Department of Education
Carmen Fariña, Chancellor

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **P.S. 172 BEACON SCHOOL OF EXCELLENCE**

Principal: **JACK SPATOLA**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 172 School Number (DBN): 15K172

Grades Served: Pre-k through 5 th grade

School Address: 825 4 th Avenue Brooklyn, NY 11232

Phone Number: 718-965-4200 Fax: 718-965-2468

School Contact Person: _____ Email Address: _____

Principal: G. Jack Spatola

UFT Chapter Leader: Christina Zuccaro

Parents' Association President: Joanna Marks

SLT Chairperson: Rachel Dougherty

Title I Parent Representative (or Parent Advisory Council Chairperson): n/a

Student Representative(s): n/a

District Information

District: 15 Superintendent: Anita Skopp

Superintendent's Office Address: _____

Superintendent's Email Address: _____

Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
G. Jack Spatola	*Principal or Designee	
CHRISTINA ZUCCARO	*UFT Chapter Leader or Designee	
JOANNA MARKS	*PA/PTA President or Designated Co-President	
ELIZABETH VALENTIN-DEMAIO	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
SAM ALBA	Member/ PARENT	
YEDI ANGELUCCI	Member/ PARENT	
FAOZIA ALJIBAUI	Member/ PARENT	
RACHEL DOUGHERTY	CHAIR/TEACHER	
YVETTE GONZALEZ	Member/ TEACHER	
DAPHNA GUTMAN	Member/ TEACHER	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
JOANNE HYDE	Member/ PARENT	
AGNES LAIRD	Member/ TEACHER	
KEISHA LANDY	Member/ PARENT	
	Member/	
	Member/	
	Member/	

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 new Strong Schools, Strong Communities initiative and Framework for Great Schools.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong *Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor's Regulations A-655.
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART–Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 172 is a pre-k through 5th grade elementary school located in the heart of the Sunset Park section of Brooklyn, New York. Sunset Park is an economically depressed, densely populated and remarkably diverse community with a large percentage of recent immigrants having ties to multiple ethnic groups. Our school's population is reflective of this diversity with 86% of our students living at or below the poverty line and twenty-nine percent of our students classified as English language learners. Spanish however, is the most prevalent language spoken in our school with 79% of our students coming from Hispanic households.

PS 172 has been a mainstay in Sunset Park for 100+ years and is a community school in every sense of the word. Our school works in partnership with our students' families as well as the Sunset Park community and has established and maintained a very successful partnership with Lutheran Medical Center that sponsors a school-based medical clinic and dental clinic and also provides on-site mental health services. Together, these programs afford our students and their families with primary medical and dental care as well as a certified mental health program that provides individual, group and family counseling to those in need. These services, in consonance with mandated services provided by our school based clinical speech pathologists, physical therapists and occupational therapists have allowed our school to be even more responsive to the needs of our students, 29% of whom have an IEP, and our community.

A large part of what makes our school so successful with all students is the fact that we are a school community that shares the common belief that all children are capable of learning at very high levels provided they are given the time and the expert instruction necessary to do so. As such, PS 172 has done a great deal to align the organizational and academic structures in our school to maximize our students' success.

Our school's success is reflected in our most recent Quality Review Ratings in which our school received a rating of "well developed" on all five of the focus Quality Indicators. The area in which our school made significant strides this year is in the development of rigorous instruction aligned to the common core and designed to meet the specific needs of our students. For the coming school year, out goal is to strengthen our ability to provide a highly individualized and rigorous instructional program using student self-assessment as a vehicle.

15K172 School Information Sheet

School Configuration *(2014-15)*					
Grade Configuration	**PK,0K ,01,02, 03,04, 05**	**Total Enrollment**	**597**	**SIG Recipient**	**N/A**
Types and Number of English Language Learner Classes *(2014-15)*					
# Transitional Bilingual	**N/A**	**# Dual Language**	**N/A**	**# Self-Contained English as a Second Language**	**N/A**
Types and Number of Special Education Classes *(2014-15)*					
# Special Classes	**N/A**	**# SETSS**	**N/A**	**# Integrated Collaborative Teaching**	**N/A**
Types and Number of Special Classes *(2014-15)*					
# Visual Arts	**N/A**	**# Music**	**N/A**	**# Drama**	**N/A**
# Foreign Language	**N/A**	**# Dance**	**N/A**	**# CTE**	**N/A**

School Composition *(2013-14)*			
% Title I Population	**83.6%**	**% Attendance Rate**	**95.0%**
% Free Lunch	**82.4%**	**% Reduced Lunch**	**6.7%**
% Limited English Proficient	**26.3%**	**% Students with Disabilities**	**27.5%**
Racial/Ethnic Origin *(2013-14)*			
% American Indian or Alaska Native	**0.2%**	**% Black or African American**	**4.1%**
% Hispanic or Latino	**78.9%**	**% Asian or Native Hawaiian/Pacific Islander**	**4.7%**
% White	**12.1%**	**% Multi-Racial**	**N/A**
Personnel *(2014-15)*			
Years Principal Assigned to School (2014-15)	**30.14**	**# of Assistant Principals (2014-15)**	**1**
# of Deans (2014-15)	**N/A**	**# of Counselors/Social Workers (2014-15)**	**2**
Personnel *(2013-14)*			
% of Teachers with No Valid Teaching Certificate (2013-14)	**N/A**	**% Teaching Out of Certification (2013-14)**	**7.4%**
% Teaching with Fewer Than 3 Years of Experience (2013-14)	**0.8%**	**Average Teacher Absences (2013-14)**	**7.26**
Student Performance for Elementary and Middle Schools *(2013-14)*			
ELA Performance at levels 3 & 4	**72.4%**	**Mathematics Performance at levels 3 & 4**	**97.3%**
Science Performance at levels 3 & 4 (4th Grade)	**100.0%**	**Science Performance at levels 3 & 4 (8th Grade)**	**N/A**
Student Performance for High Schools *(2012-13)*			
ELA Performance at levels 3 & 4	**N/A**	**Mathematics Performance at levels 3 & 4**	**N/A**
Credit Accumulation High Schools Only *(2013-14)*			
% of 1st year students who earned 10+ credits	**N/A**	**% of 2nd year students who earned 10+ credits**	**N/A**
% of 3rd year students who earned 10+ credits	**N/A**	**4 Year Graduation Rate**	**N/A**
6 Year Graduation Rate	**N/A**		
Overall NYSED Accountability Status *(2014-15)*			
Reward	**X**	**Recognition**	
In Good Standing		**Local Assistance Plan**	
Focus District	**X**	**Focus School Identified by a Focus District**	
Priority School			

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**YES**	**Limited English Proficient**	**YES**
Economically Disadvantaged	**YES**		
Met Adequate Yearly Progress (AYP) in Science *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**YES**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**YES**		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Mathematics *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		
Met Adequate Yearly Progress (AYP) in Graduation Rate *(2012-13)*			
American Indian or Alaska Native	**N/A**	**Black or African American**	**N/A**
Hispanic or Latino	**N/A**	**Asian or Native Hawaiian/Other Pacific Islander**	**N/A**
White	**N/A**	**Multi-Racial**	**N/A**
Students with Disabilities	**N/A**	**Limited English Proficient**	**N/A**
Economically Disadvantaged	**N/A**		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

The Framework for Great Schools defines a successful classroom as one with a strong, common core aligned curriculum, customized to meet the needs of every student. At PS 172, creating an individualized, intellectually rigorous educational experience that both challenges and supports every learner has always been a fundamental part of our work. To that end we have successfully established several structures to ensure that our curriculum is both aligned to the common core and to our students ever changing needs.

• May and June Planning - During our May and June planning sessions, grade level teams work together to develop yearlong curriculum calendars in all academic areas. These meetings begin with teachers studying common core curriculum standards, content standards, cumulative assessment data collected throughout the school year as well as initiatives introduced by the school cabinet or leadership team. After this analysis, teachers begin the planning process for each separate unit of study by asking and answering two essential questions: First, what is it that my students should know and be able to do at the end of each unit of study (and by extension, the end of the school year)? Second, what kinds of assessments need to be built into each unit of study to provide tangible evidence of students learning? Once these questions are asked and answered, teachers, coaches and administrators begin mapping out specific units of study and our full year curriculum calendar.

• Weekly extended grade meetings/ Professional development work - During this time, teachers work together with coaches and administrators to examine and adapt current and/or upcoming units of study to meet the needs of our students. Curriculum adaptations are informed by a variety of assessments including, performance assessments and end of unit assessments. The grade level meetings are organized in a 4 week cycle to support rigorous instruction:

1. Week 1: Review of assessment data - grading work against a rubric and using the data generated to make informed decisions about curriculum revision

2. Week 2: Review or individual student data, challenges and successes. Teachers and service providers use this time to share insights and techniques for effective instruction

3. Week 3: Curriculum revisions

4. Week 4: Focused on pedagogical growth and keeping teachers engaged with their craft. During this time teachers may consult professional literature, engage in inter-visitations or work in a "laboratory" classroom

The results of our work can be seen in a variety of areas:

On the 2014 NYS Math test, 98% of our students scored at proficiency levels 3 & 4, an increase of 10% from the 2013 Math test. The same data demonstrates significant growth in every sub-group of students i.e.,

• 98% of our Hispanic and Latino students scored at proficiency levels 3 & 4, an increase of 9% from the year before.

• 94% of students with disabilities scored at proficiency level 3 & 4, an increase of 12% from 2013

• 95% of our Limited English Proficient students scored at levels 3 & 4, an increase of 23% from the previous year, and

• 97% of economically disadvantaged students scored at proficiency levels 3 & 4, a 9% increase from 2013

On the 2014 NYS ELA test, 73% of our students scored at proficiency levels 3 & 4, an increase of 9% from the 2013 ELA. Significant growth in every sub-group of students can be seen in this data as well. i.e.,

• 75% of our Hispanic and Latino students scored at proficiency levels 3 & 4, an increase of 11% from the year before.

• 61% of students with disabilities scored at proficiency level 3 & 4, an increase of 35% from 2013

• 55% of our Limited English Proficient students scored at levels 3 & 4, an increase of 20% from the previous year, and

• 73% of economically disadvantaged students scored at proficiency levels 3 & 4, a 10% increase from 2013

The data we collect locally supports the growth demonstrated on the State exams. For example, guided reading level data (Fountas and Pinnel) comparing March reading levels in 2015 with March reading levels in 2014 shows the following:

• 75% of fifth graders were reading on or above grade level in March 2015. This is a 14% increase from the year before when 61% of our fifth grade students were reading at or above grade level.

• 63% of fourth graders were reading on or above grade level in March 2015. This is a 14% increase from the year before when 49% of our fourth grade students were reading at or above grade level.

• 73% of third graders were reading on or above grade level in March 2015. This is a 11% increase from the year before when 62% of our third grade students were reading at or above grade level

• 82% of second graders were reading on or above grade level in March 2015. This is a 2% increase from the year before when 80% of our second grade students were reading at or above grade level

• 91% of first graders were reading on or above grade level in March 2015. This is a 7% increase from the year before when 66% of our first grade students were reading at or above grade level

• In Kindergarten, 88% of our students were reading at or above grade level in Mach 2015. This is a 1% decline from the previous year when 89% of our students were reading on or above grade level

The preliminary rating form for the school's 2015 Quality Review indicates "well developed" scores for all components related to the instructional core. Our school's ability to "develop teacher pedagogy from a coherent set of beliefs about how students learn best -that is informed by the instructional shifts and Danielson Framework for teaching…" was listed as an area of celebration. Our focus area, selected collaboratively with the superintendent, was focused on assessment.

We understand that when students are collaborators in assessment, they develop the habit of self-reflection. They learn the qualities of good work and can adjust their thinking and their work to match those qualities. Our goal will be to support our students in these efforts.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, the percentage of students meeting or exceeding standards on the NYS ELA will increase by 3% and the percentage of students meeting or exceeding standards on the NYS Math test will increase by 1%.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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).** • **Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Conduct school-wide and grade level professional development sessions focused on "best practices" in using assessment in instruction in which teachers who are successfully incorporating student self assessment share examples of their work and the thinking behind it.	Teachers	June 2015- June 2016	Principal, AP, coaches
Design/Revise all curriculum units to integrate lessons incorporating student self-assessment and provide samples of "student based (designed) rubrics" in all units of study.	Teachers	June 2015- June 2016	Principal, AP, coaches
Support parents with a minimum of 1 workshop (grade – specific) focused on self-assessment and the ways it can support their child in the learning process	Parents	September 2015 – June 2016	Principal
Teachers will support students with a highly customizable "student designed" rubric by collaborating with small purposeful groups of students.	Students	September 2015 – June 2016	Classroom Teachers, Intervention Teachers, Mandated Service Providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
See above
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**	X	**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the percentage of students meeting or exceeding standards on a school designed* ELA assessment will increase by 2% and the percentage of students meeting or exceeding standards on a school designed* Math test will increase by 1%. *School designed tests will simulate NYS assessments
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

The Framework for Great schools defines a "Supportive Environment" as one that is student centered. A supportive classroom environment is one in which students take ownership of their own learning and support the learning of those around them, creating "a collaborative and generous atmosphere".

Our work in providing our students with a supportive environment has paid off. The student attendance rate for the year to date is 95.7%. The 2015 Quality Review reported our school as having a "well developed" school culture. In the NYCDOE 2013-14 School Quality Guide, PS 172 was listed as "exceeding target" in the area of school environment.

Because we recognize a supportive environment is also an engaging one, in the 2014-15 school year, a focus group of supervisors, coaches and teachers used Danielson's Framework to look closely at component 3c: "Engaging Students in Learning". The purpose of the focus group was to examine the instructional structures in place during read-aloud, reading workshop mini-lessons, math workshop mini-lessons and writing workshop mini-lessons and gauge the level and quality of student involvement in the lesson. The results of the focus group led to the following decisions which will be continued in the coming school year:

• Several structures in our school were instituted to ensure that each student receives the right kind of instruction at exactly the right time. PS 172's intervention program is one such structure. The team is structured in such a way that teachers are assigned to work with a specific grade level. That grade specific designation is critical to the success of our program for two reasons. First, intervention teachers share their common preps with their grade level team. This allows intervention teachers the opportunity to plan and consult with classroom teachers on a daily basis. Secondly, the grade level designation is important because it allows our teachers the freedom to push in to specific classrooms on a daily basis, get to know those students and work with them without having to pull them away from the ongoing instruction in their classroom. During the time they push into a classroom, intervention teachers act as a second classroom teacher, providing a mini-lesson to a small group of students, followed by work with a guided group as well as individual conferences. The students that are selected to work with the intervention teacher may represent a wide variety of student subgroups. Students are chosen, not for their designation as an English language learner, a special education student or as "at-risk" but are chosen because assessment data shows that they have a demonstrated need. The groups are flexible and change from unit to unit or from guided group to guided group. The mini-lesson led by the intervention teacher is based on the same skills, and/or the same content studied by the larger classroom group. The individualization comes from the choice of instructional materials, the amount or type of background provided for the lesson or the amount of teacher support provided in the lesson. Related service providers are another key component in this program. Speech services, counseling and even occupational therapy are provided as a push-in service. In this model, service providers join an individual or small group of mandated students to further scaffold the work the child is engaged in.

♣ In mathematics, we have restructured (and will continue to restructure) EngageNY lessons to better support a constructivist model of instruction. Lessons have been revised to begin with a complex problem in a more relatable scenario. Students are then invited to solve the problem using any variety of strategies and/or manipulatives. Teachers present student work (along with the student) to the class in order to purposefully examine the strategies,

methods and process the student or students used to successfully solve the problem(s) and to launch the connected lesson.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, we will increase the level of student engagement as demonstrated by a 15% increase in the number of teachers rated in Advance as highly effective.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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).** • **Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Provide grade specific intervention teachers for each grade level (k-5) and schedule all professional development session so that intervention teachers become an integral part of the professional work of the grade.	Teachers	9/15 – 6/16	Principal
Continue to revise "Engage NY Math" curriculum to better support the constructivist philosophy	Teachers	6/15 – 6/16	Principal, AP, coaches
Organize mandated service provider's schedule to support a push-in program that is supportive of the school's intervention program.	Teachers	9/15 - 6/16	Principal
Because interventions teachers will become the 2 nd teacher in the room, conducting lessons, conferences, etc.... , teachers will work together to group students flexibly to meet their individual needs as learners.	Students	9/15 – 6/16	Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

See above											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, Advance data should reveal a 10% increase in the number of teachers rated "highly effective" in the area of "student engagement".
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

According to the Framework for Great Schools, collaborative teachers consistently improve their practice through ongoing learning and professional development. This spirit of collaboration is strength for PS 172.

• According to our 2013-14 NYC School Survey, 98% of teachers agree that PS 172 places a high priority on the quality of teaching

• According to our 2013-14 NYC School Survey, 100% of our teachers would recommend our school to parents.

• 2013-2014 State provided growth ratings (measure showing the growth obtained by an educator's students on State assessments) listed 60% of our educators as effective and 40% as highly effective

• Our May 2015 Quality Review listed our ability to engage in structured professional collaborations as "well developed"

A review of the systems and structures used to support Collaborative Teachers reveals:

• **Instructional Coaches** -To support our teachers in their pedagogical work, PS 172 employs four coaches. There is one literacy and one math coach in the upper grades (3-5) and one literacy and one math coach in the lower grades (pre-k-2). The coaches support teachers individually and also work with supervisors to provide a more collective approach to professional development.

When working with a teacher individually, coaches consider classroom observation data, a teacher's personal goals and the school's goals as related by the CEP. Coaches work with teachers to flesh out their pedagogical goal(s) and set up short and long-range benchmarks against which they can assess their progress. A professional development plan is developed in which the work that the coach and teacher will engage in, is laid out in more specific terms and approved by school supervisors.

• **Weekly extended grade meetings** -During our weekly extended grade meetings, coaches work with their supervisors and teachers to examine and adapt current and/or upcoming units of study to meet the needs of our students. Curriculum adaptations are informed by a variety of assessments including, performance assessments and end of unit assessments. The grade level meetings are organized in a 4 week cycle:

1. Week 1: Review of assessment data - grading work against a rubric and using the data generated to make informed decisions about curriculum revision

2. Week 2: Review of individual student data, challenges and successes. Teachers and service providers use this time to share insights and techniques for effective instruction

3. Week 3: Curriculum revisions

4. Week 4 focused on pedagogical growth. During this time teachers may consult professional literature, engage in inter-visitations or work in a "laboratory" classroom

During our mid-May grade conferences, administrators and coaches asked teachers for feedback about PS 172's professional development program, eliciting their specific ideas for improvement. An overwhelming majority of teachers advocated for the following:

Because our speech teachers, counselors, our occupational therapist and our physical therapist are playing a larger role in our classrooms by providing push-in services (for mandated services and for intervention), it would be to our benefit to more effectively include these providers in our weekly professional development sessions. During this time they would be invaluable collaborators, reviewing individual student data and making suggestions for curriculum revisions. The expertise they have developed in their respective fields, makes these teachers ideal partners in our quest to provide our students with an instructional experience customized to meet their specific needs.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, our mandated service providers (speech, OT, PT) will be included in 90% of the weekly, extended grade specific meetings to serve as both collaborators and instructors.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote teacher-parent collaborations to improve student achievement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Develop a schedule for mandated service providers to complete a 4-week cycle with each grade level on a rotating basis.	Mandated service providers, teachers	9/2015 – 6/2016	Principal, AP, coaches
Include mandated service providers on each grade level meeting agenda to ensure they are given adequate opportunity to offer opinions about possible curriculum revisions and feedback about specific students.	Teachers, service providers	9/2015 – 6/2016	Coaches

Ensure that mandated service providers lead a minimum of two professional development sessions on each grade level focusing on their specific area of expertise and ways that teachers can implement simple classroom based interventions to address specific student needs.	Teachers, Service providers	9/2015 – 6/2016	AP
Mandated Service Providers will conduct a minimum of 2 parent workshops describing accommodations made for students and ways they can support their children at home.	parents	9/2015 – 6/2016	Principal, mandated service providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
See above

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**	X	**Title III, Part A**	X	**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, mandated service providers (speech, OT, PT) will be included in 90% of the weekly, extended grade specific meetings.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

At PS 172 we commit to investing the time and resources necessary to truly nurture pedagogical growth. This idea is communicated in both word and deed in a variety of ways:

• PS 172 employs 4 coaches; 2 coaches in pre-k through 2 nd grade, one working in math, the other in literacy and 2 coaches working with the teachers in grades 3-5 also in literacy and mathematics. Each coach works with grade level teams as well as individual teachers working in cycles of professional study lasting between 4-6 weeks.

• Both the principal and the assistant principal work with teachers and coaches at all extended grade specific professional development sessions.

• PS 172's School Based Option – The teachers at PS172 are truly devoted to the needs of our students and our school community. They are equally committed to their own professional growth. PS 172's SBO is evidence of this commitment. Long before the UFT approved their most recent contract, shifting 150 minutes of instructional time to time for professional development, PS 172 had already been engaged in weekly, extended professional development. The grade specificity of the professional time allowed for grade level teachers to work with both supervisors and coaches on a weekly basis. This grade specificity was absent from the School Based Options presented by the UFT and for this reason our teachers fought to create an SBO that would enable them to maintain their trajectory of professional growth.

Ultimately, the teachers succeeded in developing an SBO that includes a grade-specific period 1 common prep that is used to extend the daily 30-minute professional development time into an 80-minute weekly block of professional development time. Intervention staff at the school are "grade specific" and work collaboratively with their grade level peers during that time.

According to data communicated in the 2013-2014 NYC school survey:

• 100% of teachers agree or strongly agree that the school principal communicates a clear vision for our school

• 98% of teachers agree or strongly agree that the principal places a high priority on the quality of teaching in our school.

• 98% agree that the principal makes the instructional goals clear and is an effective manager, making the school run smoothly.

• 100% of staff agrees that the principal sets appropriately high expectations for student work in their classes.

Collaboration and high expectations have resulted in PS 172 being ranked as the seventh highest performing elementary school in NYS based on results from the 2013-2014 NYS reading and math assessments.

In the spirit of collaboration, the focus area identified on our 2015 Quality review, which was selected together with the superintendent, the principal, the assistant principal and coaches was focused on student self assessment – inviting students to become more inclusive and active members of our school community.

To look more closely at student self-assessment, Advance teacher observation data was reviewed. The data revealed that while all of our teachers were deemed effective in the area of "using assessment in instruction", only 29% of those ratings were labeled as highly effective. A closer investigation revealed the reason for this was that students were not always an integral part of designing their assessment criteria and were therefore not consistently monitoring their own progress.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016, the number of teachers receiving an Advance rating of "highly effective" in the area of "using assessment in instruction" will increase by 10%

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote parent leadership and engagement as a key lever for school improvement.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Conduct school-wide and grade level professional development sessions focused on "best practices" in using assessment in instruction in which teachers who are successfully incorporating student self assessment share examples of their work and the thinking behind it.	teachers	June 2015- June 2016	Principal, AP, Coaches
Design/Revise all curriculum units to integrate lessons incorporating student self-assessment and provide samples of "student based (designed) rubrics" in all units of study.	teachers	June 2015- June 2016	Principal, AP, Coaches
Support parents with a minimum of 1 workshop (grade – specific) focused on self-assessment	parents	September 2015 – June 2016	Principal

Teachers will support students with a highly customizable "student designed" rubric by collaborating with small purposeful groups of students	students	September 2015 – June 2016	Classroom Teachers, Intervention Teachers, Mandated Service Providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**		**Title III, Part A**	X	**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**		**PTA Funded**		**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the number of teachers receiving an Advance rating of "highly effective" in the area of "using assessment in instruction" will increase by 10%
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school's strengths and needs relative to this 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 trends and sources.

It is essential that every school build effective family and community partnerships focused on helping students achieve. To that end, the leadership team spent time reviewing our current school structures and programs as well as parent responses on the 2013-2014 School Survey Report. Our review of that data revealed:

School Survey Data

• 99% of parents agree or strongly agree that

-the school has high expectations for their child

-they are kept informed about what their child is learning

-they are kept informed about services for their child

-they are satisfied with responses they get when they contact school

-the school is responsive to parent feedback and

• 100% of parents agree or strongly agree that they are made to feel welcome at PS 172

School Structures and Programs

• At the beginning of every school year, each classroom teacher hosts a curriculum orientation meeting, unveiling our yearly curricula in all major subject areas. This orientation is followed up with monthly, grade specific curriculum meetings scheduled to follow our PTA meetings and additional meetings held during the 40 minutes of parent involvement time scheduled from 8:00 to 8:40 am. During each of these meetings, a grade level representative specifies the skills, strategies and content that will be covered in the units of study for the coming month. Here, parents are also introduced to the end of unit assessment their child will be taking to assess their proficiency with the skills and strategies taught in the unit. Information about each end of unit assessment is accompanied by the rubric that teachers will use to grade the work as well as anchor papers to provide parents with work samples that demonstrate the work we expect students to complete in order to meet or exceed grade level standards.

• Each grade level (pre-k through 5 th) has developed a blog that is updated monthly with specific curriculum and assessment information for parents as well as resources for families to better access the curriculum.

• PS 172 creates a custom progress report which really details the skills and standards students are expected to meet and or exceed by the end of the school year.

• The last Friday of every month, PS 172 hosts "Parents as Learning Partners". As a learning partner, parents spend time learning alongside their child in their classroom, experiencing lessons in a variety of subject areas.

• Our school has a long-standing partnership with Lutheran Medical Center. Lutheran maintains several offices at our school and provides our families with on-site medical care from a nurse practitioner, on-site dental care and mental health services for our students and their families.

• PS 172 has a newly established relationship with NYU's Art Therapy Program. NYU provides our school with interns, supervised locally by our guidance counselor and remotely by NYU staff. Their services provide our students and their families another venue for therapeutic intervention, helping to maintain healthy, well adjusted students that come to school ready to learn.

The NYC School Survey also indicated that 46% of parents selected a "stronger arts program" as an improvement they would most like our school to make.

PS 172 has taken some steps to address this need by establishing a separate art studio, a dance space and music program (both choral and instrumental). In addition, we have also worked to expand our after school "arts-centered" offerings.

In addition to the expansion of our arts programs, we hope to expand our work with NYU's art therapy program for students and Lutheran's mental health program for family counseling.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2016 we will build a more effective family and community partnership resulting in a 10% increase in parent attendance rates at PTA meetings, parent workshops and student celebrations/ performances.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools 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 promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.**	**Target Group(s)** ***Who will be targeted?***	**Timeline** ***What is the start and end date?***	**Key Personnel** ***Who is responsible for implementing and overseeing the activity/strategy?***
Creating a cycled enrichment program (2, eight week cycles) giving students increased opportunity to explore a variety of	students	Nov. 2015 – May 2016	Principal, PTA enrichment coordinator, teacher liaison

interests while maintaining student ability to focus on an area of specific interest (i.e., beginning and intermediate guitar lessons)			
Secure "after-school" partnerships with a variety of community agencies for the purpose of providing enrichment activities in the following areas: robotics, animation, visual arts, cultural dance		Nov. 2015 – May 2016	PTA enrichment coordinator and teacher liaison
Create a Saturday dance / Zumba program for parents	parents	Nov. 2015 – May 2016	Principal / enrichment teacher
Create additional opportunities in the school day for our art teacher (licensed art therapist) to work with small groups of students Expand Lutheran's Family Counseling program to 5 days per week	Students Families	9/2015 – 6/2016 9/2015 – 6/2016	Art Therapist Principal Principal Family Therapist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
See above											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	**Tax Levy**	X	**Title I SWP**		**Title I TA**		**Title II, Part A**	X	**Title III, Part A**		**Title III, Immigrant**
	C4E		**21st Century Grant**		**SIG/SIF**	X	**PTA Funded**	X	**In Kind**		**Other**

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there should be a 7% increase at PTA meetings, parent workshops and student celebrations/ performances.
Part 5b. In **February 2016,** review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Report card grade of 1 (far below standard) or 2 (approaching standard)	Interactive reading and writing, guided reading and writing, double dose word study (Fundations), complex text work	Small group	During the school day, after-school and Saturday school
Mathematics	Report card grade of 1 (far below standard) or 2 (approaching standard)	Computer based math program based on Engage NY Math, Computer based math sprints	Small group	During the school day, after-school and Saturday school
Science	Report card grade of 1 (far below standard) or 2 (approaching standard)	FOSS	Small group	During the school day and after-school
Social Studies	Report card grade of 1 (far below standard) or 2 (approaching standard)	Teacher created / project based work	Small group	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Teacher recommendation, counselor recommendation, parent permission & at-risk assessment	Art therapy, family counseling, speech and language services, executive function/ organizational sessions	Small group &/or one to one	Before –school and during the school day

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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

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

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.
A highly qualified teacher knows what to teach, how to teach, and has a full understanding of the subject matter being taught. Our school embraces the notion that the most effective way to improve the achievement of students is to improve the quality of teaching. We do this in several ways: • The school employs 4 content area coaches. Two coaches, one for math, the other for literacy, work with teachers in pre-k through 2 nd grade. Two additional coaches, also for math and literacy, work with teachers in grades 3-5. • Coaches act as mentors for all new teachers. • Appoint Grade specific leaders in math, reading, writing, social studies and science to act as mentors to their fellow teachers on the grade. These curriculum leadership roles are awarded to teachers because of their demonstrated excellence in the specific subject area. • Include highly skilled service providers (Speech Therapist, Occupational Therapst, Physical Therapist, ESL teacher) in the grade level work of designing and/or revising curricula. Their input ensures that our lessons are inclusive for all learners. • Study groups and inquiry groups are developed with a teacher's specific needs in mind. We use our students' learning challenges as well as the pedagogical or content based challenges our staff face to generate the questions our study and inquiry groups are based on.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To support teachers, paraprofessionals and staff in their pedagogical growth, the following structures are in place: Teacher Development of Personal Pedagogical Goals and Objectives: ♣ *All teachers begin the school year with an initial principal meeting in September to discuss and outline 1-2 personal, pedagogical goals designed to ultimately improve their practice as well as student outcomes. This teacher meeting is a*

follow up of sorts from the previous school year's evaluative conversation with the principal. In this September meeting, teachers set forth their goals and an action plan to reach them. These goals are supportive of the school's goals for the year. This year they were centered on specific areas of Danielson's Framework that the school prioritized; namely, 3b. using questioning and discussion techniques, 3c. Engaging students in learning and 3d. using assessment in instruction.

To support staff members, teachers are matched with a literacy and/or math coach to support their work in fleshing out their goal(s) and setting up short and long-range benchmarks against which they can assess their progress. A professional development plan is developed in which the work that the coach and teacher will engage in, is laid out in more specific terms and approved by school supervisors.

Pedagogical Improvement Plans Based on Classroom Observations

♣ Observations completed by supervisors are discussed with coaches in weekly cabinet meetings. During these meetings, specific observations are discussed, classroom data is reviewed and as such, teachers' needs are prioritized. These discussions form the basis for Individual (and sometimes small group) cycles of professional development. Each cycle lasts approximately 4-6 weeks and is anchored in much the same way our Teachers' Personal Pedagogical Goals are - with a professional development plan.

Weekly Grade Level Professional Development

♣ Teachers, coaches and supervisors meet for 80 minutes weekly for grade level professional development sessions. One meeting each month involves the team working together to examine student work against an established rubric(s) and/or examining data collected from a variety of sources. The data is then used to make a variety of decisions- Including:

♣ How to address a specific student's needs

♣ How to better scaffold or modify a lesson, task or unit of study support a variety of learners.

♣ How to better group students for instruction0.

♣ What changes should be made in the next unit of study to better address the needs of students?

♣ What changes should be made in the curriculum for next year?

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

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.
Teachers are involved in all decisions about what assessment measures will be used. At PS 172, all teachers participate in the creation of a curriculum based on standards that is customized to meet the needs of our students. Consequently, they are the developers of the assessment measures as well. For example, Benchmark as well as mid and end of unit assessments are designed by teachers and coaches during May and June curriculum planning. These decisions are reviewed for their effectiveness and revised as necessary during the 80 minutes weekly professional development meetings throughout the school year. Decisions are constantly assessed as teachers bring student work and data to these meetings to reflect on the effectiveness of their teaching, and, if necessary, to create plans for reassessment of particular students or classes.

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated[2]. **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 '16 school allocation amounts)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Section Reference(s)

Title I Part A (Basic)	Federal	448,018.00	x	
Title II, Part A	Federal	72,095.00	x	
Title III, Part A	Federal	16,304.00	x	
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	3,172,483.00	x	

[1]Explanation/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.

[2]The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 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. **PS 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;

• host the required Annual Title I Parent Meeting on or before December 1 st 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) Template

PS 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1 st 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 to 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.

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Beacon School of Excellenc	DBN: 15K172
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☐Before school ☒After school ☒Saturday academy
Total # of ELLs to be served: 67 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐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:

As per the most recently administered Spring 2014 NYSESLAT and fall NYSTILL results, one hundred and fifty-seven (157) students in K-5 have been identified as English Language Learners (ELLs). Of these, a total of sixty-seven (67) ELLs in K-5 will receive supplementary instructional services funded by Title III. Of these 67 ELLs, forty (40) are in grade Kindergarten through 2nd grade, and twenty-seven (27) are grades 3-5.

Eleven (11) ELLs from kindergarten performed at the beginners level, and twenty-nine (29) ELLs from kindergarten through 2nd grade performed at the intermediate level. These beginner and intermediate ELLs will receive direct instruction and direct supplemental services from two teachers in our November through May after school program for a total of six hours weekly (3:05p.m. - to 4:35p.m. Monday through Thursday). One (1) beginner ELL performer in the 4th grade and twenty-six (26) intermediate level ELL performers in grades 3-5 will receive instructional services in our November through May Saturday program for a total of three (3) hours from (9 a.m. to 12 noon). These services will be funded by our Title III allocation. As such, the breakdown of the Title III after school and Saturday programs ELL participants is:

In Kindergarten 11 are beginners and 16 are intermediate;
In Grade one 0 are beginners and 8 are intermediate;
In Grade two 0 are beginners and 5 are intermediate;
In Grade three 0 are beginners and 3 are intermediate performers;
In Grade four 1is a beginner and 9 are intermediate performers;
In Grade five 0 are beginners and 14 are intermediate performers.

Two teachers will provide the above services for a total of two hundred and sixty- two (262) hours per session after school and on Saturdays.

All our 3-5 English Language Learners perform extremely well in the standardized state ELA, Math and Science Exams and move rapidly through the English language acquisition levels as per the NYSESLAT and New York State ELS and Math test results. This is due to our comprehensive regular school day academic instruction, our individualized After School and Saturday programs for all our ELLs, and our effective school wide professional development on ELLs instruction. Both the regular day and the After School/Saturday programs contain a strong professional development component which focus is on differentiated teaching/learning strategies for ELLs.

According to the New York State Education Department Test Data Report for 2013-1014 school year, 96%*of all ELL students in Grades 3, 4 and 5 were tested in English Language Arts and 96%* in Mathematics. The performance index in ELA far exceeded the effective AMO of 115 with a performance index of 192 and in Math their performance index of 200 was the highest possible from the expected AMO of 132.

*Two students opted out as per their parent request.

As per the spring 2014 New York State test results, a deeper analysis of our ELL students in English language arts breaks down as follows:

Number of Students Tested	Level 1	Level 2	Level 3	Level 4

Part B: Direct Instruction Supplemental Program Information

Grade 3	12	0 (0%)	6 (50%)	6 (50%)	0 (0%)
Grade 4	22	1 (5%)	6 (27%)	7 (32%)	8 (36%)
Grade 5	13	1 (7 %)	5(39 %)	5 (39%)	2 (15%)
Totals	47	2 (4%)	17 (36%)	18 (38%)	10 (22%)

Further analysis generates the data that six (6) of six (6) third grade ELL students who scored at Level 2 have an IEP with four (4) mandating ICT services and two (2) for SETTS. In the fourth grade all seven (7) students who scored at Level 1 or 2 have an IEP with an ICT mandated placement. In the fifth grade the one (1) student who scored at a Level 1 has mandated ICT services, and three (3) out of five (5) students who scored at a level two have an IEP with mandated ICT. Equally important is that all ELLs and Former ELLs performed at Level 3 and 4 in the State Math Exam and Science Exams, further closing the Achievement Gap category. These achievements are made possible by the differentiated services provided to our ELL students during the school day as well as in the after school and Saturday programs.

To more effectively prepare all of our students and particularly our ELLs who performed at Level 1 (4%) or Level 2 (36%) to meet and exceed the core standards, we will implement a structured multi-sensory phonemic awareness Fundations program in grades K-2, and a second Read Aloud in all grades. The Fundations program will focus on letter-sound correspondence and applying that understanding to further develop their skills as readers and writers. In the upper grades several students are struggling with decoding in literacy and they are receiving individually needed phonics based or phonemic awareness based intervention. The second Read Aloud will focus on raising the student's cognitive skills from the lower levels of remembering, understanding and applying to the higher thinking skills of analyzing, evaluating and creating.

The above instructional approaches will augment our regular school day services to our ELLs. The Title III After School Program consists of one team teaching class four afternoons a week. In the after school services one teacher is certified in common branches, and the other is a bilingual teacher. This team teaching model targets individual ELL students grades K-2 in literacy with particular support in developing academic language. The class is Monday through Thursday afternoons from 3:05 p.m. to 4:35 p.m. Additionally, another team teaching class targeting grades 3-5 ELL students is held on Saturdays from 9 a.m. to 12 noon for the English Language Learners identified as intermediate.

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

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

Instructional materials to support the literacy development of our Title III student participants include rich literature texts like Bebop Books Multicultural series by Lee and Low Books, Inc.; Scholastic's Text Talk Program to build vocabulary and comprehension strategies; Time for Kids Lectures for Social

Part B: Direct Instruction Supplemental Program Information

Studies Academics in English and in Spanish by Harcourt, and the Great Americans for Children D.V.D. series by Schlesinger Media. The Lexia program will further support ELLs with an IEP five days a week. In Math our Title III students will be supplemented by grade appropriate math books, games, manipulatives, software like Mighty Math Carnival Countdown, Math Adventures, Math Town, Tenth Planet Explores Math, Math Mysteries, as well as the Smart Board notebook.

Part C: Professional Development

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

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

Begin description here:

Professional Development or as we refer at P.S. 172 Collaborative Professional Growth is a most important component of our academic success at P.S. 172. It's a key element to the academic learning of our English Language Learners. The three (3) teachers in the Title III After School and Saturday funded services as well as all our teacher will receive support from the supervisor, from colleagues and literacy and math coaches who regularly work with our professionals on effective strategies to differentiate teaching for immigrant learners. As delineated previously, literacy skills and content knowledge will be broken down on the basis of the analysis conducted of the NYSTILL, NYSESLAT and end-of-units assessments results. Professional Development decisions will be made on the basis of the results. It is anticipated that specific areas of growth include: effective instructional approaches in the read-aloud such as providing interactive presentations around vocabulary as well as scaffolds for student conversation and written response, analyzing texts for sentence structure and vocabulary; increasing phonemic awareness skills by integrating meaningful movements with the letter-sound practice, improving and increasing teaching in core subject areas through content-based read alouds as well as instruction through other media such as videos and websites, and assessment methods that allow teachers to provide up-to-date individualized instruction for each child.

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

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

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

The scheduled Dates are from 3:05-4:05

Dates	Focus
Tuesday, September 30, 2014	Read Aloud- providing interactive presentations around key vocabulary to build content area language for Language Learners as well as academic language to support students' conversation about books (character feelings, author's craft, genre, etc).
Tuesday, October 21, 2014	Study ELL writing samples to make up-to-date decisions about curricular adaptations and about grouping focuses as well as one-on-one specific language skills development. Additionally it will support qualities of writing across the year such as idea development,

Part C: Professional Development

structure and organization, sentence composure and complexity, elaboration, word choice, spelling, capitalization and end punctuation.

Tuesday, November 18, 2014 Assessment methods that allow teachers to provide up-to-date individualized instruction for each child across subject area but specifically related to each ELL child's language proficiency in that subject area.

Tuesday, December 16, 2014 Increasing phonemic awareness skills by integrating meaningful movements with the letter-sound practice.

Tuesday, January 20, 2015 Develop scaffolds for student conversation and written response so that, for all levels of proficiency, ELL students are provided the support and challenge necessary to produce a high quality response.

Tuesday, February 24, 2015 Improving knowledge of core subjects through content-based read alouds particularly focused on scaffolding ELLs' "speaking" knowledge.

Tuesday, March 24, 2015 Analyzing texts for sentence structure and vocabulary so that language learners of all proficiency levels can access complex texts

Tuesday, April 21, 2015 Assessment methods that allow teachers to provide up-to-date individualized instruction for each child, especially as it relates to language learners of all proficiency levels and their ability plan and write a coherent story or essay.

Tuesday, May 19, 2015 Embedding higher level reading comprehension and analysis into interactive, multi-sensory read aloud so that language learners of all levels of proficiency can comprehend, analyze, and engage in conversation around complex text read alouds.

Tuesday, June 16, 2015 Reflecting on how our year's curriculum met the needs of language learners of all levels of proficiency, and making revisions as needed.

Part D: Parental Engagement Activities

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

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

Begin description here:

To further extend positive learning practices at home for our ELLs, two Parent ESL classes of twenty parents will be provided on ten (10) Saturday mornings from November 2014 through May 2015 from 9a.m. to 11a.m. Instructional Materials for Parents' Literacy include Core Knowledge Series, videos, and software programs such as the Rosetta Stone Language Program. Parents are also introduced to translation software and programs they can access at home.

To help further transition parents and to help them better support their child's academic success, these workshops offer instruction in using technology for everyday use, (navigating the internet to find local news, community resources, and relevant community events and information) as well as to support the student's academic subject areas they'll be studying at home.

The following schedule is:

November 15, 2014, January 10, 2015,

November 22, 2014, January 17, 2015,

Part D: Parental Engagement Activities
December 6, 2014, January 24, 2015, December 13, 2014, February 7, 2015, December 20, 2014, February 28, 2015. The teachers providing the workshop are Maria Zito, who meets the qualifications for teaching English as a Second Language, and Amy Pimentel, a bilingual teacher. Parents are selected via the most in need. Letters of invitation will be directly sent to those parents who qualify, accompanied by a telephone follow-up. -

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal G.Jack Spatola	Assistant Principal Erika Gundersen
Coach Debra Nikrad, ELA Coach	Coach Angela Venture, Math Coach
ENL (English as a New Language)/Bilingual Teacher Maria Zito	School Counselor Ivone Garcia
Teacher/Subject Area Megan Poliner, ELA Coach	Parent Ana Mabel Seboya
Teacher/Subject Area Amy Pimentel, ENL	Parent Coordinator Annette Hendrickson
Related-Service Provider AnnaMaria Rizzo	Borough Field Support Center Staff Member O'Mayra Cruz
Superintendent Anita Skop	Other (Name and Title) Christina Zuccaro, UFT

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	3	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program		Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	551	Total number of ELLs	147	ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 (TBE)	Yes☐	No☒	If yes, indicate language(s):
Dual language program (DL)	Yes☐	No☒	If yes, indicate language(s):
Freestanding ENL	Yes☒	No☐	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	147	**Newcomers** (ELLs receiving service 0-3 years)	139	**ELL Students with Disabilities**	55
SIFE	0	**Developing ELLs** (ELLs receiving service 4-6 years)	8	**Long-Term** (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
DL										0
ENL	139	0	47	8	0	8	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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	ELL	EP	ELL	EP	ELL	EP	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	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: ___

Freestanding English as a New 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	41	25	28	22	6	8								0
Chinese														0
Russian														0
Bengali		2			1									0
Urdu														0
Arabic		2	5	4		1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2													0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*NYSITELL for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	10	2	2	0	0	1								0
Emerging (Low Intermediate)	9	2	0	1	2	2								0
Transitioning (High Intermediate)	18	4	5	3	1	1								0
Expanding (Advanced)	10	22	25	19	4	4								0
Commanding (Proficient)	0	2	4	5	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Former ELLs Based on Revised Exiting Criteria Grades 3-8: Expanding on NYSESLAT and Test at Level 3 or 4 on the ELA Grades 9-12: Expanding on the NYSESLAT and Test 65 or higher on the English Regents														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	9	4								0

Former ELLs that Tested Out within Previous Two Years and Continue to Remain Entitled to English as a New Language														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	2	13	8	7	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	5	10	0	0
4	0	6	3	2	0
5	1	9	10	1	0
6					0
7					0
8					0
NYSAA	0	0	3	0	0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	12	0	4	0	0
4	0	0	0	0	3	1	8	0	0
5	1	0	1	0	6	0	13	0	0
6									0
7									0
8									0
NYSAA	0	0	0	0	0	0	3	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	2	1	9	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DR TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's inst plan? Provide any quantitative data available to support your response.

   Our school uses Fountas and Pinnell to assess the literacy skills of our students. When assessing the guided reading level of our ELL's we some interesting changes from last year's data. In grade one, the vast majority of students taking the NYSESLAT (as kindergartners not test the program) still scored at the Emerging and Transitioning level. However, the vast majority of those scoring at the intermediate level are n reading a guided level E, F, and G in October. The guided reading level growth of our Emerging and Transitioning English Language Learne continued in other grades. In grade 2, the average guided reading level of our Intermediate ELLs, is currently a level I & J as compared to l level H/I. In grade three, our Emerging and Transitioning students are now reading Guided level(s) L/M/N, one level higher than the most re written LAP (2013-2015) guided level(s) of K/L/M. In fourth grade, the average guided reading level of our Emerging and Transitioning EL compared to the previous Guided Level L. We do not currently have any Emerging and Transitioning students in grade 5. Our advanced leve ELLs are working in guided levels Q/R/S.

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

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

   Analysis of Fall 2014 and Spring 2015 NYSITELL & NYSESLAT Proficiency Levels

   Entering Emerging Transitioning Expanding Commanding
   (Beginngin) (Intermediate) (Advance) (Proficient)

Kindergarten Fall 2014 Proficiency Levels	24%	45%	31%		100%
NYSESLAT Spring 2015 Proficiency Levels	2%	27%	64%	8%	100%
First Grade Fall 2014 Proficiency Levels	3%	20%	77%		
NYSESLAT Spring 2015 Proficiency Levels	3%	14%	71%	12%	100%
2nd Grade Fall 2014 Proficiency Levels	0%	15%	85%		100%
NYSESLAT Spring 2015 Proficiency Levels	0%	19%	62%	19%	100%
3rd Grade Fall 2014 Proficiency Levels	0%	19%	81%		100%
NYSESLAT Spring 2015 Proficiency Levels	0%	19%	75%	6%	100%
4th Grade Fall 2014 Proficiency Levels	14%	57%	29%		100%
NYSESLAT Spring 2015 Proficiency Levels	8%	21%	50%	21%	100%
5th Grade Fall 2014 Proficiency Levels	0%	64%	36%		100%
NYSESLAT Spring 2015 Proficiency Levels	0%	14%	59%	27%	100%

Proficiency level Data shows that students have grown in all areas tested on the NYSESLAT. Just like last year, in general as the grade increases the number of students eligible for services diminishes. With that said, our data also points to the fact that an alarming percentage students that continue scoring at Emerging/Transitioning (Intermediate) level in the second grade are students in ICT or with an IEP.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AN

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

4. For each program, answer the following:
    a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the hon 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 home language used?

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer *Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]

Our school has many systems in place to assess, track, and remediate for students not making adequate progress at any point during th year. First, units are designed with assessment in mind. Teachers use Fountas and Pinnell to track formal reading levels, but in addition they a end of unit assessments each month, and keep detailed records on weekly conferences which are shared with all providers (intervention teach related service providers, etc). Word study and vocabulary assessments are given every week to monitor word knowledge, and students not progress are provided with a "double dose" of word study instruction during or after school, as needed. Mid and end of unit math assessmen as daily exit tickets, inform teachers as to which students met the objective for the day, and this information is used to create groups as well a additional review homework or extensions. In writing, teachers plan for "checkpoints" across the unit to collect and assess student drafts, and grade end of unit writing publications as well as "on-demand" writing across the year and across subjects. Assessment results are shared for weekly professional development meetings, and are also submitted to coaches on a monthly basis.

At our school, we identify students at each tier at regular intervals across the year; October, January, April, and June. At this time, teachers a formal at-risk plans with the input of all appropriate service providers for students at risk of not meeting promotional standards as well as st risk of not meeting grade level standards. Teachers invite parents into the school to sit down for a formal meeting where the at-risk plans are at length, and resources shared so that parents can also help at home.

Teachers continually assess all students but especially those at risk to see that interventions are working and if not they are adjusted. Co meet on a regular basis with teachers to discuss the progress of these students, and are an integral part of developing the at-risk plans acro year.

6. How do you make sure that a student's new language development is considered in instructional decisions?

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

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

7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the target language?
   b. What is the level of language proficiency in the target language for EPs?
   c. How are EPs performing on State and other assessments?

Not Applicable

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

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, ELL Identification section.

At registration, parents or guardians of children who enter a New York City Public School must first complete Home Language Identification Survey (HLIS), and an informal oral interview is given in English or native language. In this interview, we ask about the family's language history. For instance, what language is spoken in the home, where the family has lived and for how long, what schools have the children attended in and outside of NYC and what language was spoken there, as well as the parents' or teachers' observations on how well the student acquired language (English and otherwise). Finally, in this informal interview we ask about the child's overall learning history, whether they excelled or struggled in schooling if they had any, and we collect any school documents the parents have.

The ENL Teachers, Maria Zito and Amy Pimentel review the HILS and administer the informal oral interview (described above) to the parent and students in their native language; Amy Pimentel or Mr. Spatola translate in Spanish. Parents and students are all accommodated in the language they speak. Our Parent coordinator, Annette Hendrickson, finds a translator in their Native Language either through our parent community or through DOE's Translation and Interpretation unit. At the oral interview, we are able to determine if the student understands English or not, and their educational history. Parents and students are asked if the student has ever attended school before. If yes, parents are asked, where and for how long did they attend school? Parents and students are asked if they have ever lived in another country, and what language is spoken at home.

If the child is transferring from another public school, their testing history and cumulative folder are reviewed. The ENL Teachers; Maria Zito and Amy Pimentel, who both speak English, review the HLIS. Amy Pimentel and Mr. Spatola translate in Spanish when needed. If questions 1-4 and any two responses to questions 5-7 indicate a language other than English is used at home, children are flagged. The ENL teachers also conduct an informal oral interview in English and in the Native Language, to determine if the child is eligible for the NYSITELL assessment. The ENL teacher then administers the New York State Identification Test (NYSITELL) within ten days of registration. Once the NYSITELL is scanned into ATS and scored, students who score below the grade specific benchmark are identified to be ELLs. If students score as Entering, Emerging, Transitioning, or Expanding on the NYSITELL, and their home language indicates that Spanish is the primary language at home, the Spanish Lab-R is then administered in Spanish by a pedagogically trained Spanish-speaking teacher.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with Interrupted/ Inconsistent Formal Education (SIFE) are identified through assessments within 30 days of enrollment. The D.O.E. Oral interview questionnaire is administered and reviewed by the ENL Teachers, Maria Zito and Amy Pimentel. After the SIFE Oral Interview Questionnaire is completed, students who have a home language of Arabic, Bengali, Chinese, Haitian, Creole, or Spanish, the Literacy Evaluation for Newcomers SIFE (LENS) is administered to determine whether a student has two years of scholastic gap. Our literacy coaches, Megan Poliner (Pre-K-2nd grade) and Debra Nikrad (Grades 3-5), along with our math coaches, Christina Zuccaro (Pre-K- 2nd Grade) and Angela Ventura(Grades3-5), assess and review students work. Once all assessments and questionnaire are completed, the SIFE student is discussed with the Principal, Mr. Spatola.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide*, ELL Identification section).

Newly enrolled students with IEPs are reviewed by the Language Proficiency Team (LPT). The LPT team includes Mr. Spatola, Prinipal, Erika Gundersen, Assistant Principal, Maria Zito and Amy Pimintel, ELL Teacher, Megan Poliner and Debra Nikrad, Literacy

Coaches, Christina Zuccaro and Angela Ventura, Math Coaches, Elizabeth Schinazi-Mikhli, Speech Teacher, and SBST team. After the newly enrolled student has been interviewed and assessed, the LPT team meets to review the individual student assessments and IEP and determines if the student has language acquisition needs and should or shouldn't take the NYSITELL. The LPT team also meets and discusses the student with the Parent/guardian. This process is completed within 20 days of the students enrollment date.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

   Once all qualifying students are administered the NYSITELL and ATS scan sheets and scanned into ATS, scores are then printed. The RLER report is then generated and printed from ATS. This report identifies all students who are eligible for ENL services. These students receive Entitlement Letters within five schools days. The letters are prepared by the ENL Teachers, Maria Zito and Amy Pimintel. Parents/Guardians also receive Entitlement letter in English and their preferred Language. A copy of the letter is filed into the students cumulative and ENL folder, and the original is sent home. Parents/ guardians are invited to attend an Orientation Meeting. Students who passed the NYSITELL and are not entitled to services receive a Non-Entitlement letter. Copies of the letter are placed in the students' Cumulative folder.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section).

   Parents/Guardians have the right to appeal ELL status within 45 days of enrollment. Parents/Guardians are notified by the ENL Tearchers, Maria Zito and Amy Pimentel, along with Mr. Spatola who translate in Spanish. If the parent/guardian speaks another language a translator is found by the Parent coordinator and/or the DOE Over-the-Phone Interpretation Services are used. Parent/Guardians of students who are entitled to services are notified of the appeal process at the Parent Orientation meeting, which is within 10 days of the student enrollment date. Parents/Guardians who are not entitled to services are notified in September at the Curriculum Parent Conference meeting. All letters and assessments are placed in the students' cumulative folder and a copy is placed in the students' ENL folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

   If the student is identified as an ELL, within five days the parents/ guardians are notified in writing, in their native language. Each parent receives a "Parent Entitlement letter" and is invited to attend a Parent Orientation session. ENL Teachers Maria Zito and Amy Pimentel, along with Mr. Spatola, Principal, who speaks Spanish, conduct the Parent Orientation. Within 10 days of the students' admission date, parents/ guardians attend the orientation session, where they view the orientation video and receive information on the different program options that are available. The parent orientation and materials are provided in their native language. At the orientation, all three programs, Transitional Bilingual, Dual Language, and Freestanding ENL, are explained orally and in writing to the parents/ guardians. The Parent Survey and Program Selection Form are completed and collected during the Parent Orientation meeting. Therefore, we have an immediate response. Parents/Guardian who didn't attend the Parent Orientation meeting are spoken to at dismissal or an appointment is made. For students who are admitted during the school year, an appointment is made with that parent/guardian and the same process is repeated. If a parent chose a Transitional Bilingual or Dual Language program, and there aren't enough students to create a class, the parent/guardian is notified by a meeting. A list of students names are kept in the main office, once there are enough students to create a class, a class will be created. If parent/guardian doesn't return the Program Selection Form, the default program is the Transitional Bilingual program. However if Transitional Bilingual is not available at our school, the student will be place in an ENL program. This has never taken place.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Parents Selection forms are explained and administered at the Parent Orientation meeting. At the end of the meeting parents are asked to complete the selection form, which are then immediately collected from the parent/guardian. Originals are stored in the cumulative student file and a copy is stored in the ENL files. Selections forms are then reviewed and students are placed based on their parent/guardian selection. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education. Thankfully, this has never happened in our school. We currently do not have any students to open a bilingual class. If a Bilingual class should open, the child will be placed in that Bilingual class. If parents have previously chosen TBE/DL and the program becomes available, parents are notified by a letter and phone-call.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The entitlement letter invites parents to attend a parent orientation meeting. At the parent orientation meeting, parents/guardians are informed of their rights and programs selections their child can participate in (Dual Language, Transitional Education, or Freestanding English as a New Language). Parents/ guardians, who do not attend the parent orientation and/or haven't completed the Parent Survey and Program Selection Form, are notified in writing and another Orientation Meeting date is given. If parents haven't replied after three days, a phone call is made and the parent/ guardian are asked to come into school. As a last resort, if the parent/ guardian still haven't responded the child is placed in our Freestanding ENL Program and a letter is sent home. Translated copies of all correspondences are made available to parents, and surveys and forms stored in our ENL files and the students' cumulative files.

9. Describe how your school ensures that placement parent notification letters are distributed.

After students have been identified as language learners and their parents have attended the orientation meeting, placement parent notification letters are distributed. In order to ensure all parents have received a placement parent notification letter, distributed in English and preferred language, RLER and RLAT reports are ran in ATS. A copy for the letter is placed in the students' cumulative folder and ENL folder. Maria Zito is responsible for the above.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Once Parent Survey and Parent Selection Forms are returned the ENL Teachers, Maria Zito and Amy Pimentel, place the original form, along with the students' original HILS in the students' cumulative folder. A copy of the NYSITELL scan sheet/ Spanish Lab-R scan sheet, a copy of the RLBU screen, a copy of the entitlement letter, a copy of the selection form, a copy of ELPC screen, and a copy of the placement letter are also place in the students cumulative folder. In additional, copies of all letters are placed in the students' ENL folder, which is secured in a file cabinet.

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

At the beginning of the school year the RLAT Report is printed from ATS, which identifies the students who scored at entering, emerging, transitioning, and expanding, on the NYSESLAT exam from the previous school year. These students receive a continued entitlement letter. Original entitlement letter is sent home in English and preferred langauge and a copy is placed in the student's cumulative folder and a copy is place in their ENL folder. The parent/guardian signs and returns the receipt of the letter. Students, who score commanding on the NYSESLAT, receive a transitional letter. Original transitional letter is sent home and a copy is placed in the student's cumulative folder and a copy is place in their ENL folder. Both ENL teachers are responsible for the above.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

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

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

Plan includes:

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

P.S. 172 has heterogeneously grouped classes in grades K-5. However, our ENL groups are arranged according to proficiency level and grade level. The student's proficiency levels are based on the NYSITELL and NYSESLAT results.

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

   b. TBE program. *If applicable.*

Not Applicable

   c. DL program. *If applicable.*

Not Applicable

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In order to meet the linguistic needs of our ELLs, parental choice and part 154 mandates, P.S. 172's language allocation policy will consist of an ENL program in which entering and emerging level students will receive 360 minutes of ENL instruction per week (180 minutes of standalone and 180 minutes of integrated instruction). Students who score at transitioning and expanding will receive 180 minutes per week of integrated instruction of both ENL and ELA instruction separately. Students who scored at commanding level will receive 90 minutes of integrated instruction per week. Our two ENL/Intervention teachers push in to work with every ENL student in a ratio of 13 students per teacher for multiple 50-minute periods in order to meet the mandated instructional time of either 360 or 180 minutes per week. Instruction takes place during readers, writers, and math workshop time. Students with a entering or emerging proficiency level are also supported in a two day a week / One hour and 30 minutes per day, after school program and a three hour Saturday program. Each teacher has a set program to appropriately provide the highest quality of instructional support to scaffold each learner to meet and exceed English language standards.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Our parents at choose the Freestanding ENL model. At our school, this means that ENL, intervention providers, all other related service providers as well as classroom teachers collaborate daily to develop differentiated lesson plans that address content as well as the skills of common core. Instruction is delivered in English only. In order to make content comprehensible for the

ESL student, materials and student interaction with materials are both differentiated by the ENL teacher as well as by all teachers in our building. For example, teachers will scaffold a difficult text with a preview of vocabulary as well as content, and will help students connect the new information to something they already know. They will often select a similarly themed text on an easier reading level so students can more independently read for information in the content areas. Teachers seek out videos as well as books and articles read aloud on the I-pad to present content information where student reading would be too frustrating for the English Language Learner. To support language development, teachers provide content as well as skill-based vocabulary (for example, vocabulary related to the Colonial Period, but also academic vocabulary that supports students discussion of cause and effect, sequence, comparisons, etc.) Teachers provide sentences starters for students in discussion as well as written work.

Because content area instruction in so interwoven into our English Language Arts program, some strategies that will be used are already part of the balanced literacy effective teaching practices. These practices include: individual assessment through conferencing, scaffolding, multi-cultural and literature-rich classroom libraries in English (with texts available in the native language as well), lending libraries for home, audio/listening centers, word wall (with visual aids), flow of the day (with visual aids), charts modeling correct language use, and strategy charts reflective of current units of study in reading, writing and math, science and social studies.

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

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

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

At P.S. 172, we ensure that ELLs are appropriately evaluated in their native language, by screening them during the interview process. During the interview we are able to determine what language the child is fluent in. English Language Learners are monitored monthly to better document their progress in the following areas: overall language performance, oral communication skills, reading skills, and use of comprehension strategies. Additionally, students are assessed at least 3 times across the year by native language screeners (teachers whose native language is Spanish, or an outside screener if the child's native language is other than Spanish). For example, students are given book in their native language so that fluency, decoding, and comprehension can be measured.

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

Our instructional program bridges all four modalities for all students, including ELLs, and teachers as well as our ENL service providers assess student development in all areas at the end of each unit, as well as at the time of report cards and, for the ENL students and any at-risk student, in between each PTC. In reading and writing, as described previously, we administer formative and summative assessments in all subject areas in every grade. To measure listening and speaking skills, teachers note student

participation and engagement during lessons and class discussions, as well as individual and small group speaking and learning opportunities. As a more formal assessment of listening comprehension, students produce written responses to informational and fictional read alouds on a weekly basis. If a teacher is concerned about the developing listening skills of a student, he/she conducts a one-on-one informal evaluation by holding a conference with the student asking simple questions or giving simple single then multi-step directions to see if the student is able to process these. In addition, we have 3 speech and language service providers in the school who meet on a monthly basis with all grades to advise teachers in best instructional practices as it relates to developing language.

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

To assess the writing development of our English Language Learners, teachers collect and grade monthly writing using a rubric aligned to the common core. We collect end of unit publications as well as "on-demand" pieces, where students write in response to a prompt in a single 50 minute period. Furthermore, we've implemented a new structure in our writing curriculum called "Weekend News," specifically geared toward teaching and assessing sentence structure. Each Monday, in place of the traditional writing workshop, students in every grade write a short, focused piece highlighting one thing they liked (or disliked) about the weekend, then they elaborate on that event with details, examples, and thinking. Teachers collect and share this writing on a weekly basis, assessing for grammar, mechanics, and sentence complexity. The information collected from these samples, in addition to the lessons we've pre-determined from the common core, is used to inform each teacher's decisions about what to teach next during Weekend News.

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

At the beginning of each school year, each teacher receives a list of their English Language learners, which designates their level of language acquisition (Entering, Emerging, Transitioning, Expanding, and Commanding). All ENLs receive testing accommodations of time and a half.

6a. Though we do not currently service students with interrupted Formal Education (SIFEs), our plan provides for these students to receive after school and Saturday intervention programs to support additional academic enrichment. A structured immersion instructional program will allow for students to receive instruction that is tailored to specifically meet their needs.

6b. Like SIFE students, newcomers receive daily instruction using Methodologies and approaches such as Total Physical Response (TPR). A Whole Language is used to build social and academic vocabulary. Communicative Language Teaching will be used where the use of the student's native language is accepted during the early stages of language learning. A wide range of materials will be used to support instruction such as visual aids, manipulatives (particularly to reinforce letter-sound relationships), big books, vocabulary cards, various word study activity kits and texts with audio supplements. For students expected to participate in ELA testing (after one year of English Language Instruction), intervention programs during the school day and after school and on Saturdays, address grade specific needs in reading, writing and listening.

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

- Exploring text organization
- Developing complex sentences
- Integrating the teaching of language skills with subject matter content
- Expanding range of vocabulary through root and affix analysis.

6d Currently we do not service any long term ELLs. We do however have a program in place to support those students when the need arises. Long term ELL's continue to receive academic support through small group intervention and after school and Saturday school programs. A structured immersion instructional program will allow for students to receive instruction that is tailored to specifically meet their needs.

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12

months after the re-identification has been established). Refer to *ELL Policy and Reference Guide*, Re-Identification of ELL Status section.

For students who are re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, student's academic progress is not affected by the re-identification process. For students who parents/guardians who are appealing from ELL to non-ELL, the student are placed in our Freestanding ENL program until the appeal process is over. Parents/Guardians who are appealing from non-ELL to ELL, student is place in our Freestanding ENL program as an at-risk student until the appeal process is over. ENL staff serve as qualified and trained staff to manage this initial identification and re-identification process. Lack of progress is shared with the school cabinet team (Principal, assistant principal, coaches, guidance counselor) to identify and address possible causes of lack of progress and to put into place individual plans for these students, as needed.

8. 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?

At the beginning of the school year, classroom teachers, collaborative teachers, as well as ENL teachers spend time reviewing all IEPs including ELL-SWD's. Teachers of ELL-SWD's have access to a variety of materials that specifically address the multi-sensory needs of ELL-SWD's. Grade level materials are created as a by-product of our annual grade level teams curricula mapping work. Charts, handouts or any curriculum related material can be transcribed and/or translated for students as part of their reading/writing toolkit.

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

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

Each classroom in equipped with a Smart-board, at least 3-7 I-pads, and at least 5-7 laptops. Teachers integrate technology into their daily lesson planning, but also into their plans for student independent and small group work. For example, a student just learning to read in English who can comprehend at higher level will listen to a book read to them on the I-pad for part of the independent reading period. On another day, they'll work with apps on the I-pad to develop vocabulary, sight words, or work on vocabulary as it relates to basic skills (sorting and categorizing) For example, they might sort pictures of living room vs. kitchen items into two categories, and as they sort each item it's read aloud to them.

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

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

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

Programming for our ELL-SWD's is always created around a push-in model of instruction, allowing for maximum time spent with non-disabled peers. The IEP's of our ELL-SWD's with an integrated co-teaching placement, specifically list subject areas for which students are mainstreamed. Placement is determined during the initial or annual review where teachers, intervention staff, ENL provider and all other service providers along with the SBST team determine whether the learning disability is delaying progress in academic areas as well as language acquisition such that sufficient progress cannot be achieved in a general education setting. If this is the case, students are recommended for an ICT placement so that interventions can be carefully individualized and streamlined, and so students with the greatest need can receive small group instruction across all key subject areas (reading, writing, math, word study).

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*2 units of study per week (360 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA *or* Content Area, *or* other approved services*
TOTAL	*360 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher *(ELA, Math, Science, or Social Studies)*		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

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*Note "*other approved services*" does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	*3 units of study per week (540 min.)*	*2 units of study per week (360 min.)*	*1 unit of study per week (180 min.)*	*1 unit of study per week (180 min.)*	*Former ELLs must continue to receive services for an additional two years*
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction *or* INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL *or* INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, *or* other approved services*
TOTAL	*540 minutes per week*	*360 minutes per week*	*180 minutes per week*	*180 minutes per week*	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALLY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress.*
Core Content Area shall mean ELA, Math, Science, and Social Studies.

NYSED.gov

*Note: "*other approved services*" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.

Home Language Usage/Support	Transitional Bilingual Education (TBE)				
100%					
75%					
50%					
25%					
	Dual Language				
100%					
75%					
50%					
25%					
	Freestanding ENL				
100%					
75%					
50%					
25%					
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING

A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

Examples of Targeted intervention programs are as follows:

-ELA: earobics, lexia (primary and intermediate) Fundations, Wilson, Repeated Reading (for fluency), guided reading
-Math: daily, push in small group intervention focused on integrating manipulative, math in the city, envision math, Marilyn Burns
-Content Area: Content area intervention is conducted as a push in service utilizing ELA skills as a venue for small group instruction

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

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

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

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

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

The school has revised our read aloud curriculum to become a Complex Text Read aloud period. That is, the students are engaged in reading, with the support of the teacher, texts that are significantly above their reading level, and are learning strategies to enable them to monitor for meaning and make meaning out from the text, with significant time for focused rereading. We've provided even more intensive vocabulary instruction by providing visuals and student-friendly definitions of academic vocabulary students need in order to talk about the text, as well as content vocabulary they may need to comprehend the text. In addition, this year, we've extended the vocabulary program with a home component, sending home visual flashcards as well as scaffolded vocabulary practice and a cumulative assessment at the end of each read aloud topic cycle. We've also dedicated our intervention personnel to this block so that all students, including our ELLs, have access to reading complex texts. Finally, our school purchased an online reading program (reading a-z) which supports fluency and comprehension work. This program is easily accessible online, developmentally appropriate, and self-guided, and also provides a library of books in students' home language.

13. What programs/services for ELLs will be discontinued and why?
No programs for English Language Learners will be discontinued.

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

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

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

Current programs include:

After school academic – 3 hours weekly (2 days) groups no larger than 10 students. Intervention in ELA and Math
After school recreation – 4 hours weekly (2 days) groups of 30 students
After school Dance - 3 hours weekly (2 days) groups of 10-15 students
After school chorus – 3 hours weekly (2 days) groups of 20-25
School Theater Program – seasonal (winter and spring) hours vary
Saturday school – Academic program focused on literacy and math intervention -grades 3-5
Latch Key Program – 5 days per week, 3 hours daily. 60 students (k-5)
Summer school – 5 week program, Monday – Thursday, 3 hours daily - priority given to English Language Learners
Word Study – mixed grade class, 6-12 weeks (depending on individual need) class is geared toward students requiring addition work in phonics and phonemic awareness activities.

*All programs are geared toward English Language Learners

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Students at PS 172 are given access to books and magazines in their native language to support each child's continued academic growth. There are 3-7 I-pads, and at 5-7 laptops available in each classroom giving students access to programs and material tailored to their specific needs. We implement Fundations, a multi-sensory phonemic awareness program. Lessons in science and social studies are made as "hands-on" as possible and include experiments, school trips and a variety of tactile experiences meant to support not only English language learners but also all learners in our classrooms. Technology has become a major component of our instruction. Smartboards are in every classroom, grades K-5. Smartboards enable teachers to more easily incorporate visual and auditory cues in their lesson that in turn, more fully support our ELL's vocabulary and concept acquisition. Our work to support all learners in meeting or exceeding common core standards in really understanding complex text has pushed us to create PowerPoint presentation for all complex text read alouds in grades K-5. The slides focuses are providing students with a visual/ auditory definition of words/phrases that are critical to understand complex text. Parents are supported during monthly workshops following our PTA meetings. During these workshops, teachers discuss upcoming units of study and explore a variety of ways parents can be supportive of this work at home. Translators are present at every parent workshop, making this work accessible to all of our parents.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

If time permits, newly enrolled ENL students are introduced to our school well before the school year begins. Because we have a summer program, parents and students receive an invitation by Maria Zito, ELL Teacher. (in their native language) to participate in our academic summer program. If a student is unable to attend our summer program, they, along with their parents are invited to tour our school and their classroom and meet the principal, Mr. Spatola and our parent coordinator, Annette Hendrickson. Letters (written in each parent's native language) with detailed instructions about arrival and dismissal times, locations and procedures are mailed home several weeks before the school year begins. Newly enrolled ENL students are also invited by our ENL Teachers, Maria Zito and Amy Pimentel to participate in activities throughout the school year. For example, our school offers after school groups which include recreation, music, dance, art, classroom after school, and Saturday school, which also includes recreation.

19. What language electives are offered to ELLs?

No language electives are offered to English Language Learners.

20. For schools with dual language programs:
    a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
    b. In which language(s) is each core content area taught?
    c. How is each language separated for instruction?
    d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S.172 does not have any dual language program .

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Because a majority of our student population speak a language other than English (or in addition to English) in their home, we consider most of our students English language learners, whether they are entitled to services or not. As such, professional development at our school is not geared toward the development of a professional development plan for ELL personnel. Rather, every teacher is considered a teacher of English Language Learners and as a school our focus for professional development is focused around differentiation of instruction. Differentiation and individualization of instruction have been a school-wide focus for more than 4 years. Each year our professional development plan may focus on a specific curriculum area or a specific teaching strategy but this plan is always viewed through a lens focused on differentiation. Some topics for differentiation as they specifically refer to ELL's in all curriculum areas include: building background knowledge, creating opportunities for students to practice using specific language and content vocabulary, using visual aids and realia etc. Since we believe all teachers are responsible for ELL learners, weekly grade meetings attended by classroom teachers, collaborative teachers, and ENL teachers focus on incorporating strategies to support ENL learners.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Professional development for all teachers at P.S. 172 always incorporates ways to support English Language Learners in all of our professional development work. Through outside providers as well as our supervisors and coaching staff, we provide school-wide professional development on topics such as: Stages of Language Acquisition, Effective Vocabulary Instruction, and Utilizing Technology to Engage All Learners (Especially ELLs) Across Subject Areas to Meet the Demands of the Common Core. These grade-wide presentations take place during weekly grade meetings as well as full-day professional development days, enabling teachers to extend and develop curriculum based on their new learning. Furthermore, teachers often create study groups related to these presentations, and share their findings with the whole staff at grade meeting. Finally, coaches and supervisors develop frequent, focused professional development cycles with individual teachers, and differentiating for Ells is often an integral part of these 6-8 week cycles of learning.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide*, Professional Development section.

A yearlong professional development focus on differentiation strongly supports our teachers in their ELL training. A key feature of PS 172's staff development program is the 80 minutes weekly congruence meetings across all grades. These meetings ensure that each staff member receives far more than the mandated ELL special education training. The meetings allow for collaborative planning and serves to bring together the expertise of supervisors, guidance counselors, special education teachers, the school based support team, the ENL teacher, the intervention teacher and grade level teachers on a regular basis. These meeting facilitate a higher frequency of sharing of instructional materials and strategies. Parent coordinators and school secretaries are supported through separate staff development offered by the school, the network and the DOE.

Specific professional development activities include: presentations by outside providers instructing all teachers on the Stages of Language Acquisition, presentations by the school's highly trained speech and language therapists to the entire staff on Differentiating Instruction to Support Language Development for Struggling Learners. Grade-level professional development provided by coaches and supervisors focused on revising and differentiating lesson plans with ELLs in mind, as well as modeling highly differentiated lessons is also offered. Finally, our teachers develop their own curriculum each year in collaboration with coaches and supervisors. During this

curriculum-writing, an incredible amount of embedded professional development takes place as coaches confer with teachers about how best to plan for vocabulary-rich, hands on learning experiences for all students, but especially ELLS.

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

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

   At our school, teachers schedule meetings with parents/guardians in-between each parent teacher conference to share student progress and individual goals with parents. At these meetings, teachers give a clear picture of how a student's language and academic work are approaching grade level standards, along with all assessment results. Then, teachers lay out a focused, individualized goal they will work on with the student, which includes a school as well as a home component. At these meetings, tools are shared with parents to help with the home component, and teachers explain the relevance of the goal as it relates to the students' language and academic development, and precisely how and when this next necessary goal will be assessed. If a parent needs a translator, our parent coordinator helps to arrange this.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide*, Parent Selection and Program Placement section.

   Parent meetings scheduled in between parent teacher conferences are shared with supervisors so that all supervisors and coaches have a list of parent meetings, as well as a copy of all information shared, before the meetings take place. Parents/Guardians are informed with a school letter and/or a phone-call. If a translator is needed, the language and appointment time is shared with our Parent Coordinator who arranges for this at those times.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

   Parents needs are evaluated in a variety of ways:

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

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

6. How do your parental involvement activities address the needs of the parents?

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

D. Additional Information

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

On page 5 of the LAP, the NYS ELA, NYS Math, and NYS Science grades are provided in the charts. In grade 3, there was a total of 16 ELL students, 16 students were tested, 1 student opted out ELA. In grade 4, there was a total of 14 ELL students, 11 students were tested, 1 student was exempt from taking the ELA exam because of their new admit status in the DOE. Two different students were exempt from the ELA, Math, and Science Exam, but instead took the NYSAA. In grade 5, there was a total 22 ELL students, however 1 student was exempt from the ELA and Math, but instead took the NYSAA.

School Name: The Beacon School ofExcellence			School DBN: 15K172
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
G. Jack Spatola	Principal		10/30/15
Erika Gundersen	Assistant Principal		10/30/15
Annette Hendrickson	Parent Coordinator		10/30/15
Maria Zito	ENL/Bilingual Teacher		10/30/15
Ana Mabel Seboya	Parent		10/30/15
Amy Pimentel, ENL Teacher	Teacher/Subject Area		10/30/15
Anna Maria Rizzo	Teacher/Subject Area		10/30/15
Megan Poliner, ELA Coach	Coach		10/30/15
Debra Nikrad , ELA Coach	Coach		10/30/15
Ivone Garcia	School Counselor		10/30/15
Anita Skop	Superintendent		10/30/15
O'Mayra Cruz	Borough Field Support Center Staff Member ELL Compliance Admin		10/30/15
Christina Zuccaro	Other Teacher/UFT Leader		10/30/15
Angela Ventura, Math Coach	Other Math Coach		10/30/15
Michele Yost, Intervention	Other Intervention		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 15K172 **School Name: The Beacon School of Excellence**
Superintendent: Anita Skop

Before you begin, please check the following:

☒ **Principal has designated a Language Access Coordinator (LAC) in Galaxy**
☒ **The LAC has attended an in-person or online training (**www.learndoe.org/tiu/lac**) by the Translation and Interpretation Unit**
☒ **The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (Chancellor's Regulation A-663).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

There are 147 parents of ELL learners. Out of 147 parents, 130 parents speak Spanish, 3 speak Bengali, 12 speak Arabic, 1 speaks Japanese, and 1 speaks Burmese. Out of 130 Spanish-speaking parents, 105 parents require a written and oral translation. When notices are sent home to parents, a translation letter is also sent home. These findings were shared in multi languages via letters to parents, presentations at PTA meetings and workshops assessed at School Leadership Team meeting and incorporated in the CEP, LAP and Title III plans.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Every month, we look ahead to the next month to schedule appropriate translation services. Some of the documents and events we translater are: Parent Handbook, After-school academic and enrichment opportunity notices, all ENL identification letters and entitlement letters, all school memos from the Principal, Saturday school letters, report cards, Parents as Reading Partner invitations, all grade and teacher blogs.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Interviews at the time of spring registration confirmation for incoming pre-k and newly transferred students, as well as HILS for new admits, Curriculum Nights (Sep. 17 and May 12), Parent Teacher Conferences (Nov. 4/5 and March 2/3), At-risk meetings scheduled individually at the end of October, beginning of November, and the week before the March PTCs, Parents as Learning Partners open classrooms, teacher positive and concerned phone-calls, IEP meetings, and classroom celebrations such as end-of unit celebrations.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

P.S. 172 provides in-house translation services tapping into the extensive resources that exist within the school. These resources include school staff and parent volunteers who also speak the very same languages that are spoken by our students' families. School staff and DOE retired educators who are parents translate progress reports, at risk educational plans, field trip notices, and any other documents that are sent home to students' families. When needed the Department of Education Translation and Interpretation Unit, Over-the-Phone Interpretation Services are used (1-718-752-7373). Additionally, the ESL teachers look to the Department of Education website to retrieve common forms and applications

that have been translated by the New York City's Office of English Language Learners into various languages.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

P.S. 172's oral interpretation service needs are met by school staff and parent volunteers. In-house interpreters are available during ParentTeacher Association meetings and parent workshops, Parent Teacher conferences, curriculum teas, IEP meetings, and during meetings for children who are at risk of meeting promotion criteria. When needed the Department of Education Translation and Interpretation Unit, Over-the-Phone Interpretation Services are used (1-718-752-7373).

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Directions for the phone translation and interpretation unit services are shared in the staff resource folder at the beginning of each year, and are posted in the coach's offices next to the phone for easy access.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations

Checklist of Notification Requirements

☒ Welcome Poster
☒ Parents' Bill of Rights
☒ Parents' Guide to Language Access
☒ Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Feedback from parents is shared at the monthly School Leadership Team Meeting, as well as through annual Parent Surveys conducted each spring.