2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K172
School Name: P.S. 172 BEACON SCHOOL OF EXCELLENCE
Principal: ERIKA GUNDERSEN
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>PS 172</th>
<th>School Number (DBN):</th>
<th>15K172</th>
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<tbody>
<tr>
<td>BEDS Code:</td>
<td>331500010172</td>
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<td></td>
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<tr>
<td>Grades Served:</td>
<td>Pre-k through 5th grade</td>
<td></td>
<td></td>
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<tr>
<td>School Address:</td>
<td>825 4th Avenue Brooklyn, NY 11232</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-965-4200</td>
<td>Fax: 718-965-2468</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Erika Gundersen</td>
<td>Email Address: <a href="mailto:EGunder@schools.nyc.gov">EGunder@schools.nyc.gov</a></td>
<td>Erika Gundersen</td>
</tr>
<tr>
<td>Principal:</td>
<td>Erika Gundersen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Christina Zuccaro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Alexa Aviles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Debra Nikrad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>n/a</td>
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</tr>
<tr>
<td>Student Representative(s):</td>
<td>n/a</td>
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<tr>
<td>CBO Representative:</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>15</th>
<th>Superintendent:</th>
<th>Anita Skop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>131 Livingston Street, Room 301A Brooklyn, NY 11201</td>
<td><a href="mailto:ASkop@schools.nyc.gov">ASkop@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>718-935-4317</td>
<td>Fax: 718-935-4356</td>
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</tbody>
</table>

## Field Support Center (FSC)

<table>
<thead>
<tr>
<th>FSC:</th>
<th>Brooklyn</th>
<th>Executive Director:</th>
<th>Bernadette Fitzgerald</th>
</tr>
</thead>
</table>
Executive Director’s Office Address: 131 Livingston Street, Brooklyn, NY 11201

Executive Director’s Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954

Fax: 718-9352382
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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erika Gundersen</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Tina Bellochio</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Christine Hendrickson</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
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<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Shanna Castillo</td>
<td>Member/ PARENT</td>
<td></td>
</tr>
<tr>
<td>YEIDY ANGELUCCI</td>
<td>Member/ PARENT</td>
<td></td>
</tr>
<tr>
<td>FAOZIA ALJIBAUI</td>
<td>Member/ PARENT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Debbie Nikrad</td>
<td>CHAIR/TEACHER</td>
<td></td>
</tr>
<tr>
<td>Yvette Montes</td>
<td>Member/TEACHER</td>
<td></td>
</tr>
<tr>
<td>Dahiana Badillo</td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>Gerson Alvarez</td>
<td>Member/PARENT</td>
<td></td>
</tr>
<tr>
<td>Agnes Laird</td>
<td>Member/TEACHER</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Kelly</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Emily Todras</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Colleen Siskar</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Member/</td>
<td></td>
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</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. **Systems 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:
- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

#### 1. What is your school’s mission statement?

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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 76% 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 71% 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.

3. Describe any special student populations and what their specific needs are.

29% of our students are English Language Learners and 29% of our students have an IEP. Both groups of learners require an individualized instructional program tailored to meet their specific needs.

4. Identify 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.

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, our goal is to strengthen our ability to provide a highly individualized and rigorous instructional program using project based learning and student self-assessment as a vehicle.
## School Demographics and Accountability Snapshot for 15K172

### School Configuration (2018-19)

<table>
<thead>
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<th>Grade Configuration</th>
<th>PK,0K,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>593</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>Transitional Bilingual</td>
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<td>English Language Learner Programs (2018-19)</td>
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<td>Special Education Programs/Number of Students (2015-16)</td>
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<td># Special Classes (ELA)</td>
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<td># SETSS (ELA)</td>
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<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
<td>16</td>
<td># Integrated Collaborative Teaching (Math)</td>
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<tr>
<td>Types and Number of Special Classes (2018-19)</td>
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<td># Visual Arts</td>
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<td># Drama</td>
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<td># Music</td>
<td>8</td>
<td># Drama</td>
<td>8</td>
</tr>
</tbody>
</table>

### School Composition (2017-18)

- % Title I Population: 87.0%  % Attendance Rate: 94.9%  % Free Lunch: 78.9%  % Limited English Proficient: 24.1%  % Students with Disabilities: 28.3%  % Black or African American: 3.2%  % Asian or Native Hawaiian/Pacific Islander: 6.4%  % Multi-Racial: 1.2%  % White: 12.8%

### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.7%
- % Hispanic or Latino: 7.4%
- % White: 87.0%

### Personnel (2015-16)

- Years Principal Assigned to School (2018-19): 0.17
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching with Fewer Than 3 Years of Experience: 12%

### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 94.9%
- Mathematics Performance at levels 3 & 4: 100%
- Science Performance at levels 3 & 4 (4th Grade): 99%
- Science Performance at levels 3 & 4 (8th Grade): N/A

### Student Performance for High Schools (2016-17)

- ELA Performance at levels 3 & 4: N/A
- Mathematics Performance at levels 3 & 4: N/A
- US History Performance at Levels 3 & 4: N/A
- 6 Year Graduation Rate: N/A
- % ELA/Math Aspirational Performance Measures (2015-16): N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: Yes
  - Students with Disabilities: Yes
  - Economically Disadvantaged: Yes

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: Yes
  - White: Yes
  - Students with Disabilities: Yes
  - Economically Disadvantaged: Yes

- Met Adequate Yearly Progress (AYP) in Science (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: Yes
  - White: Yes
  - Students with Disabilities: Yes
  - Economically Disadvantaged: Yes

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: N/A

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 2017 NYS Math test, 99% of our students scored at proficiency levels 3 & 4. The same data demonstrates growth in every sub-group of students i.e.,

- 96% of our Hispanic and Latino students scored at proficiency levels 3 & 4.
- 94% of students with disabilities scored at proficiency level 3 & 4,
- 100% of our Limited English Proficient students scored at levels 3 & 4,
- 99% of economically disadvantaged students scored at proficiency levels 3 & 4,

On the 2017 NYS ELA test, 97% of our students scored at proficiency levels 3 & 4:

- 99% of our Hispanic and Latino students scored at proficiency levels 3 & 4.
- 99% of students with disabilities scored at proficiency level 3 & 4.
- 90% of our Limited English Proficient students scored at levels 3 & 4, and
- 96% of economically disadvantaged students scored at proficiency levels 3 & 4.

The data we collect locally supports the growth demonstrated on the State exams. For example Fountas and Pinnell reading level data recorded in Advance in the 2017-2018 school year indicate:

- In Kindergarten – 97.9% of our students are reading at or above their Advance Reading level goal
- In first grade, 82.5% are reading at or above grade level
- In second Grade, 65% of our student are reading at or above grade level goal
- In third grade, 92% of our students are reading at or above grade level
- In fourth Grade, 91.6% of our students are reading at or above grade level goals
- In fifth grade, 91.1% of our students ended the year reading at or above their advance reading level goal

Our 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 2018-19 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 2019, the percentage of students meeting or exceeding standards on the NYS ELA will increase by 2%
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
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<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>In an effort to support students to become more self reflective, we will 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 and share examples of their work and the thinking behind it.</td>
<td>Teachers</td>
<td>June 2018 - June 2019</td>
<td>Principal, AP, coaches, select teachers</td>
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<tr>
<td>Design/Revise all curriculum units to integrate lessons incorporating student self-assessment at the outset of the unit and provide samples of “student (designed) rubrics” that will be included in all units of study.</td>
<td>Teachers</td>
<td>June 2018 - June 2019</td>
<td>Principal, AP, coaches</td>
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<td>Design all curriculum units to be project-based and focused on &quot;real-world&quot; problems and solutions. Units will support all learners by incorporating presentation choices and a strong self-assessment component. Both project and assessment information will be detailed at the beginning of each unit.</td>
<td>Teachers</td>
<td>June 2018 - June 2019</td>
<td>Principal, AP, coaches</td>
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<tr>
<td>Teachers will support students with a highly customizable “student designed” rubric in all curriculum areas</td>
<td>Students</td>
<td>Sept. 2018- June 2019</td>
<td>Classroom Teachers, Intervention Teachers, Mandated Service Providers</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During the 2018-2019 school year, teachers will support parents with a minimum of 1 workshop per grade focused on student self-assessment and the ways it can support their child in the learning process.

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.
Whole School Professional development will take place during chancellor’s conference days. Grade level teams and individual teachers who have demonstrated proficiency (as noted by classroom observations) with student self-assessment will lead school-wide professional development. Grade level professional development will take place during regularly scheduled weekly grade level meetings. Parent workshops will be organized by grade level during regularly designated family workshop time. Parent meetings will be led by teachers.

### Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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<td>Other</td>
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</tbody>
</table>

### 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 2019, the percentage of students meeting or exceeding standards on a school designed* ELA assessment will increase by 2%

*School designed tests will simulate NYS assessments

#### Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

School designed test simulating NYS ELA assessment

#### Part 5c. In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

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 95.2%. The 2015 Quality Review reported our school as having a “well developed” school culture. In the NYCDOE 2015-16 School Quality Guide, 93% of our school community responded positively to questions about our school’s "supportive environment."

Because we recognize a supportive environment is also an engaging one, for the past 3 school years, 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:

- 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 Engage NY lessons to better support a constructivist model of instruction. Units have been designed to launch with a math project providing students with a "real-world" application for the mathematics and providing teachers with formative assessment data. Lessons begin with a complex problem in a...
more relate-able 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 2018-19 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 2019, we will increase the level of student engagement as demonstrated by a 2% increase in the number of teachers rated in Advance as highly effective.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
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| • Evidence-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). | Teachers | 9/18-6/19 | Principal |
| Provide grade specific intervention teachers for each grade level (k-5) and schedule all professional development sessions so that intervention teachers become an integral part of the professional work of the grade. | Teachers | 6/18-6/19 | Principal, AP, coaches |
| Continue to revise “Engage NY Math” curriculum to better support the constructivist philosophy and incorporate "real-world" projects | Teachers | 6/18-6/19 | Principal, AP, coaches |
| Organize mandated service provider’s schedule to support a push-in program that is supportive of the school’s intervention program and addresses the needs of students with disabilities and English Language Learners. | Teachers | 9/18-6/19 | Principal |
| Because interventions teachers will become the 2nd teacher in the room, conducting lessons, conferences, etc...., teachers will work together to group students flexibly to meet their individual needs as learners. | Students | 9/18-6/19 | Teachers |

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Provide parents with a “window” into classroom activities and initiatives by launching "Class Dojo" (a free classroom messaging program) in all pre-k through fifth grade classes. The initiative will target families and will begin in September 2018 and continue though June 2019. Classroom teachers and coaches will be responsible for overseeing the activity.

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.

A separate intervention schedule will be developed to support a cohesive push-in program that will support both intervention and mandated services.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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**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 2019, Advance data should reveal a 1% increase in the number of teachers rated “highly effective” in the area of “student engagement”.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance data

**Part 5c.** In **February 2019**, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 2015-16 NYC School Survey, 97% of teachers responded positively to questions about rigorous instruction.
- According to our 2015-16 NYC School Survey, 100% of our teachers would recommend our school to parents.
- 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** - In the current configuration for 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 an increase in the time used for our weekly extended grade meetings be devoted to pedagogical growth and to increase opportunities to visit other classrooms. To address this need, next year’s cycle of weekly extended grade meetings will feature 2 sessions focused on pedagogical growth. Next year’s 4 week cycle will be organized in the following way:

1. Week 1: Review of grade level assessment data and review of individual student data.
2. Week 2: Curriculum Revisions
3. Week 3: Pedagogical Growth (During this time teachers may consult professional literature, engage in inter-visitations or work in a “laboratory” classroom)
4. Week 4: Pedagogical Growth (During this time teachers may consult professional literature, engage in inter-visitations or work in a “laboratory” classroom)

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of instructional staff will participate in 4 classroom inter-visitations for the purpose of increasing the effectiveness of their instructional practices.
Part 3a – 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:

- Evidence-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).

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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
<td>Develop a monthly schedule for classroom inter-visitations based on the professional work each grade will engage in.</td>
<td>Mandated service providers, teachers</td>
<td>9/2018–6/2019</td>
<td>Principal, AP, coaches</td>
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<tr>
<td>Develop a guide/set of questions for each inter-visit to support teachers in their observations with particular emphasis on students with disabilities and English language learners.</td>
<td>mandated service providers, teachers</td>
<td>9/2018-6/2019</td>
<td>Principal, AP, coaches</td>
</tr>
<tr>
<td>Schedule coaches and/or supervisors to accompany teachers on classroom inter-visitations.</td>
<td>teachers</td>
<td>9/2018-6/2019</td>
<td>supervisors, coaches, teachers</td>
</tr>
<tr>
<td>Develop a teacher feedback/exit sheet to give teachers an opportunity to provide feedback regarding the effectiveness of inter-visitations.</td>
<td>teachers</td>
<td>9/2018-6/2019</td>
<td>supervisors, coaches</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

During the 2018-2019 school year at least one monthly PTA meeting and one monthly scheduled "Parents as Learning Partners", parents will be invited to do a walk-through of grade level classrooms. The walk-thought will be hosted by teachers and coaches and parents will have the opportunity to look for evidence of student learning, particularly around new school initiatives.

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.
Schedule adjustments will be made to support inter-visitation schedule. Regularly scheduled grade conference time will be used to support grade level walk-through’s.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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</table>

**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 2019, 100% of all instructional staff will have participated in at least 2 classroom inter-visitations.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

walk-through guide, walk-through exit tickets

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 2nd 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 4 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 2015-2016 NYC school survey:

- 98% 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 communicates a clear vision for the school
- 100% agree that the principal sets high standards for student learning

Collaboration and high expectations have resulted in PS 172 being ranked as one of highest performing elementary school in NYS based on results from the 2015-2016 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 43% of those ratings were labeled as highly effective. While this data shows a 15% increase from the 2013-2014 school year, students were still not consistently part of designing their own assessment criteria in all subject areas.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, the number of teachers receiving an Advance rating of “highly effective” in the area of “using assessment in instruction” will increase by 5%.
### Part 3a – 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:

- Evidence-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).

<table>
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<tr>
<td>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.</td>
<td>teachers</td>
<td>June 2018-June 2019</td>
<td>Principal, AP, Coaches</td>
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<tr>
<td>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.</td>
<td>teachers</td>
<td>June 2018-June 2019</td>
<td>Principal, AP, Coaches</td>
</tr>
<tr>
<td>Teachers will support students with a highly customizable “student designed” rubric by collaborating with small purposeful groups of students</td>
<td>students</td>
<td>Sept. 2018-June 2019</td>
<td>Classroom Teachers, Intervention Teachers, Mandated Service Providers</td>
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<tr>
<td>Design all curriculum units to be project-based and focused on &quot;real-world&quot; problems and solutions. Units will support all learners by incorporating presentation choices and a strong self-assessment component. Both project and assessment information will be detailed at the beginning of each unit.</td>
<td>Teachers</td>
<td>June 2018-June 2019</td>
<td>AP, Coaches</td>
</tr>
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</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The Principal will support parents with a minimum of 1 workshop (grade – specific) focused on self-assessment in the 2018-2019 school year. The assistant principal and the instructional coaches will be responsible for overseeing the activity.

### 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.

Substitute teachers will be used to give grade-level teams of teachers a block of time to work collaboratively and integrate student self assessment sample rubrics in each unit of study.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
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 2019, the number of teachers receiving an Advance rating of “highly effective” in the area of “using assessment in instruction” will increase by 5%

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

advance level data

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 2015-2016 School Survey Report. Our review of that data revealed:

School Survey Data

- 99% of parents agree or strongly agree that
  - Teachers work closely with families to meet students' needs
  - Communicate regularly with parents/guardians about how staff can help students learn
  - Parents are greeted warmly when they call or visit the school
  - Teachers try to understand families' problems and concerns

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 5th) has developed a Class-Dojo account that is updated daily 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. Our visual arts teacher is a certified art therapist and is also certified to provide supervision to art therapist interns from NYU. In addition, our visual arts teacher works with at-risk students in our school for 5 periods weekly, providing another venue for therapeutic intervention and helping to maintain healthy, well adjusted students that come to school ready to learn.

Last year, the NYC School Survey indicated that 46% of parents selected a “stronger arts program” as an improvement they would most like our school to make.

In the 2015-2016 school year, 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 the 2017-2018 school year we plan to continue with this work by incorporating the arts as an integral part of our project based learning initiative across all grade levels.

### Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will build a more effective family and community partnership resulting in a 8% increase in parent attendance rates at PTA meetings, parent workshops and student celebrations/ performances.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Nov. 2018 – May 2019</td>
<td>Principal, PTA enrichment coordinator, teacher liaison</td>
</tr>
<tr>
<td>Students</td>
<td>Nov. 2018 – May 2019</td>
<td>PTA enrichment coordinator and teacher liaison</td>
</tr>
<tr>
<td>Families</td>
<td>9/2018 – 6/2019</td>
<td>Principal, Art Therapist/ Art Teacher</td>
</tr>
</tbody>
</table>

**Expand our cycled enrichment program (2, eight week cycles) giving students increased opportunity to explore a variety of interests while maintaining student ability to focus on an area of specific interest (i.e., beginning and intermediate guitar lessons). The enrichment program will be designed so as not to interfere with after-school academic programs in an effort to support our ELL's, our students with IEP's and at-risk students in taking advantage of both remedial and enrichment opportunities.**

**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.**

**Expand Role of school based art therapist.**

---

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Our school works in partnership with Lutheran Hospital's Health Services providing our students with an on-site nurse practitioner and mental health counseling.
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.

The PTA will partially fund After-school partnerships with a variety of community agencies. An enrichment application will be developed to support student choice. Per-Session postings will advertised within the school for teachers to work in both the academic and enrichment after-school program.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

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 2018, there should be a 6% increase of parents attending PTA meetings, parent workshops and student celebrations/performances.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Sign-in sheets

Part 5c. In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Report card grade of 1 (far below standard) or 2 (approaching standard)</td>
<td>Interactive reading and writing, guided reading and writing, double dose word study <em>(Fundations), complex text work</em></td>
<td>Small group</td>
<td>During the school day, after-school and Saturday school</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Report card grade of 1 (far below standard) or 2 (approaching standard)</td>
<td>Computer based math program based on Engage NY Math, Computer based math sprints</td>
<td>Small group</td>
<td>During the school day, after-school and Saturday school</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Report card grade of 1 (far below standard) or 2 (approaching standard)</td>
<td>FOSS</td>
<td>Small group</td>
<td>During the school day and after-school</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Report card grade of 1 (far below standard) or 2 (approaching standard)</td>
<td>Teacher created / project based work</td>
<td>Small group</td>
<td>During the school day</td>
</tr>
<tr>
<td><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher recommendation, counselor recommendation, parent permission &amp; at-risk assessment</td>
<td>Art therapy, family counseling, speech and language services, executive function/ organizational sessions</td>
<td>Small group &amp;/or one to one</td>
<td>Before –school and during the school day</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

All students identified as a Student in Temporary Housing are immediately flagged by our school guidance counselor and parent coordinator. The students and their families meet with the counselor and parent coordinator to determine the type of support each child needs. This may include at-risk counseling, community outreach efforts, academic support services and after-school child care needs.

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2nd 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 Therapist, 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 student self-assessment and questioning.

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, paraprofessionals, 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 instruction.
- 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.

| N/A |
| N/A |

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).

| N/A |
| N/A |
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 by coaches and supervisors 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 codes¹. 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 consolidated². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Column A</strong> Verify with an (X)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Column B</strong> Section Reference(s)</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>400,080.00</td>
<td>h/a</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>------------</td>
<td>-----</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>51,147.00</td>
<td>h/a</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>19,406</td>
<td>h/a</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>h/a</td>
<td>h/a</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,800,768.00</td>
<td>h/a</td>
</tr>
</tbody>
</table>

**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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. PS172, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 172 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

Parental Involvement and School Quality

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary (ESSA) Act;
Encouraging School-Level Parental Involvement

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)

PS 172, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Elementary and Secondary (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

---

Part A: School Information

Name of School: _______  DBN: _______

This school is (check one):

- [x] 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
- [x] After school
- [x] Saturday academy

Total # of ELLs to be served: _______

Grades to be served by this program (check all that apply):

- [x] K
- [x] 1
- [x] 2
- [x] 3
- [x] 4
- [x] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: _______

# of certified ESL/Bilingual teachers: _______

# of content area teachers: _______
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 2018 NYSESLAT and fall NYSITELL results, one hundred and forty-three (143) students in K-5 have been identified as English Language Learners (ELLs). Our ESL after school program invites 17 Entering and Emerging Kindergarten Students, as well as 43 Entering, Emerging, Transitioning and Expanding First Graders, 24 second graders (also all levels), and 14 Entering, Emerging and Transitioning students in 3-5. Our 24 Expanding students in 3-5 will be invited to our Saturday Academy.

Our 3 ENL certified teachers and one bilingual teacher will teach a total of 12 hours a week for 16 weeks, November 5th – April 15th, providing a total of 216 hours of instruction. Our afterschool programs begin at 3:05 and end at 4:05 or 5:05. Our first certified teacher will service 1 Kindergarten group for two hours per week, and one 3-5 group for 2 hours per week. Our second certified teacher will service two first grade groups two hours per week. Our third certified teacher will service 1 first grade group one hour per week, and 2 second grade groups two hours per week. Our bilingual teacher will service our newly arrived entering and emerging ELLs in grades 3-5 for one hour per week. One ENL certified teacher will be instructing in our Saturday Academy from 9am-12am from February 9th- April 6th for a total of 24 hours.

All programs are provided in English. To more effectively prepare all of our students and particularly our ELLs, we implement a structured multi-sensory phonemic awareness Fundations program in grades K-3, and a themed Read Aloud Curriculum, developed at our school, which provides students with rich text sets and hands-on experiences and visual support that help students delve deeply into content area topics to develop core knowledge and engage in deep discussions about each topic. Our ENL after school programming builds on this curriculum. Our ENL and bilingual teacher, in communication with the classroom teachers, coaches, and service providers where applicable, develop word study and read aloud materials that preview, review, or extend the topics students are studying in class, and provide more intensive and targeted intervention, particularly in the areas of word study and vocabulary. Tier I and Tier II vocabulary (content area vocabulary as well as academic vocabulary) is a key part of all read aloud planning, and words are presented and explained with visual supports, and teachers model proper use of the vocabulary and support students’ use of these words. In addition, our ENL and bilingual teachers collaborate with classroom teachers, coaches, and providers to create targeted guided reading plans to support students’ decoding and comprehension of leveled books, including Rigby PM, Rigby PM Stars, and On Our Way to English. Writing is developed usually in response to read aloud or to independent reading, and is scaffolded as needed with graphic organizers and sentence starters, as well as teacher prompting students to speak about the texts (using these supports) always in complete sentences.

Instructional materials to support the literacy development of our Title III student participants include Reading A-Z, which can be accessed in Spanish or English, to support work in ELA as well as content areas. In Math our Title III students will be given access to online programs like
Part B: Direct Instruction Supplemental Program Information

Zearn which support and extend our current mathematics curriculum, and which provide parents videos and examples of mathematics strategies taught.

Attendance is taken for each group by the assigned teacher, and shared weekly with coaches and the office staff. Progress monitoring will be continuous, with teachers assessing students’ use of vocabulary, participation in interactive read aloud and discussion, as well as students’ progress in reading and writing (decoding, encoding, sentence meaning and sentence construction, paragraph writing). Progress will be shared regularly with classroom teachers so that together, the ESL teacher and classroom teacher determine and work toward specific goals for each child. In this way, groups are flexible across the year. The materials are an extension of the students’ studies in class, so rather than introducing brand new topics, our program deepens the language and content understanding of topics studied in each grade. The teachers will, however, pull from other resources as they see fit, especially in the case of a student brand new to the country who is lacking the vocabulary and background knowledge needed to access the grade level curriculum.

To support families, all curriculum topics and skills are translated and shared with parents in a variety of ways. These include our school website that details curriculum themes and is updated monthly, as well as Class and School Dojo messages that provide daily support. Further parent support is offered during monthly in-person workshops, held at the grade level, and translated for all parents. Literature from each workshop is passed along to all parents, even those who could not attend. Finally, one-on-one meetings occur regularly between teachers and parents, always with a translator as needed, during our weekly family involvement period, in addition to teacher preparation periods and afterschool meetings across the year. All program schedules as well as changes/announcements are shared in families’ home language through written notices as well messaging through Class Dojo and Remind 101.

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 four (4) 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. Ongoing professional development includes weekly 80 minute professional development meetings with coaches and supervisors. While all of our professional development is curated to support best practices with our student population (approximately 26% ELLs and 29% students with IEPs), it should be noted that at least one of these 80 minute sessions each month is dedicated to student study, where teachers, coaches, speech therapists, counselors, and administrators gather to discuss, strategize, and model best practices for students not making adequate progress. In addition, our coaches review student achievement data monthly, and meet individually with teachers to make adjustments to curriculum and teaching so that all students meet school benchmarks as well as Common Core standards across the year. Records of the weekly PD meetings (attendance and
Part C: Professional Development

agendas) as well as one-on-one data review and teaching strategy meetings are maintained by our coaches and shared with administrators at weekly Cabinet meetings. 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.

The following Professional Development will be provided by Supervisors and Coaches:

Supervisors: Erika Gundersen, Principal I.A.

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

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

Dates and Focus

Tuesday, September 25, 2018: Read Aloud Methods and Instructional Materials – providing interactive presentations around key vocabulary to build content area language for Language Learners as well as academic language to support students’ conversations about books (character feelings, genre, author’s purpose etc).

Tuesday October 30, 2018: Collaborating with classroom teachers to support ELLs across all content areas – considering the content and academic language needs of the social studies, mathematics, science, and arts curriculums.

Tuesday November 27, 2018: Improving conversation skills with ELLs in the read aloud and beyond. Revisiting read aloud methods to conduct more engaging, multi-sensory read alouds that allow multiple entry points for ELLs, before, during, and after reading.

Tuesday December 1, 2018: Lesson Planning – refining and utilizing our Lesson Planning Template for ELLs to plan for rigorous, differentiated instruction.

Tuesday January 29, 2019: Studying ELL writing samples to make up-to-date curricular adaptations and grouping focuses as well as one-on-one specific language skill development. Additionally, this PD will support our goal of identifying and developing the qualities of writing across the year, such as idea development, structure and organization, sentence composure and complexity, elaboration, word choice, spelling, capitalization, and end punctuation.

Tuesday February 26, 2019: Increasing phonemic awareness by integrating meaningful movements and multi-sensory practice to support segmenting and blending of words.
Part C: Professional Development

Tuesday March 26, 2019: Analyzing texts for structure and vocabulary so that language learners of all proficiency levels can access complex texts.

Tuesday April 30, 2019: 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 May 28, 2019: Reflecting on how the year’s curriculum met the needs of language learners of all proficiencies, and sharing implications with the school’s cabinet and grade level teams.

Tuesday, June 18, 2019: Student review and reflections: Pedagogues present 1-2 students who made significant progress as well as 1-2 students who made less progress than expected. Reflections will be made to identify trends and make revisions to curriculum and methods next year.

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, we offer a parent class parallel to our Saturday Academy, from February 9th to April 6th from 9am to 11pm. There is no cost to parents for participation in the program, and it will be made available to parents of ELLs. Invitations will be sent out in parents’ home language, and attendance and agendas kept by the instructors. 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. This will all be available in English and Spanish as well as other languages spoken by the targeted population.

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. Areas of need as shared in parent surveys include using technology in Math and ENL.

The following schedule is:
February 9, 2019
February 16, 2019
March 2, 2019
March 9, 2019
March 16, 2019
March 23, 2019
March 30, 2019
April 6, 2019
**Part D: Parental Engagement Activities**

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, in multiple languages, will be directly sent to those parents who qualify, accompanied by a telephone follow-up. Attendance, agenda and accompanying parent feedback through exit tickets will maintain an accurate records system to be used as a continuous source of information on the quality of support for parent engagement.

---

**Part E: Budget**

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

**Allocation Amount: $_____**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>172</td>
</tr>
<tr>
<td>School Name</td>
<td></td>
<td>The Beacon School of Excellence</td>
</tr>
</tbody>
</table>

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 ELL teacher, and one parent.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>G.Jack Spatola</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Erika Gundersen</td>
</tr>
<tr>
<td>Coach</td>
<td>Debra Nikrad, ELA Coach</td>
</tr>
<tr>
<td>Math Coach</td>
<td>Angela Venture</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Ivone Garcia</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Megan Poliner, ELA</td>
</tr>
<tr>
<td>Coach</td>
<td>Antonella Gallo, ENL</td>
</tr>
<tr>
<td>Parent</td>
<td>Anna Garcia</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Shawn Samuels</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Tatyana Ulubabova</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Anita Skop</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Christina Zuccaro, UFT</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>3</td>
</tr>
<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>3</td>
</tr>
<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]</td>
<td>3</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>3</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>3</td>
</tr>
</tbody>
</table>

D. Student Demographics

2018-19 CEP 52
**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tot #</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

### Bilingual Program Breakdown

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
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### Part III: Assessment Analysis

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

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**

   The school uses multiple formative and curriculum embedded assessments to guide our instructional planning for ELLs. To measure reading comprehension, word attack, and fluency, teachers rely on three forms of assessments used throughout the year; Fountas and Pinnell, our own benchmark books (books representative of each reading level, with standardized questions and a rubric for student interviews upon completion of the book) as well as ongoing conferring notes where teachers indicate students’ mastery of essential reading skills (determining importance, monitoring for meaning, inferring, accumulating the text, envisioning, interpreting).

2. **What structures do you have in place to support this effort?**
We have many structures in place to support this effort. Each month, teachers report levels to the cabinet team (Principal, Assistant Principal, coaches) and these are reviewed and interpreted to make grade-wide and individual teacher staff development plans. Furthermore, the school has a dedicated intervention/collaborative teacher for each grade, and each grade is provided common prep periods at least 4 out of 5 days in the week. Teachers use this time, as well as their professional time, to review conferring notes and make individual, small group, and whole class instructional plans for students. These collaborative planning periods are often attended by the coach, who reviews conferring notes at least once a month and who supports these efforts. Finally, each grade meets for an 80 minute block of professional development time per week, during which coaches, the assistant principal, and often our related service providers join teachers to review student work, interpret data to inform and revise instructional plans, and learn about as well as try out best pedagogical practices, particularly those practices most effective with ENLs and students with IEPs.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We create our own summative assessments, including Benchmark Books, as well as end of unit assessments. Our Benchmark books, described above, offer standardized questions that give teachers data about each reading skill. Therefore, teachers can compare growth in levels, as well as growth in particular skill areas. Additionally, we develop end of unit assessments in the areas of reading, writing, and math. These assessments are aligned to common core standards for the grade, and are organized by skill across the year so teachers can measure and compare growth.

4. What structures do you have in place to address interventions once the summative data has been gathered?
What structures do you have in place to address interventions once summative data has been gathered? We have a few structures in place to address interventions. Our intervention/collaborative teachers are grade dedicated and therefore attend grade specific PD, and they follow the schedule of their grade colleagues and so share a minimum of 4 common preps a week. These opportunities for planning are maximized by the presence of the AP or the coach at all 80 minute weekly PD meetings, as well as a minimum of one common planning period a week. During these planning and professional development sessions, teachers and coaches review summative data and make relevant adjustments to whole class and small group plans. Another important structure in place is our Tier I and Tier II system. At least 4 times a year, in addition to parent conferences, teachers identify – through the use of summative assessment data – students who are approaching standards (Tier II) and students who are far below standards (Tier I). Once students are identified, classroom teachers, in collaboration with collaborative teachers, related service providers, ENL providers, and our literacy and math coaches, develop specific individual intervention plans for each student. The plans focus on S.M.A.R.T goals for each student in each subject area of need, and include both a home and a school component, as well as ongoing assessments of the target skill areas. Plans are reviewed by coaches and assistant principal, and then shared with parents at an in-person meeting. Assessment results, as well as updated plans as needed, are shared with parents after a period of 8-10 weeks. Finally, our collaborative push-in schedule (intervention teachers, related service providers, ENL providers) is flexible across subject area, so that support can be given at the right time in the right area for each child.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
We use various forms of data to guide instruction for ELLs within the Response to Intervention. We begin with the use of the Home Language Survey, as well as each student’s NYSLAT scores. In addition, we rely on the formative and summative assessments described above to determine the needs of each child, and to plan to relevant instruction each child needs. Teacher professional development focuses on many of the best practices when working with linguistically diverse student bodies, as outlined by the Center for Research on Education, Diversity, and Excellence.

These are:
Teachers and students producing together. Each unit of study launches in a constructivist style, where students and teachers
engage in problem-solving, inquiry, or task-based lessons where students work together with the teacher to make meaning, ask questions, and develop their own strategies for solving problems. This takes the form of a seminar-style series of lessons, a close-reading of a complex text, or a performance task.

Developing language and literacy across the curriculum. In our school, many of our units are interdisciplinary, where students study a topic across texts and contexts. Many themes launch in our read aloud, and as the study develops the students take on research, writing, and/or performance or problem-solving in the areas of reading, writing, math, and the arts. Studies vary from 2-6 weeks, allowing students sufficient time to immerse themselves in a topic, and each topic is supported (for ENLs but also all students) with vocabulary supports and visuals identified by our grade teams to be essential for expertise and understanding of the topic.

Making lessons meaningful. Many of our units are project-based, and all of them invite and support students in connecting the study to their own lives, and/or the school community. Many of the studies launch with an artifact or an experience where students have the opportunity to question and respond to new information, and our teacher work with their responses to help drive and shape the rest of the study.

Teaching complex thinking. All of our units are common-core aligned, and students are exposed to high-level texts, critical thinking questions, and application problems. As needed, support such as vocabulary, scaffolded questions, organizers, smaller group instruction etc, are offered, but the tasks themselves are not simplified for ENLs or any other student group.

Teaching through conversation. Student to student and student to teacher conversation is valued across the school and an integrated into all curriculum areas. Our school dedicates a full period each day to read aloud, for which the conversation is a pivotal part. Students set class and individual goals for rich conversation and discussion, and these goals are addressed across the day and in each curriculum area. Furthermore, our project-based units provide ongoing – not only end of unit – opportunities for students to question, process, and express what they are learning.

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

6. **What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs?**

We use a variety of outcome assessments to evaluate and inform our programs. We use the proficiency levels from the NYSESLAT from Spring 2017 NYSESLAT data to determine the level of need for each student in the coming year, and to measure our own effectiveness in ELL programing and support. Based on the identified need, we provide after-school and Saturday instruction, as well as targeted teacher development and collaborative planning with our ENL providers, all other related service providers, and classroom teachers. ELA and Mathematics exam results help us further reflect on the effectiveness of our program for our ELLs. As these results are broken down by subgroup, and by section (multiple choice, short response, essay, etc) we are able to identify areas of success and challenge for our ELLs and similarly, we provide a combination of additional instruction as well as teacher development so that the instruction across the day is increased in quantity and quality.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

To disseminate our findings, we do the following:

The entire school community is provided with an ELL list which is updated regularly as students are discharged or admitted. Reflections, described in the question above, are shared at the beginning of the school year and goal for our ELL instruction are integrated into our school-wide pedagogical goals each fall. The structure of weekly grade-dedicated professional development meetings allow for coaches, assistant principals, and ENL providers to visit grade meetings regularly to support differentiation and scaffolding for ELLs on all levels, across grades and subject areas.

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**Part IV: ELL Programming**

**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:

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

Our school uses sheltered English instruction within a structured immersion instructional format, allowing for more individualized instruction. 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 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.

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

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

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

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

5e. 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.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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 multisensory 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.

7. 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).

8. 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

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

In our Kindergarten all of our ENL’s progressed through the first two stages and tested into the transitioning and expanding levels. 15 Kindergarten students tested at the commanding level. We saw a similar positive trend in all of our grades, such that only one student – a newly enrolled fifth grade student just entering the US – testing at the entering level. All other students were transitioning or expanding. In the 3rd to 5th grade, our students progressed by the end of the year such that all students tested as expanding. A total of 53 student’s school wide scored at a commanding level. Based on these results, we will focus our efforts on supporting as students as they move through transitioning and expanding levels. One significant change in program is the increase in student-select, student driven projects integrated across the school year. These projects ask students to apply what they’ve learned in a new setting or modality, and the project often include a group or audience component, ensuring increased opportunity for building oral language – both academic language and social language for all students. Additionally, we’re re-envisioning our academic afterschool programs to be more subject specific, so that students can sign up for the very topic they need the most, and they can become skilled and fluent in that content area over time with an expert teacher. Finally, we’ve continued to grow our afterschool enrichment opportunities, and we’ve collaborated with CBO’s and our PTA to make these opportunities affordable for all families. As such, students can choose from a myriad of extra-curricular activities where they will build new background knowledge and language outside of the traditional academic subject areas.

10. If you had a bilingual program, what was the reason you closed it?

No programs for English Language Learners will be discontinued.

11. 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

12. 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 iPads, 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.

13. How is home language support assessed and 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.

14. 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 occurs 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
   Not Applicable

16. 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.

17. What language electives are offered to ELLs?
   No language electives are offered to English Language Learners.

18. 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 programs.

---

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 and non-pedagogic staff.) 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?

   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.

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.

The school-wide professional development focuses for professional development are determined each summer before the school year, after reviewing student data as well as teacher feedback and administrator observations. Grade-specific professional development sessions continue to build on these school-wide topics, and in addition delve into topics unique to that grade and student set. Please see the calendar below for the fall’s PD programming:

<table>
<thead>
<tr>
<th>Date and Grade</th>
<th>Topic of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 6, and November 7, whole school</td>
<td>The Power of Feedback for Teachers and Students</td>
</tr>
<tr>
<td>Kindergarten, Sept-Nov</td>
<td>PD Focus</td>
</tr>
<tr>
<td>Engaging all learners through the use of technology, including language acquisition.</td>
<td></td>
</tr>
<tr>
<td>First Grade, Sept-Nov</td>
<td>PD Focus</td>
</tr>
<tr>
<td>Re-envisioning the Writer’s Workshop to meet each writer where they are – differentiation in the workshop model.</td>
<td></td>
</tr>
<tr>
<td>Second Grade, Sept-Nov</td>
<td>PD Focus</td>
</tr>
<tr>
<td>Engaging all readers with independent reading jobs: Getting to know each learner, and offering a job that works in a modality of strength and interest.</td>
<td></td>
</tr>
<tr>
<td>Third Grade, Sept – Nov</td>
<td>PD Focus</td>
</tr>
<tr>
<td>Sept – Oct- Planning writing supports for different leveled learners.</td>
<td></td>
</tr>
<tr>
<td>Nov- Using a Tuning Protocol to Give Feedback on Animal Adaptation Unit- How does it meet the needs of all learners, including ENLs, Students with IEPs, and students exceeding grade standards</td>
<td></td>
</tr>
<tr>
<td>Fourth Grade, Sept – Nov PD Focus</td>
<td>Engaging readers with independent reading projects: Offering choice in ways students respond to reading- planning different modalities of responding for different learners</td>
</tr>
<tr>
<td>Fifth Grade, Sept – Nov</td>
<td>PD Focus</td>
</tr>
<tr>
<td>Engaging all math students with independent math projects. The students are offered choice in which to display their real life math projects to meet the needs of every learner. ELL’s and Students with IEP’s will be provided differentiated adaptations such as vocabulary and manipulatives.</td>
<td></td>
</tr>
</tbody>
</table>
2. 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 serve 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.

The required hours of 15% total for all teachers and 50% total for ENL teachers are met or exceeded each year, as each pedagogue attends an 80 minute professional development session each week, and all sessions are dedicated to effective instruction of all learners, especially our ENLs and students with IEPs.

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. Our protocol is as follows:

Scheduling: Meetings are scheduled for the beginning of November (our conferences are in December), then again in the beginning of February before the March PTC, and finally once more in May. Teachers send a letter home explaining the purpose of the meeting and an appointment time, and our teachers follow up to schedule over the phone or on Class Dojo, our main family communication tool.

Meeting preparation: Before meetings are held, teachers submit individualized plans to supervisors, and these are reviewed and feedback given as needed.

Meeting agenda: 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. 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. 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.

Most effective, however, has been our monthly “Parents as Constructivist Partners”, which is held the last Friday of each month. We’ve found the most meaningful and effective way for our parents to learn about what their child needs is for them to join their child side-by-side in the classroom, and get involved in the actual work of the day. Grade teams plan these mornings carefully, thinking about what content and language parents most need to know in order to extend and support their child’s learning at home. These topics and shared with parents ahead of time through fliers home and class dojo announcements, and parents are invited to ask questions or meet with literacy or math coaches after the morning session if they have further questions about the work.

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.
Part V: ELL Identification Attestation

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s *ELL Policy and Reference Guide*, I, Jack Spatola, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Jack Spatola</td>
<td>Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Erika Gundersen</td>
<td>Assistant Principal</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Annette Hendrickson</td>
<td>Parent Coordinator</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Maria Zito</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Anna Garcia</td>
<td>Parent</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Antonella Gallo</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Maria DiRosa</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Megan Poliner</td>
<td>Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Debra Nikrad , ELA Coach</td>
<td>Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Ivone Garcia</td>
<td>School Counselor</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Anita Skop</td>
<td>Superintendent</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Tatyana Ulubabova</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td></td>
<td>ELL Compliance Admin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christina Zuccaro</td>
<td>Other Teacher/UFT Leader</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Angela Ventura, Math Coach</td>
<td>Other Math Coach</td>
<td></td>
<td>10/30/17</td>
</tr>
<tr>
<td>Shawn Samuels</td>
<td>Other Related-Service Provider</td>
<td></td>
<td>10/30/17</td>
</tr>
</tbody>
</table>
2018-2019 Language Translation and Interpretation Plan for Parents

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Zito</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Annette</td>
<td>Hendrickson</td>
<td>Parent Coordinator</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Erika</td>
<td>Gundersen</td>
<td>Assistant Principal</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>361</td>
<td>55.54</td>
<td>361</td>
<td>55.54</td>
</tr>
<tr>
<td>Spanish</td>
<td>264</td>
<td>40.62</td>
<td>265</td>
<td>40.77</td>
</tr>
<tr>
<td>Chinese</td>
<td>16</td>
<td>2.46</td>
<td>12</td>
<td>1.85</td>
</tr>
<tr>
<td>Arabic</td>
<td>6</td>
<td>0.92</td>
<td>6</td>
<td>0.92</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>361</td>
<td>55.54</td>
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<td>Spanish</td>
<td>264</td>
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<td>16</td>
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<td>Arabic</td>
<td>6</td>
<td>0.92</td>
<td>6</td>
<td>0.92</td>
</tr>
</tbody>
</table>

**N/A**

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Letter</td>
<td>September 2017 and throughout the school year</td>
<td>We utilize the DOE resources, bilingual school staff, over the phone translation services, and in the event of a last minute request we use a contracted vendor. .</td>
</tr>
<tr>
<td>Parent Handbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After-School academic Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday School Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent as reading Partners invitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL Identification</td>
<td>September 2017</td>
<td>NYC DOE website</td>
</tr>
<tr>
<td>Entitlement Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Cards</td>
<td>September 13, 2017</td>
<td>We utilize the DOE resources, bilingual school staff, over the phone translation services, and in the event of a last minute request we use a contracted vendor. .</td>
</tr>
<tr>
<td></td>
<td>November 15-16, 2017</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 14-15, 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 23, 2018</td>
<td></td>
</tr>
</tbody>
</table>
At-Risk and IEP Meetings | Throughout the school year | We utilize the DOE resources, bilingual school staff, over the phone translation services, and in the event of a last minute request we use a contracted vendor.

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Interviews</td>
<td>June-September 2017</td>
<td>We utilize over the phone interpretation, staff translators and parent volunteers.</td>
</tr>
<tr>
<td>HILS- New admits</td>
<td>On Going</td>
<td>We utilize over the phone interpretation, staff translators and parent volunteers.</td>
</tr>
<tr>
<td>Parent-Teacher Conferences</td>
<td>September 13, 2017 December 6-7, 2017 March 14-15, 2018 May 23, 2018</td>
<td>We utilize over the phone interpretation, staff translators and parent volunteers.</td>
</tr>
<tr>
<td>At- Risk meetings</td>
<td>End of October 2017 February 2018 April 2018</td>
<td>At- Risk meeting are scheduled individually at the end of October, beginning of November, and a week before March PTCs</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

In the event of a school emergency, parents will be notified through school Dojo and telephone. Dojo is an app which every parent is invited to join at the beginning of the year, and all messages appear over text message and are translated into the preferred language. The assistant principal and coaches have access to deliver whole-school announcements, through Dojo, to parents’ text messaging devices. In addition, the office holds emergency cards for all students, and parents are called to notify any urgent information.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Goals of the Chancellor’s Regulation A-663 are shared with each grade team during professional worktime at the beginning of the year, and plans for meaningful family involvement and communication are discussed and planned.
into the yearly calendar so that parent education and involvement happens on a regular basis across the year. Translators (often parent volunteers secured by our Parent Coordinator) are provided for curriculum night, parent teacher conference night, monthly Parents as Constructivist Partners, and student cumulative celebrations. In addition, directions for the phone translation and interpretation unit services are shared during this professional time, and a handout delineating steps for over-the-phone services are provided 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 D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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 E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Feedback from parents is shared at the monthly School Leadership Team Meeting, as well as through annual Parent Surveys conducted each spring. In addition, we invite all of our ENL families to complete a survey to provide feedback for us around services provided for students, communication with families, and meaningful opportunities for involvement in their child’s learning. Feedback is share with the SLT, as well as the school cabinet and then all teachers at grade level meetings.