posted SLT minutes.</p>	<p>SLT members; parents</p>	<p>September 2014-June 2015</p>	<p>Principal; SLT members</p>
<p>Teachers decisions toward professional learning are actively solicited and honored; parents share concerns and expectations in a number of venues in which the principal and /or other school leaders provide information, resolutions or insure that issues are addressed after additional consideration; students, through a representative Student Organization, surface their ideas and are provided a formal forum in which to share their thinking and work collaboratively and respectfully for change.</p>	<p>Teachers; parents; students</p>	<p>September 2014-June 2015</p>	<p>Principal; other school leaders</p>

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Funds to support professional learning, coverage for participants for in –school and out-of school learning; Network support for professional advancement</p>

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p>CEI-PEA Professional Development funds</p>									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:
Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Specify a timeframe for mid-point progress monitoring activities.

Mid-year (February) review of this goal and action plan with key personnel: SLT, PTA Exec Board, Professional Development Committee, individual teachers/staff working toward professional advancement to indicate that multiple opportunities for shared decision-making and stakeholder input has occurred.

Time Frame September-February

Part 6b. Complete in **February 2015.**

Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A review of the NYC Learning Environment Surveys for 2013-14 and previous years and communication through the school’s website highlights parents’ expectations and need for increased communication about curriculum and other school-related concerns.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the school will send at least three communications about information on the content and expectations for core curriculum subject areas (ELA, Math, SS and Science, general subjects and physical education, promotional criteria and curricular alignment to the CCLS and conduct at least three informational sessions on Common Core Standards, elementary-to-middle school and middle to-high school articulation and safety as measured by documents to include information sent home to parents and agendas of meetings/workshops.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will use the Skedula program to provide updated information about student performance and progress. Informational meetings for parents about school curricula and CCLS will be scheduled for PTA meetings and as individual events. The school will continue the subscription to Schoolmessenger to provide parents with both telephone and email correspondence including <ul style="list-style-type: none"> ▪ daily student attendance (absence and lateness) ▪ notification about all school and school-related events ▪ emergency notifications 	All parents; teachers, supervisors; parent coordinator	September 2014-June 2015	All parents; teachers, supervisors; parent coordinator
Special Education teachers will receive additional professional development in the IEP process to ensure all appropriate steps and procedural safeguards and to increase parent (and student) input in	Parents of SWDs; teachers;	September 2014-June 2015	Special Ed teachers; supervisors; SBST

the IEP based on the Special education SOPM	Special Education Support Staff		
Administration and the Parent Coordinator will continue to collaborate to plan parent meetings, timely communication (written and electronic) and parent feedback (through school-based parent surveys.)	All parents; teachers, supervisors; parent coordinator	September 2014-June 2015	School administration; Parent Coordinator
MS 172 has an "open-door" policy which encourages parents to visit the school at any time- to include meetings with teachers, supervisors and classroom visits. Tuesday afternoon Parent Engagement is used to facilitate parent meetings and on-line communication. Teachers actively communicate with parents through the Skedula program , which allows two-way email communication Parents are invited to quarterly meetings with the principal, Assistant Principals and teachers to discuss school concerns (October 2014, January 2015, March 2015, and June 2015.)	All parents; teachers, supervisors; parent coordinator	September 2014-June 2015	Teachers, supervisors; parent coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Monies to purchase subscriptions to Datacation /Skedula and School Messenger; per session monies for teachers and supervisors to participate in after school events;

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities.				
A review of programs presented and informational materials disseminated will take place in February 2015 to demonstrate that 50% of the goal metrics have been achieved. . Time Frame: September –February.				
Part 6b. Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Cut-off criteria from NYS for the NYS ELA Test 2014 Class grades Teacher recommendations SST Recommendations Student and parent requests	Targeted Intervention Program- Teacher Created Materials publisher iReady ELA Acieve3000	Small group-	during and after school and Saturdays
Mathematics	Cut-off criteria from NYS for the NYS ELA Test 2014 Class grades Teacher recommendations SST recommendations Parent requests	Explorations in Common Core Math- Holt McDougal Publishers iReady Math IXL Math	Small group	during and after school and Saturdays
Science	MOSL scores Teacher recommendations SST recommendations Student and Parent requests	Teacher-created materials	Small Group	After school
Social Studies	MOSL scores Teacher recommendations SST recommendations Student and parent requests	Teacher-created materials	Small Group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SST recommendations Student and parent requests	Counseling	Individual and small group	During school

Section 7: Title I Program Information

Directions:

All schools must indicate their Title I status in Part 1

All elements of the *All Title I Schools* section must be completed in Part 2

All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3

All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4

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

For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages: Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

Title I, Part A – Schoolwide Programs: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

Title I School Improvement 1003(a) - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

Title I Priority and Focus School Improvement Funding: support implementation of school improvement plans that aims to improve instruction and address the identified needs

Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

Title III, Part A: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

Title III Immigrant: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

Title I Parent Involvement Set-aside: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

Title I Priority and Focus School Parent Engagement Set-aside: Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

IDEA: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **Irwin Altman MS 172**, 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 the school and the families. The 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 the school community. **Irwin Altman MS 172**, 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC)

Irwin Altman MS 172, 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 with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 26	Borough Queens	School Number 172
School Name Irwin Altman Middle School		

B. Language Allocation Policy Team Composition [i](#) 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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	18	0	2	7	0	6	0	0	0	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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	
	ELL	EP	ELL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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 [AMAQ 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. 
- 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 NYSESLAT scores. Informal evaluations such as student portfolios and interviews with content area teachers are performed to compile a more accurate student profile. Weaknesses and strengths are continually revisited and worked on through the year by the ESL teacher with collaboration of their content area teachers. Teachers meet on an informal basis and in department meetings to discuss students' progress. ELLs with four to six years of service are offered our Title III supplemental program, AIS, After School peer tutoring in the library, as well as Computer Assisted Instruction with Achieve 3000 during group work in the classroom to specifically focus on the students' greatest academic needs.

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

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 are 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:

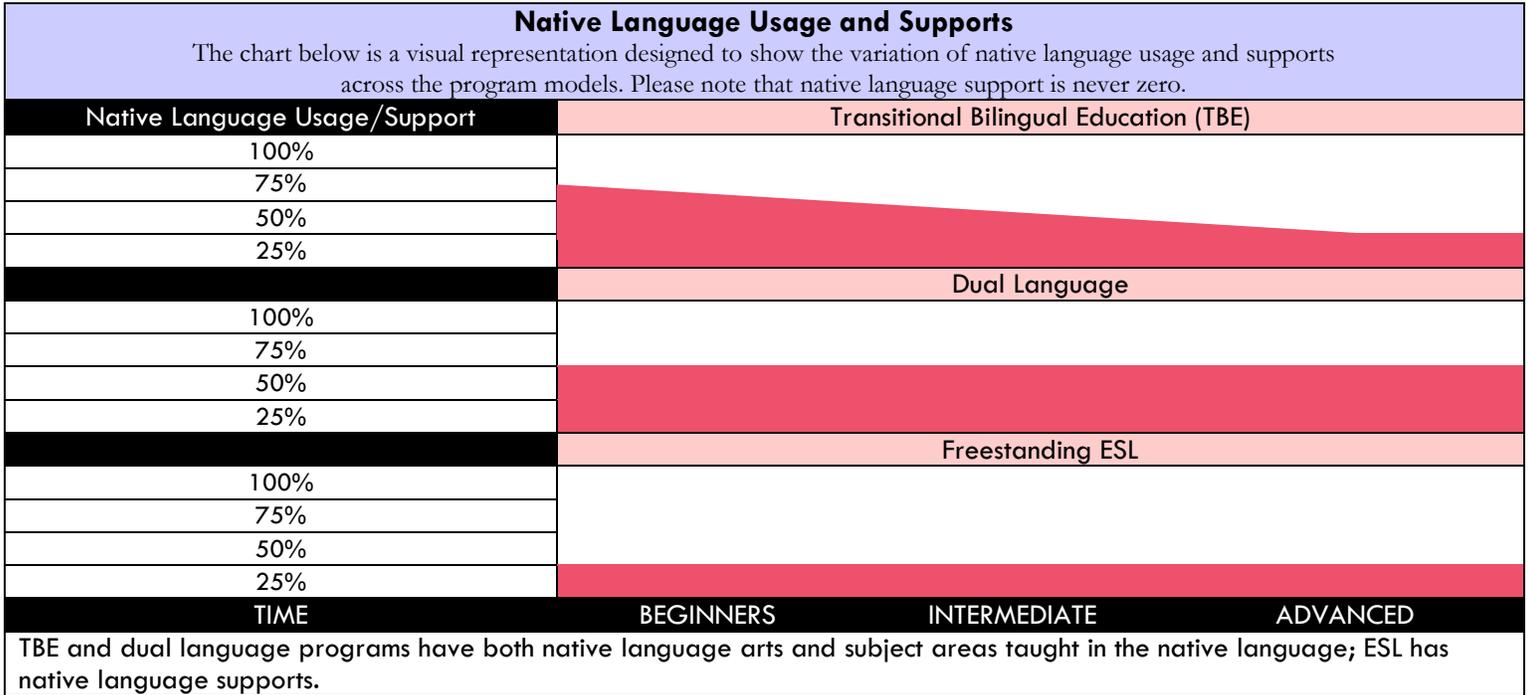
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



B. Programming and Scheduling Information--Continued

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:

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

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 Translation 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>
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 workshopx 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	_____